Faculty of Science

TEACHING & LEARNING COMMITTEE

MINUTES OF THE MEETING HELD 26 MARCH 2015

Associate Professor Peter Hammond, Ms Fiona Birt, Associate Professor Ben White, Dr Anthony Bakker, Dr Nicola Mitchell, Associate Professor Martha Ludwig, Assistant Professor Julian Clifton, Associate Professor Paul C. Abbott, Associate Professor Patrick Finnegan, Associate Professor Troy Visser, Mr Martin Anderson, Ms Kay Horn (Science Student Office), Mr Alex Tsaknis, Ms Molly Ireland, Ms Merrilee Albatis (Science Library), Dr Megan Ellyard, Professor Geoffrey Meyer, Ms Kelly Elliott (for minutes)

1. WELCOME

The Chair welcomed Members to the meeting and noted that: i) Dr Anthony Bakker has replaced Prof Geoffrey Meyer as the Committee’s representative for the School of Anatomy, Physiology and Human Biology; and ii) Assoc Professor Steven Schilizzi is the Committee’s representative for the School of Agricultural Resource Economics whilst Dr James Fogarty is on sabbatical.

2. APOLOGIES

Prof Brendan Waddell, Assoc Prof Steven Schilizzi, Prof Jonathan Evans, Ms Jennifer O’Neil, Dr Barbara Cook, Ms Mercedes Belica

3. DECLARATIONS OF POTENTIAL OR PERCEIVED CONFLICTS OF INTEREST - REF: F45712

The Chair declared that he had written the curriculum items for the School of Physics (items 16 and 21 below); however, Assoc Prof Paul Abbott would speak to the items on behalf of the School.

4. MINUTES (FEBRUARY 2015) – REF: F45712

It was

RESOLVED 05/2015

to confirm the Minutes of the meeting of the Teaching and Learning Committee of Thursday 26th February 2015 as a true and correct record of that meeting.

5. ACTIONS IN PROGRESS

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DUE DATE / RESPONSIBILITY</th>
<th>STATUS</th>
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</thead>
<tbody>
<tr>
<td>Turnitin</td>
<td>Deputy Dean</td>
<td>Update 26/03/15: It was advised at last Associate Deans meeting that there is a UWA Turnitin policy / good practice guide underway.</td>
</tr>
<tr>
<td>Inbound Study Abroad Short Term Research Training</td>
<td>SAO Curriculum</td>
<td>In progress – discussions continuing with the Study Abroad Office. Any suggestions / ideas on ways to promote research to study abroad students should be sent to Senior Administrative Officer, Curriculum (a request will be sent to schools prompting this).</td>
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<tr>
<td>E-Spot Questionnaires SURF and SPOT surveys</td>
<td>Associate Dean T&amp;L</td>
<td>With the disestablishment of the Centre for the Advancement of Teaching and Learning, SPOT is still administered by the Administrative Officer in the Institutional Research Unit (IRU). Heads of School were sent the instructions for ordering SPOT this semester on 9 March, for circulation to teaching staff. A reminder and the instructions would be sent to school managers, for circulation to all teaching staff in the week beginning 23 March 2105. IRU aimed to conduct SPOT entirely online in Semester 2</td>
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6. BLACKBOARD FACULTY DAY

Members noted that the information received from Schools regarding their use of Moodle has been submitted to the Project Black Swan Transition Team. Staff in some schools had received feedback regarding CLOZE style quizzes. The following was reported at the Associate Deans meeting on 20 March 2015:

i. 95% of all content, activities and quizzes would transition

ii. The remaining 5% of all content has been allocated analysts, and technical staff were to work through and consult on manual transitions and/or alternative solution – this work is ongoing.

A Faculty Training Day for Blackboard was scheduled Thursday 23rd April 2015 8:45am-3:45pm (Registration required): see http://www.education-futures.uwa.edu.au/black-swan-faculty-days and members were encouraged to attend, or to attend another Faculty’s date if not available on 23 April 2015.

7. SCIE4401 DATA USE IN THE NATURAL SCIENCES

Members noted that the number of students enrolled in SCIE4401 in semester 1 2015 was significantly less than in previous years. The School of Agricultural Resource Economics had expressed concern that for a number of students, not taking SCIE4401 would disadvantage them when they attempt to take SCIE4402 Data Management and Analysis in the Natural Sciences. It was envisaged in 2014 that SCIE4401 would be offered as a conversion unit for students without an adequate background in statistics. Reference was made to Attachment B to the agenda.

The School recommended making SCIE4401 a pre-requisite for SCIE4402, and also suggested recommending the unit to non-UWA students with a non-statistical background.

Members were asked to take this matter back to their respective schools for further consideration.

8. UWA TEACHING FELLOWSHIP REPORT

Professor Geoff Meyer from the School of Anatomy, Physiology and Human Biology was invited to report on his experience as a recipient of a UWA Teaching Fellowship.

The purpose of this Teaching Fellowship was to demonstrate a paradigm shift to incorporate innovative online learning pedagogies in laboratory practical classes at undergraduate (cycle 1) and postgraduate (cycle 2) levels. Specifically to:

− disseminate awareness of the innovative learning tools created for delivering the School’s histology courses (including laboratory practical classes) completely online - in particular, demonstrate how learning content for other image intensive disciplines and use of microscopy, could be migrated to the learning platform.

− create comprehensive instructional videos and online manuals, and present scheduled workshops, that instruct academic staff on how to load content and use these innovations in their own teaching areas.

− facilitate web developments/creations that could customize the delivery of learning content specific for individual teaching units.

− facilitate staff to rethink and redesign their teaching space/classrooms to more effectively promote online learning and student engagement.

Prof Meyer provided an outline of the virtual microscopy facility which he had worked with Collibio to create. He recommended members visit the website http://histology-online.com and look at the functionalities of the facility in the online demonstration https://www.youtube.com/watch?v=4jG33ZBygfk

Prof Meyer’s vision is for people around the world being able to access histology at any time. There is no reason why UWA students could not have access to the same functionality, thus reducing some lab work
9. **THE OFFICE FOR LEARNING AND TEACHING AND UWA’S EDUCATIONAL STRATEGIES OFFICE (ESO)**

   The Academic Director of the Centre for Education Futures, Prof Sally Sandover, was invited to provide an overview of teaching and learning at the University; and to discuss interaction with the Office for Learning and Teaching particularly at faculty level. This followed discussion around Teaching and Learning Awards at the last meeting of this Committee.

   In 2011, the Australian Government announced the establishment of the Office for Learning and Teaching (OLT). The OLT had funding of $57.1 million over four financial years (2014–15 to 2017–18) through the Promotion of Excellence in Learning and Teaching in Higher Education programme. The OLT promotes and supports change in higher education institutions for the enhancement of learning and teaching.

   Prof Sandover advised that UWA’s Educational Strategies Office (ESO) was set up to raise the profile of teaching and learning within the University by assisting staff in attracting national grants, awards and fellowships from the OLT.

**Awards**

The OLT provides a number of awards for outstanding achievements in teaching and learning, in three categories: Citations for Outstanding Contributions to Student Learning (open to both academic and general staff); Teaching Excellence; and Programs that Enhance Learning. The ESO works with staff to look at award guidelines and to write nominations, which is an involved process.

**Grants**

The OLT grants program includes grants funded in the categories: innovation and development projects; seed projects; extension grants; strategic priority projects; and Fellowships. These grants need to show how the outcomes of the funded work impact teaching and learning, and it is highly recommended that the applications include cross-university collaboration.

Prof Sandover is the institutional contact for the University and is also an OLT assessor. She has won citation, program and teaching awards and is therefore highly qualified to comment on the awards and grants processes. There is a mailing list for calls for Expressions of Interest and she suggested staff contact the ESO office to be added to this list (all-staff emails are not permitted).


10. **PROPOSED CHANGES TO THE RULES FOR SCOM1101 INTRODUCTION TO SCIENTIFIC PRACTICES AND SCIE1103 SCIENCE SOCIETY AND COMMUNICATION**

   Members were advised that the Science Student Office (SSO) had submitted a block rule waiver request to Academic Policy Services (APS) enabling students to count SCOM1101 Introduction to Scientific Practices for SCIE1103 Science Society and Communication and vice versa (Attachment C to the agenda referred). There is overlap between the two units and currently SCOM1101 is incompatible with SCIE1103 but not the other way round. Unit outlines for SCOM1101 and SCIE1103 were provided at Attachments D and E to the agenda.

   Rule waivers were currently requested where

   - A student had commenced a degree specific major which required SCOM1101 as a complementary unit and then changed to another degree specific major that required SCIE1103 as a complementary unit or vice versa.
   - A student was studying Science Communication as a second major (SCOM1101 is a core unit) and they were completing a degree specific major that requires SCIE1103 as a complementary unit.

   The Chair of the Academic Board granted a block waiver for 2015 only, on the understanding that a review take place to seek an alternative solution in time for approval and implementation for 2016. The School of Animal Biology have proposed that students taking the Zoology major are able to select either...
SCOM1101 or SCIE1103 (refer agenda item 15). The SSO proposed that in the majors where SCIE1103 or SCOM1101 are complementary units, students are able to select one or the other of these units and that consideration is given to the development of a single level one communication unit, incorporating aspects of both units, to be offered in both semesters in place of SCIE1103 and SCOM1101. Currently SCIE1103 and SCOM1101 are both offered in semester 1.

The coordinator for SCIE1103 was in agreement with the waiver and confirmed the units were under review; however, that changes would not be ready for 2016. The perspective of these two units is different and consideration is being given to either combining them or separating them into two quite separate units for 2017.

Subject to consultation with the Faculties of ECM and MDHS, it was

RESOLVED 06/2015

to recommend to Science Executive Committee changes to the majors as follows for 2016:

<table>
<thead>
<tr>
<th>Major</th>
<th>2015 Level 1 Communication Unit</th>
<th>Proposed 2016 Level 1 Communication Unit</th>
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<tbody>
<tr>
<td>Agricultural Science</td>
<td>SCIE1103</td>
<td>SCOM1101 or SCIE1103</td>
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<td>Botany</td>
<td>SCIE1103</td>
<td>SCOM1101 or SCIE1103</td>
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<tr>
<td>Conservation Biology</td>
<td>SCIE1103</td>
<td>SCOM1101 or SCIE1103</td>
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<tr>
<td>Environmental Science</td>
<td>SCIE1103</td>
<td>SCOM1101 or SCIE1103</td>
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<tr>
<td>Geography</td>
<td>SCIE1103</td>
<td>SCOM1101 or SCIE1103</td>
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<tr>
<td>Geology</td>
<td>SCIE1103</td>
<td>SCOM1101 or SCIE1103</td>
</tr>
<tr>
<td>Marine Science</td>
<td>SCIE1103</td>
<td>SCOM1101 or SCIE1103</td>
</tr>
<tr>
<td>Natural Resource Management</td>
<td>SCIE1103</td>
<td>SCOM1101 or SCIE1103</td>
</tr>
<tr>
<td>Zoology</td>
<td>SCIE1103</td>
<td>SCOM1101 or SCIE1103</td>
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<tr>
<td>Biomedical Science</td>
<td>SCOM1101</td>
<td>SCIE1103 or SCOM1101</td>
</tr>
<tr>
<td>Chemistry</td>
<td>SCOM1101</td>
<td>SCIE1103 or SCOM1101</td>
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<tr>
<td>Mathematics and Statistics</td>
<td>SCOM1101</td>
<td>SCIE1103 or SCOM1101</td>
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<tr>
<td>Microbiology and Immunology</td>
<td>SCOM1101</td>
<td>SCIE1103 or SCOM1101</td>
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<tr>
<td>Neuroscience</td>
<td>SCOM1101</td>
<td>SCIE1103 or SCOM1101</td>
</tr>
<tr>
<td>Science Communication</td>
<td>SCOM1101</td>
<td>SCIE1103 or SCOM1101</td>
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</tbody>
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Executive Officer’s note: The Faculty has informed the Faculties of Engineering Computing and Mathematics and Medicine, Dentistry and Health Science about the proposed changes to the structure of majors as detailed above. ECM has confirmed that the structure of the major in Mathematics and Statistics will be amended to allow students to take either SCIE103 and SCOM1101; and MDHS have not responded regarding the major in Microbiology and Immunology or the double major in Biomedical Science.

11. PROPOSED CHANGES TO THE ASSESSMENT MECHANISM FOR PSYC3301 PSYCHOLOGICAL RESEARCH METHODS; DESIGN AND ANALYSIS

The School of Psychology proposed amendments to the assessment mechanism for PSYC3301 Psychological Research Methods; Design and Analysis replacing assignments and in class assessment with a single end of semester examination. There will be multiple occasions in which the students are assessed in this unit, however, only the final exam will count toward their mark. At the beginning of the semester, students will be given 500+ questions and answers that may appear on the final exam. Typically, there will be two practice exams during the semester: mid-semester and last week of semester. These practice exams will take place in-class (i.e., during the lecture). A random selection of the questions will be selected for inclusion in the practice exams. Marking and feedback of the practice exams will take place immediately after the practice exams have been administered. This assessment strategy will facilitate high quality and timely feedback to students on their performance throughout the semester.

Attachment F to the agenda referred (CAID) ID 5501).

Concerns raised by members to be clarified by the School, and then circulated to members prior to final decision:
– Outcome 4 of the unit requires working knowledge of a popular statistical software program (SPSS) - how would this be assessed in the proposed final exam?
– Outcome 5 of the unit requires presenting research results in a written report following a specified style – how would this be assessed in the proposed final exam?

12. PHASE 1 PROPOSAL FOR NEW ONLINE POSTGRADUATE COURSE AGRICULTURAL ECONOMICS

The School of Agricultural Resource Economics proposed a new online degree in agricultural economics. The course covers all key elements of agricultural economics, with the overall course emphasis on the application of theory to real world circumstances. The core themes of the course are: applied economic analysis, policy analysis, and agribusiness management and analysis. The academic staff teaching the course have extensive real world experience in the agribusiness and government sector, and graduates are well suited to employment in both government and industry positions.

Globally, there continues to be strong demand for agricultural economists with technical analysis skills. The proposed degree, which is a professional degree based around coursework, aims to provide students with skills that are a good match to the market demand. UWA currently has the strongest agricultural and environmental economics group in Australia. By growing the total load in agricultural economics this degree contributes to ensuring the financial sustainability of this research group. The degree will also include as compulsory units the two units the School has offered as part of the recently introduced Master Economic Development course.

The School has also recently adopted a policy of encouraging PhD students to formally enrol in a number of units offered by the School in the first year of their studies. The switch to an online mode of delivery for these units, and the potential for flexible start and finish dates for these units will be a benefit for these students.

Attachment G to the agenda referred (CAIDI ID 440)

It was

RESOLVED 07/2015

to recommend the School of Agricultural Resource Economics’ Phase 1 Proposal for a new online postgraduate course in Agricultural Economics to the Science Executive Committee.

13. PROPOSED CHANGES TO THE GENETICS UNDERGRADUATE MAJOR

The School of Chemistry and Biochemistry proposed changes to the sequence of level three units in the major in Genetics. Currently students take GENE3340 Molecular Genetics II, GENE3360 Evolutionary Genetics, and GENE3370 Genomics and select one from GENE3350 Evolution and Development and PATH3305 Medical Genetics. The proposed change is for students to take GENE3340 Molecular Genetics II, GENE3370 Genomics and GENE3350 Evolution and Development and to take one from PATH3305 Medical Genetics and ANIM3362 Evolutionary Processes (which differs from GENE3360 Evolutionary Genetics in the tutorial and practical components). The rationale for this recommendation is a greater breadth and exposure to more genetic fields in the core units while offering some specialisation (either human or non-human) in the optional units. The recent working party review considered the scope and types of assessment tasks, as well as communication and research skills in the current Genetics Major progression versus the proposed progression, and determined there would be no loss of diversity or genetic skills. Representatives from all schools involved in teaching into the Genetics major were on the working party.

Attachment H to the agenda referred (CAIDI ID 808)

It was

RESOLVED 08/2015

to recommend the School of Chemistry and Biochemistry’s proposed changes to the sequence of level three units in the major in Genetics to the Science Executive Committee.
14. PROPOSED CHANGES TO THE MARINE SCIENCE UNDERGRADUATE MAJOR

The School of Earth and Environment have proposed two changes to the major in Marine Science. ENVT2221 Global Climate Change and Biodiversity currently a core unit will become a complementary unit, replacing BIOL2261 Conservation Biology. A new unit BIOL2204 Marine Biology will become the second core unit replacing ENVT2221. The net effect is that BIOL2261 will no longer be part of the major. Currently the Marine Science major contains very little biology and few units at levels one and two that are focussed on marine studies. Specifically, nowhere in the major are students introduced to the diversity of marine life and to the way marine organisms function. The introduction of BIOL2204 will mean that four out of the eight core units will specifically deal with Marine topics. A new learning outcome has been added to the Marine Science major outcomes to reflect learning outcomes in BIOL2204.

The Science Union representative advised that student feedback had been that it would be useful to include a statistics unit, however it was confirmed that SCIE1104 includes an adequate level of statistics.

Attachment I to the agenda referred (CAIDI ID 1242)

It was

RESOLVED 09/2015
to recommend the School of Earth and Environment’s proposed changes to the major in Marine Science to the Science Executive Committee

15. PROPOSED CHANGES TO THE ZOOLOGY UNDERGRADUATE MAJOR

The School of Animal Biology proposed two changes to the major in Zoology. Students taking Zoology as a degree specific major are required to take the complementary unit SCIE1103 Science Society and Communication. The proposal is to allow students to take either SCOM1101 Introduction to Scientific Practices or SCIE1103 Science Society and Communication so that students who are required to take SCOM1101 as a part of their major are not required to take both units. The rationale for this proposal is that these two units cover the same skill set albeit from a different perspective. The second proposed change introduces a new unit ANIM2209 Field Studies in Zoology as an additional level 2 complementary unit so that students choose two of the three, whereas the are currently required to take both GENE2250 Principles of Inheritance and ANIM2208 Animal Ethics and Welfare. Fieldwork is an essential part of being a zoologist and the addition of this unit giving students the experience of working with animals in a field situation will enhance their ability to gain employment with government agencies and environmental consultants.

Attachment J to the agenda referred (CAIDI ID 1230)

It was

RESOLVED 10/2015
to recommend the School of Animal Biology’s proposed changes to the major in Zoology to the Science Executive Committee

16. PROPOSED CHANGES TO THE PHYSICS UNDERGRADUATE MAJOR

The School of Physics proposed the removal of complementary unit CITS2401 from the Physics major. CITS2401 does not appropriately meet the Australian Institute of Physics Accreditation guidelines for the development of computational skills: Aspects of computation that are either required in laboratory work prior to students commencing CITS2401 (Data Analysis in PHYS2001) or subsequent computational work in PHYS3001, are already embedded in units in the Physics major. Students have indicated that CITS2401 does not address three essential computational skills: algorithm development, high level data processing, and algebraic computing.

The impact of removing CITS2401 as a complementary unit will be addressed by embedding a measured development of computational skills from Level 1 through to Level 3 units. The detailed aspects of this will be finalised when the capabilities of the new Learning Management System, Blackboard, can be explored. This will improve the computational capabilities of students at Level 1, where currently their exposure to
computation is minimal.

Attachment M to the agenda referred (CAIDi ID 1585)

It was

**RESOLVED 11/2015**

to recommend the School of Physics’ proposed changes to the major in Physics to the Science Executive Committee

17. **NEW UNIT PROPOSAL EART3351 MINERAL RESOURCES**

The School of Earth and Environment proposed a new unit EART3351 Mineral Resources, an unattached elective intended for Geology students. The content of this unit will be the same as MINE4405 Mineral Resources which is jointly taught between the School of Civil, Environmental & Mining Engineering and School of Earth & Environment (Geoscience), lectures and practical classes will be the same and students will be taught along with MINE4405 students. EART3351 provides an opportunity for students in the Geology major to take an elective in Mineral Resources that is currently unavailable to them in New Courses. It is important to note that the geological component of MINE4405/EART3351 is appropriate for level 3 geology students and level 4 engineering students because they have undertaken very different prior study in their bachelors degrees with no common units at all unless they are engineering/geology double majors. This means that the geological component of EART3351 is most appropriate for level 3 geology students and not level 4 geology students. In New Courses, geology students do not study focused resources units until level 4 (e.g. GEOS4411 Mineralising Systems). This has drawn some criticism from employers in the resources industries. The Faculty of Science Undergraduate Major Review of the Geology major identified this unit as providing students who elect to graduate after three years (rather than completing Honours or Masters) some very practical knowledge and skills for minerals industry employment. In particular the geology-engineering overlap gives the graduates some breadth in the geotechnical aspects of mining.

Attachment N to the agenda referred (CAIDi 5517)

It was

**RESOLVED 12/2015**

to recommend the School of Earth and Environment’s proposal for the new unit EART3351 Mineral Resources to the Science Executive Committee, subject to consultation with the Faculty ECM confirming that the Level 4 unit MINE4405 Mineral Resources is incompatible with the Level 3 unit EART3351 Mineral Resources.

*Executive Officer’s note: The Faculty has advised Engineering Computing and Mathematics about the proposal and structure of EART3351 Mineral Resources and requested ECM to make EART3351 incompatible with MINE4405. ECM has agreed to make the two units incompatible and will support the introduction of EART3351, acknowledging that undergraduate Geology students and postgraduate Mining Engineering students will be attending the same classes. The CAIDi form has also been updated acknowledging an 80% overlap with MINE4405. Although both cohorts will attend the same classes the learning outcomes have been adjusted to reflect the two levels of instruction, and the assessment mechanisms will be different.*

18. **NEW UNIT PROPOSAL BIOL2204 MARINE BIOLOGY**

The School of Animal Biology proposed a new unit BIOL2204 Marine Biology for inclusion in the major in Marine Science as a core unit. BIOL2204 has been designed to address the imbalance between biology and physical processes in the marine science major. Students currently have no knowledge of the diversity of marine organisms and their different lifestyles and requirements. This impacts their ability to undertake marine surveys and understand the considerations necessary for impact assessment and management decisions in the marine environment.
Attachment O to the agenda referred (CAIDI 5501)

It was

RESOLVED 13/2015

to recommend the School of Animal Biology’s proposal for the new unit BIOL2204 Marine Biology to the Science Executive Committee

19. NEW UNIT PROPOSAL ANIM2209 FIELD STUDIES IN ZOOLOGY

The School of Animal Biology proposed a new unit ANIM2209 Field Studies in Zoology for inclusion in the major in Zoology. This eight-day field-based (residential in Exmouth) unit will be available to students nominating Zoology as their first major. The unit will be divided into two components, run as a block unit in July. The first will comprise a series of field-based exercises that will run over five consecutive days (each exercise led by a different Animal Biology academic). While individual projects will change from year to year, the unifying aim of these exercises will be to equip students with field based skills and experiences, and an understanding of the regulatory systems that underpin these activities (e.g. PAWES accreditation, permits etc.). The second component will comprise a single research project run over three days. In this latter component, students will work collaboratively in groups to collect and compile data for subsequent organisation, analysis and dissemination by each student (students will later write an individual paper and present an oral presentation to the class).

Attachment P to the agenda referred (CAIDI ID 5494)

Following discussion, the School will review the pre-requisites to ensure it is established as a specialist unit as it cannot be run on a large scale. Ancillary fees will also need to be indicated in the handbook description.

It was

RESOLVED 14/2015

to recommend the School of Animal Biology’s proposal for the new unit ANIM2209 Field Studies in Zoology to the Science Executive Committee

20. NEW UNIT PROPOSAL ANHB3322 HUMAN/PRIMATE SOCIAL ORGANISATION

The School of Anatomy Physiology and Human Biology proposes a new unit ANHB3322 Human/Primate Social Organisation for inclusion in the major in Anatomy and Human Biology as a level three core unit to be offered every second year. ANHB3322 was developed to reflect Associate Professor Cyril C. Grueter’s specific expertise in primatology and biological anthropology and its relationship to human biology. There is limited material taught in primatology and biological anthropology within the Bachelor of Science and the unit is expected to appeal strongly to students from a variety of backgrounds. Associate Professor Cyril C. Grueter joined the staff at APHB only recently.

Attachment Q to the agenda referred (CAIDI ID 5501)

There was not full agreement by members about offering ANHB3322 in alternate years to ANHB3315. The SSO raised concerns about students feeling at a disadvantage if their preferred unit was not available in their third year. The School was asked to consider retaining the current unit and varying the topic.

Decision to be conducted via circulation.

Proposed changes to the Major in Anatomy and Human Biology – Item deferred

The School of Anatomy, Physiology and Human Biology proposed the addition of ANHB3322 Human/Primate Social Organisation as a core option (students select three from four) unit in the major in Anatomy and Human Biology. The proposal is to offer ANHB3322 every second year and in the alternate year students may take ANHB3315 Human Evolutionary Ecology. ANHB3322 and ANHB3315 are not incompatible and students may choose to take both units if their course plan permits. The learning outcomes for these two units are the same, therefore making them interchangeable will not have any impact on the outcomes for the major.

Attachment K to the agenda referred (CAIDI ID 1343)
Subject to the clarification around the proposed new unit ANHB3322 Human/Primate Social Organisation (above), this item was **deferred** for decision to be conducted via circulation.

**Proposed changes to the Biomedical Science Double Major – Item deferred**

The School of Anatomy, Physiology and Human Biology proposes the addition of ANHB3322 Human/Primate Social Organisation as a core option (students select three from four) unit in the major in Anatomy and Human Biology. The proposal is to offer ANHB3322 every second year and in the alternate year students may take ANHB3315 Human Evolutionary Ecology. ANHB3322 and ANHB3315 are not incompatible and students may choose to take both units if their course plan permits. The learning outcomes for these two units are the same, therefore making them interchangeable will not have any impact on the outcomes for the major. The Faculty of Medicine, Dentistry and Health Sciences have been notified about the proposed change however they have not commented on the proposal.

Attachment L to the agenda referred (CAIDI ID 1578)

Subject to the clarification around the proposed new unit ANHB3322 Human/Primate Social Organisation (above), this item was **deferred** for decision to be conducted via circulation.

**21. NEW UNIT PROPOSALS: PHYS3043 OVERSEAS RESEARCH PLACEMENT (A), PHYS3044 OVERSEAS RESEARCH PLACEMENT (B), PHYS3045 RESEARCH PLACEMENT (A) AND PHYS3046 RESEARCH PLACEMENT (B)**

The School of Physics proposed four new unattached electives:

- PHYS3043 Overseas Research Placement (A) - 0 points
- PHYS3044 Overseas Research Placement (B) – 6 points
- PHYS3045 Research Placement (A) – 0 points
- PHYS3046 Research Placement (B) – 6 points (i.e. replacement for PHYS3341/2)

In previous years a research placement unit (for credit) had been available to Old Courses students through the units PHYS3341 Physics Vacation Project I and PHYS3342 Physics Vacation Project II.

Additionally in recent years, the School of Physics had also offered the possibility to students to undertake an overseas research placement (funded by Australian Government schemes such as Asia Bound, Short Term Mobility Programme, and the New Colombo Plan).

The proposed units allow students to undertake a research placement in a research group either overseas or at UWA (in both not-for-credit and for-credit forms). As a not-for-credit unit the work & experience of a student in a research placement can be explicitly recognised on the academic record of the student while not impacting the New Course structure - students who are taking two majors with a full suite of complementary units do not have room for a unit-for-credit in the New Course structure, but nevertheless should not be denied the opportunity for a research placement. All of the units are to be of the ungraded pass/fail form, judged via a combination of a reflective research essay and a research report.

Attachments R, S, T, U to the agenda referred (CAIDI ID 5536, 5540, 5541, 5542)

It was

**RESOLVED 15/2015**

to recommend to the Science Executive Committee the School of Physics’ proposals for the new units: PHYS3043 Overseas Research Placement (A) - 0 points; PHYS3044 Overseas Research Placement (B) – 6 points; PHYS3045 Research Placement (A) – 0 points; and PHYS3046 Research Placement (B) – 6 points (i.e. replacement for PHYS3341/2)

**22. ANY OTHER BUSINESS**

The Senior Administrative Officer (Curriculum) advised members that there are several undergraduate units operating outside the standard teaching period. The SSO will be contacting Schools and Unit Coordinators to request them to update teaching periods to capture teaching activities such as field trips.
that occur outside of Semester 1 and Semester 2. There was some concern expressed by members that introducing undergraduate students to non-standard teaching periods could cause confusion.

23. NEXT MEETING

The next meeting of this Committee is scheduled for **Thursday, 30th April 2015** commencing at 3:00 pm in the Faculty of Science Board Room, Ground Floor, Central Agriculture Building.