MEMBERS OF THE BOARD OF THE FACULTY OF LIFE AND PHYSICAL SCIENCES

A meeting of the Board of the Faculty of Life and Physical Sciences will be held on Thursday, 7 August 2008 at 3.15 pm in the Economics and Commerce conference room.

Membership of the Board is as follows:

Dean (Professor George Stewart)
Deputy Dean (Professor Bob Grove)
Associate Dean, Teaching & Learning (Professor Geoff Hammond)
Associate Dean, Research (Professor Colin Raston)
Academic Student Adviser (Dr Jane Emberson)
Faculty Manager (Ms Jenny Gamble)
Associate Professor Ian Dadour (Director, Centre for Forensic Science)
Mr Roger Dickinson (Director, Centre for Learning Technology)

Heads (or their nominees) of the following Schools:
Anatomy and Human Biology
Biomedical, Biomolecular and Chemical Sciences
Sport Science, Exercise and Health
Physics
Psychology

Elected representatives (or their alternates):
Professor Jim Chisholm (Anatomy & Human Biology)
Dr Silvana Gaudieri (Centre for Forensic Science)
Dr Linda Jeffery (Psychology)
Mr Hubert Jurkiewicz (Psychology)
Dr Thelma Koppi (BBCS)
Ms Heather Morton (Anatomy & Human Biology)
Mrs Jennifer Stevenson (BBCS)
Dr Karen Wallman (Sport Science, Exercise and Health)
Associate Professor Michael Wise (BBCS)

Nominees from the following Faculties:
Professor Lyn Abbott (Faculty of Natural and Agricultural Sciences)
Dr John Henderson (Faculty of Arts, Humanities and Social Sciences)
Dr Angus Tavner (Faculty of Engineering, Computing and Mathematics)
Dr Rachael Moorin (Faculty of Medicine and Dentistry)

Science Union (VP, Education – Ms Matilda Oke)

Part I of the Agenda is to be dealt with en bloc by motion of the Chair. Part II is for discussion. A member may request the removal of an item from Part I to Part II.

Any member of the Faculty of Life and Physical Sciences (see Statute 8[12]) may attend the meeting as an observer, with speaking rights only, by prior arrangement with the Dean or the Faculty Manager.

A full copy of this agenda (including attachments) is sent to all administrative secretaries for consultation by Faculty members.

Imelda Ooi
Administrative Officer
AGENDA

1. MINUTES REF: F3059

Confirmation of the noting of decisions taken by circulation to Faculty Board on 16 July 2009.

2. DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST

The Chair invites members to declare interests in relation to any items on the agenda.

PART 1

(Items for Communication to be dealt with en bloc)

3. There are no items.

PART 2

(Items for Decision to be dealt with en bloc)

4. There are no items.

PART 3

(Items for Discussion and Decision)

5. PROPOSED INTRODUCTION OF BSc PROGRAMME IN ORGANIC AND ANALYTICAL CHEMISTRY AT PSB ACADEMY REF:

The School of Biomedical, Biomolecular and Chemical Sciences is proposing the introduction of a new BSc programme in Organic and Analytical Chemistry to be offered offshore at PSB Academy. The proposal is to meet the strong demand for chemistry-based degrees in Singapore which are not met by NUS and NTU. It will also cater for recent polytechnic graduates already in full-time employment in laboratory environments where knowledge of organic and analytical chemistry will be valuable. The proposed programme will include a number of units already offered at PSB in the Biomedical Science and Biomedical Genetics programmes. A new unit will also be introduced namely, CHEM33XX Analytical Chemistry and Occupational Health and Safety, which is based on content from several units currently taught at UWA.

The proposal for the new programme, unit and draft rules are attached (Attachment A).

6. PROPOSED CHANGES TO 2ND AND 3RD YEAR STRUCTURE OF PSYCHOLOGY REF: F5075

Currently, the School of Psychology offers 16 units across years 1-3 of the undergraduate degree. In an attempt to reduce the overall teaching and unit co-ordination demands on staff, the School proposes to offer its second- and third-year units only in alternate years. This means that the School will be able to accommodate the same number of students in larger lectures but in fewer units and will result in a reduction of lectures offered each year by around 25%. There will be minor changes for 2009 with the main changes taking place in 2010.

The School advises that in order to accommodate the proposed changes, it will be required to remove the prerequisite requirements for the second- and third-year units in the undergraduate degree. However, PSYC1101 and PSYC1102 will remain prerequisites for all students.

The School feels that several benefits will be derived from the proposed changes which are:

- reduction in overall teaching
- less constraints on staff as units could be removed or replaced more easily when there are no prerequisites
- reduction in unit co-ordination demands on staff
- more time available for research activity and teaching improvement
The Head of School is asking that the proposed changes be implemented for 2009. As the deadline for changes to courses has passed, he will be asked to put a case at the meeting as to why his proposal needs to be fast-tracked.

A covering memo from the Head of School to the Dean outlining the changes and new structure is attached (Attachment B).

7. OTHER BUSINESS
PROPOSALS FOR NEW COURSES OR PROGRAMMES

New courses are new degree, diploma or certificate courses, including new honours degree courses. New programmes are new programmes within existing degrees, which are to be formally recognised through the use of a differentiated version of the existing course title e.g. BSc(Marine Science). For a new combined course leading to two degrees, use the form “Proposals for a new combined course leading to two degrees” at: http://www.secretariat.uwa.edu.au/home/policies/courseunit/proposals.

For transnational programmes, it is essential that the Checklist for Approval of Transnational Programmes is also completed - see http://www.secretariat.uwa.edu.au/home/policies/internati

CORE QUESTIONS FOR CHECKLISTS USED BY FACULTIES

All faculties should use the questions below in their checklists for proposals for new courses and new programmes in existing courses. Faculties may add other questions as they see fit.

1. Course Details

(1) Please provide the following information:

(a) the proposed name of the course or programme: BSc Programme in Organic and Analytical Chemistry

(b) the proposed abbreviated form of the course or programme name (see http://www.secretariat.uwa.edu.au/home/policies/degree_abbrev for policy on Degree Abbreviations); BSc (OrgAnChem)

(c) the proposed annual intake to the course or programme (in student numbers); 50 in 2009 rising to 80 in 2011

(d) the proposed colour(s) of the silk linings and facings of the academic dress (for publishing in University General Rule 1.5.2.1); as for BSc

(e) for Master’s degrees and Doctorates only, state whether the course will be undertaken by way of:

(i) Research (by thesis) where the research represents 100% of the course requirements
(ii) Research (by thesis and creative work) where the assessment is based on a thesis and a creative and/or performance component
(iii) Research by creative work where the assessment is based on the creative work and/or performance
(iv) Thesis and Coursework where the research component represents 66.6% or more of the degree requirements
(v) Coursework and Dissertation where the research component represents less than 66.6% of the degree requirements
(vi) Coursework where coursework is 100% of the degree requirements.

Note: To be classified as a research unit, the unit must represent a largely self-directed attempt to produce new knowledge.

(f) entry requirements; as for BSc, plus TEE applicable maths and chemistry (or equivalents)

(g) total number of points required for completion; 144

(h) expected completion time for full-time student taking standard load; 4 years, as PSB programs are offered in a sequence of individual units; standard enrolment will be 36 points per year, i.e. six units taken sequentially each year

(i) delivery mode (ie. Internal, external, multi-mode, online-only). Offshore

(ii) are any units taught by any kind of non face-to-face instruction? No

(Note: Where a course is delivered less than 75% face-to-face (ie more than 25% by distance learning or similar), there may be implications for international student visas. Please contact the International Centre for more information.)

(j) is any part of the course taught away from the Crawley campus? Yes, all at Singapore (PSB Academy)

(k) is any part of the course delivered by or taught in collaboration with another organisation? Yes
If yes, please state the name and address of the other organisation. PSB Academy
is honours available in this course? If yes, please explain how students undertake honours study.
is study towards honours open to international students? Students completing this program (with
appropriate results) will be eligible to enrol in honours in chemistry at the Crawley campus.
Honours may be offered offshore as well if it proves feasible.

(2) Please give a succinct summary of the academic objectives of the proposed new course/programme.
The proposal is to offer a Chemistry-based programme at PSB in Singapore to satisfy strong
demand for Chemistry-based degrees not met by NUS and NTU (the only two full-time degree-based
programmes in Chemistry currently available in Singapore), and for which no part-time alternatives
are available. The proposed programme in Organic and Analytical Chemistry will particularly cater
for recent polytechnic graduates already in full-time employment in laboratory environments where
knowledge of organic and analytical chemistry would be valuable.

(3) Please summarise what teaching and learning practices will be used to realise the academic
objectives. Units in this programme will use the same teaching and learning practices (lectures,
lab classes, tutorials, assignments, etc) as are used when those units are taught at UWA
Crawley campus.

(4) Please advise what technologies (if any) will be required to support the teaching and learning
practices. The required technologies (laboratories, WebCT and related systems, and lecture
theatre facilities etc) are already in place at PSB. PSB will arrange the purchase of other
laboratory equipment needed for this program.

(5) Please outline what steps have been taken to ensure that any technologies to be used are readily
available to staff and students. The technologies are already available to students and staff at
PSB.

(6) Please indicate whether the proposal is the outcome of a school, course or other review. The proposal is the
outcome of market research by PSB in Singapore.

(7) Does this course complement any major research activities and/or centres?  □ Yes  ☑ No
(If yes, please elaborate)

2. Demand

Notes:  
(i) The Chair of the Admissions Committee and the Manager, Admissions Centre are available to offer
advice on estimating student numbers. (Please note that decisions on any quotas applicable to this course
will be made by the Working Party on the Admission and Quota Policy.)

(ii) For new undergraduate courses to be listed in the TISC Guide, they need to be approved by
Academic Council by May at the latest. Please advise the Executive Officer, Admissions Committee, as
early as possible, of proposed new undergraduate courses.

(1) Estimate the annual number of sufficiently qualified applications expected for this course. Please
state the number of Australian and international student admissions separately. Australian = 0,
International (offshore) = 50-80

(2) What is the expected impact on applications for admission to other courses? Please provide
separate figures for Australian and international students. Nil. PSB currently caters primarily for the biological sciences, psychology, sport science, engineering, and business studies. Consequently, this programme in Organic and
Analytical Chemistry is expected to attract a new pool of students with negligible impact
on existing courses offered by UWA at PSB.

3. Employment Outcomes

What do you believe will be the principal employment destinations for graduates and on what basis have you estimated this?  We would expect graduates from this programme to pursue careers in industry, academia and government research facilities. Recent employer and government surveys show organic and analytical chemistry, particularly overseas, is an area where there is expected to be a shortage of available skilled employees.

4. Consultation

(1) Please provide details of consultations you have had with various groups and individuals during
the development of this proposal, including the following:
other schools of the University which may have an interest in the course, including relevant academic staff. The programme will be taught entirely by the School of Biomedical, Biomolecular and Chemical Sciences.

(b) students and graduates; This proposal has occurred in part because of interest in Chemistry expressed by current students.

(c) employers and/or employer groups, and professional bodies; Our offshore partner, PSB Academy, undertook market research which indicated there would be significant demand for graduates from such a course.

(d) other universities in WA which offer courses in similar fields: We are unaware of other WA universities which offer a similar programme in Singapore.

(e) leading universities in Australia and overseas which offer courses in similar fields; Similar courses are run in many institutions. Organic and Analytical Chemistry is a constantly developing field and we believe there is significant unmet demand for graduates in this area, particularly for programmes offered in Singapore in a mode compatible with employment (i.e. with full-time enrolment in terms of points, but scheduled outside normal working hours).

(2) If you are proposing a completely new course, have you given consideration to the alternative of introducing a new programme/major within an existing course? Please elaborate. N/A

(3) If the proposal is similar to offerings in other institutions in WA, have you considered whether there is scope for a co-operative/collaborative approach? Please elaborate. N/A

5. Fees

Note: Courses must not be offered or advertised in any way to international students until the courses have been registered through the International Centre with CRICOS. (This does not occur until the introduction of the course has been approved by Senate.) Please ensure that you consult with the Director, International Centre about the suitability of a course for international students, proposed fees and any conditions that may be required.

(1) (a) Is the course to be registered on CRICOS as available to international fee-paying students on Student Visas?
   No, as it will be available only offshore. The great majority of students enrolled in the other BSc programs offered through PSB are Singapore nationals. Students will be eligible to transfer to the Crawley campus to complete their BSc degree if they wish, subject to the normal visa restrictions.

   Is the course to be offered to international fee-paying students on other visas? See above

(b) What fee per annum is proposed for international fee-paying students? Total course fee (144 points) is Singapore $37,236 (subject to change annually), i.e. Singapore $9,309 p.a.

(2) For Postgraduate coursework degrees/diplomas/certificates only N/A

(a) Is the course to be registered with DEEWR as available on a fee-paying basis to local students?
   YES / NO

(b) If so, what fee is proposed? Please state: fee per annum, the total number of points and the fee per point.

(c) Please comment on consultations you have had with other institutions, both national and local, in determining that fee.

6. Explanation of how the proposed course fits with the University's and the Faculty's Strategic and Operational Priorities Plans

An explanation as to how the proposed course fits with the University's and the Faculty's Strategic and Operational Priorities Plans must be attached to this checklist. The maximum length of the explanation is one A4 page.

At UWA, there is extensive teaching and research expertise, and teaching and research activity, in the area of organic and analytical chemistry. Setting up a BSc programme in this area will strengthen expertise in these disciplines. The following Priorities from the UWA Operational Priorities Plan will be directly supported by commencing a BSc programme in Organic and Analytical Chemistry at PSB. These include:
1. Teaching and Learning
   - To improve access to and participation in UWA courses.
   - To further develop the links between teaching, learning and research. Graduates from the programme who achieve Honours entry requirements will be eligible to enter the existing BSc(Hons) programme in Chemistry in SBBCS at UWA.

2. Research and Research Training
   - To increase the number of higher degree by research students and their completion rates.

3. External Relations
   - To ensure the University is positioned to maximise its potential as a high-quality comprehensive research-intensive university, locally, nationally and internationally. Links forged with overseas institutions as a result of close collaboration with personnel from PSB and scientists from its parent organisation Tüv Süd will enable this to be achieved. Time spent by UWA academic staff teaching at PSB also provides the opportunity to build links with universities and other research institutions in Singapore.

4. Resourcing
   - To increase income from fees.

7. Information Flow

(1) Please confirm by ticking the boxes and entering the date of action, that you have forwarded a copy of this proposal, either in hard copy, or electronically, to:

*External to the Faculty*

- The Deans of all faculties which resource schools responsible for teaching units in the course/programme.
  - Faculty of ___________________________  ☐  Date __________________
  - Faculty of ___________________________  ☐  Date __________________
  - Faculty of ___________________________  ☐  Date __________________

- The Head and relevant academic staff of any school which will be teaching in the course/programme.
  - School of ______________________________  ☐  Date __________________
  - School of ______________________________  ☐  Date __________________
  - School of ______________________________  ☐  Date __________________

- The Head and relevant academic staff of any school which is not involved in the course/programme, but which teaches in a cognate area.
  - School of ______________________________  ☐  Date __________________
  - School of ______________________________  ☐  Date __________________
  - School of ______________________________  ☐  Date __________________

- The Librarian  ☐  Date __________________

- Where the course proposed involves indigenous issues, the Dean of the School of Indigenous Studies  ☐  Date __________________

- Where the course proposed is postgraduate and includes 66.6% or more research, the Pro Vice-Chancellor (Research and Research Training)  ☐  Date __________________

- Executive Officer, Admissions Committee (for new undergraduate courses only)  ☐  Date __________________

- Where the course proposed is to be available to international students, the Director, International Centre  ☐  Date __________________
Internal to the Faculty

- The Head and relevant academic staff of any school which will be teaching in the course/programme:

  School of 
  School of 
  School of 

- The Head and relevant academic staff of any school which is not involved in the course/programme, but which teaches in a cognate area.

  School of 
  School of 
  School of 

(2) Please confirm, by ticking the box, that you have completed a Faculty Checklist for each new unit introduced as a result of this proposal.

(3) Please confirm, by ticking the box, that the proposed course rules are attached.

(4) Please confirm, by ticking the box, that you have sent a course overview to Publications.

(5) Please confirm, by ticking the box, that you have consulted with Student Administration about the degree abbreviation.

Signature of Dean

Faculty of

8. **All courses – confirmation by Dean**

I confirm that the process leading to the proposal for the introduction of the following course/programme

Name of course/programme: **BSc (Organic and Analytical Chemistry)**

has included appropriate consultation with all other faculties with a potential interest in the proposed course and that the course will not overlap significantly with any existing course.

Have any objections to this proposal been raised during the consultation process?  □ Yes  □ No
(If yes, please attach details of objection and response)

Signature of Dean

Faculty of

9. **Confirmation by Dean of the School of Indigenous Studies**

Where the course proposed involves indigenous issues, the Dean of the School of Indigenous Studies must confirm the school's support.

I confirm that the indigenous issues involved in the proposal for the following course/programme:

Name of course/programme

have been discussed with me and I confirm the support of the School of Indigenous Studies for the introduction of this course/programme.

Signature of Dean of the School of Indigenous Studies

A5
10. **Certification that the proposal is acceptable to the International Centre**

Where it is proposed to offer the course to international or offshore students, the Director, International Centre (or delegate) must confirm the proposal is acceptable to the International Centre.

I confirm that the International Centre has been consulted on the introduction of this course/programme, and is satisfied that the fee proposed to be charged to international/offshore students is appropriate.

Name of course/programme

Signature of Director, International Centre (or delegate)
PROPOSALS FOR NEW UNITS

Core Questions for Checklists used by Faculties

All faculties must include the questions below in their checklists for new units. Faculties may add other questions as they see fit.

1. Unit Details

(1) Please provide the following information:

(a) the proposed name of the unit; *(The character allowance for unit titles in Callista is 100 for long, 40 for short and 20 for abbreviated.)* Analytical Chemistry and Occupational Health and Safety CHEM33XX

(b) the proposed point value of the unit *(NB. By Council Resolution 110/02, all units must have a points value of 6 unless granted exemption)*; 6 points

(c) a very brief description, not exceeding one line in length, of the content/area of the unit; Occupational Health and Safety, Workplace issues, Analytical Chemistry

(d) the names of the degree, diploma and/or certificate courses in which you intend to offer the unit; BSc (Organic and Analytical Chemistry) programme at PSB Academy

(e) the proposed quota on intake to the unit, if any, and the nature of the constraint on intake. N/A

(2) Please give a succinct summary of the academic objectives of the unit. The unit will give students knowledge of:

• safety in the workplace (chemical safety, general occupational health and safety issues);
• generic workplace skills (online databases, intellectual property issues, etc);
• analytical chemistry and relevant instrumental techniques likely to be encountered in industrial situations.

(3) Please summarise what teaching and learning practices will be used to realise the academic objectives. The unit will use the same teaching and learning practices (lectures, lab classes, tutorials, assignments, site visits etc) as are used for Chemistry units taught at UWA Crawley campus.

(4) Please advise what technologies (if any) will be required to support the teaching and learning practices. Most of the required technologies (laboratories, WebCT and related systems, and lecture theatre facilities etc) are already in place at PSB Academy.

(5) Please outline what steps have been taken to ensure that any technologies to be used are readily available to staff and students. The technologies have been made available to students and staff at PSB Academy for several years already.

(6) Please indicate whether the unit is the outcome of a school, course or other review. The proposal is the outcome of Market Research by PSB Academy in Singapore.

(7) Please advise whether the unit utilises any material from existing units. If so, please provide details. The unit will draw some material concerning chemical safety and generic workplace skills from CHEM3309 Chemistry in the Workplace. Some analytical chemistry will be drawn from CHEM2220 Analytical and Physical Chemistry and CHEM3304 Analytical and Physical Chemistry. The material will be adapted for the Singapore market, and will be supplemented by material contributed from staff at PSB Academy and its parent Tüv Süd that is specific to industrial and occupational health and safety regulations in Singapore.

(8) Please advise whether the unit is to be offered within standard semester dates. *(If it is not, please attach a proposal form for a non-standard semester unit.)* The unit will be offered within term dates that are standard for PSB Academy.

(9) Please advise whether lecture outline has been provided. No. The unit will not be offered until 2011.
2. **Demand**

(1) What are the estimated annual enrolments?  
50-60 per year.

(2) How has the estimate in (1) been arrived at?  
Market Research by PSB Academy in Singapore.

(3) From which other units are students likely to move?  
None.

3. **Assessment**

(1) Please advise how many examinations there will be for the unit and how long each will last. (Note: By Academic Council R16/04 the Examinations Office administers only standard examinations of 2 or 3 hours duration).  
1 x 2 hour exam (50%); lab work and reports (30%); assignments, presentations, and other continuous assessment (20%).

(2) If you do not propose to use more than one means of assessment for this unit (as recommended in the University’s Guidelines on Assessment [http://www.secretariat.uwa.edu.au/home/policies/assessment]), please explain the reason for this.

4. **Grading Schema for Unit**

(1) Schools are required to ensure that final results\(^1\) for units in courses at all levels be produced as both percentage marks and letter grades wherever possible. However, a number of categories of unit\(^2\) are exempt from this requirement. The following exemptions categories are pertinent for this checklist.

(i) units where the involvement of external assessors makes it difficult to compare students' performance in an equitable manner and provide appropriately graded results for the units (for example, in-country units, cross-institutional enrolments and practicum units);

(ii) units involving group activity where the contribution of individual students cannot be distinguished (for example, participation in the University Chorale/Orchestra compulsory field tours);

(iii) specific skill-acquisition only units, which may be taken to be completed merely by attendance and participation (for example, use of medical equipment, legal skills such as negotiation and mediation).

(2) Please indicate if it is intended that the result for the unit be recorded as an ungraded pass or ungraded fail only.

**NO** (Please delete as appropriate)

(3) If the answer is **YES** please indicate into which of the categories of exempt units listed above the unit belongs.

\(^1\)Results for supplementary assessment are recorded as Ungraded Pass or Ungraded Fail and the original mark remains. See University General Rule 1.2.1.26(3).

\(^2\)Please see policy applying to ungraded passes and fails available at [http://www.secretariat.uwa.edu.au/home/policies/courseunit](http://www.secretariat.uwa.edu.au/home/policies/courseunit)

5. **Resource-related matters**

(1) Please advise whether all the costs of the unit (e.g. including, if appropriate, those associated with teaching at the Albany Centre such as Library/computer software resources) will be met from school resources or whether the proposal is the subject of application for other funding (e.g. University Initiatives Fund). The infrastructure costs will be met by PSB Academy. Other costs will be met by the School of Biomedical, Biomolecular, and Chemical Sciences.

(2) Please indicate whether the school intends to suppress another unit to release resources for this one.  
**NO**
(3) Please name the staff members who are able to teach the unit. 
Drs Allan McKinley, Sam Saunders, Duncan Wild

(4) Please confirm that you have attached a completed Library Consultation Form. 
Attached

(5) Will the introduction of this unit give rise to any accommodation needs other than standard lecture 
thetraes, tutorial rooms or laboratory space (e.g. office space, new kinds of laboratory space) which 
cannot be met from the School’s/Faculty’s existing space allocation? Please ensure that your 
understanding is consistent with that of the Dean. 
NO
If YES, please confirm that you have attached a completed Accommodation Planning Form 

(6) Will there be any ancillary student fees/charges associated with this unit? If so, please confirm that 
you have submitted details of these to the Dean. NO 
(See http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_students2/policies/asfc3)

6. Consultation

Please provide details of the consultations you have had with various groups and individuals during 
the development of this proposal, including the following:

(a) heads of schools in cognate areas, which may have an interest in the unit content;
(b) students and graduates;
(c) employers and/or employer groups and professional bodies;
(d) other universities in WA which teach similar units;
(e) other leading universities in Australia or overseas which teach similar units.

Mr Anthony Goh, Vice President, PSB Academy 
Dr Steve Lal, CEO, PSB Academy 
Dr CJ Kho, Head, School of Life Sciences, PSB Academy 
Dr Mark Cregan, Faculty Offshore Programmes Director, FLPs.

7. Information Flow

Please confirm, by ticking the boxes and entering the date of action, that you have forwarded a copy 
of this proposal, either in hard copy or electronically, to:

- The Deans of all faculties involved, either through offering the unit in their degrees, or through 
  resourcing your school.

  Faculty of _______________________________ ☐ Date _____________
  Faculty of _______________________________ ☐ Date _____________
  Faculty of _______________________________ ☐ Date _____________

- The Head of any school which teaches in a cognate area (specify below).

  School of _______________________________ ☐ Date _____________
  School of _______________________________ ☐ Date _____________
  School of _______________________________ ☐ Date _____________

- The Librarian _______________________________ ☐ Date _____________
8. Confirmation by Head of School

I confirm that the process leading to the proposal for the introduction of

__________________________________________ (Name of new unit)

has included appropriate consultation with all other schools, both internal and external to the faculty, with a potential interest in the proposed unit and that the proposed unit will not overlap significantly with any existing unit.

Have any objections to this proposal been raised during the consultation process?
☐ Yes  ☐ No
(If yes, please attach details of objection and response)

Signature of Head

__________________________________________

School of

__________________________________________

Academic Secretariat
April 2008
(New_Unit_Checklist)
9.2.7S1 ORGANIC AND ANALYTICAL CHEMISTRY (PG-XXXXX)
Note: This course is offered only offshore in Singapore.

9.2.7S1.1 The programme consists of units to a total value of 144 points comprising all units in Table 9.2.7S1(1) (Organic and Analytical Chemistry Core Units).

**Table 9.2.7S1(1) Organic and Analytical Chemistry Core Units**
All units have a value of six points unless otherwise stated.

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Level 1</td>
<td>ANHB1101</td>
<td>Human Biology I</td>
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<td></td>
<td>CHEM1103</td>
<td>Biological Organic Chemistry</td>
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<tr>
<td></td>
<td>CHEM1104</td>
<td>Biological Inorganic and Physical Chemistry</td>
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<td></td>
<td>MATH1040</td>
<td>Calculus B</td>
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<td></td>
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<td>Level 2</td>
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<td>BIOC2202</td>
<td>Biochemical Regulation of Cell Function</td>
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<td>CHEM3307</td>
<td>Metals in Biological Chemistry</td>
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<tr>
<td></td>
<td>CHEM33XX</td>
<td>Analytical Chemistry and Occupational Health and Safety</td>
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<td>CHEM3312</td>
<td>Chemistry of Drug Design and Discovery</td>
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<td></td>
<td>BIOC3353</td>
<td>Molecular and Structural Biochemistry Part 1</td>
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<td>BIOC3354</td>
<td>Molecular and Structural Biochemistry Part 2</td>
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<td></td>
<td>SCIE3326</td>
<td>Molecular Biology Part 1</td>
</tr>
<tr>
<td></td>
<td>SCIE3327</td>
<td>Molecular Biology Part 2</td>
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Memo on changes to 2nd and 3rd yr structure
From: A/Prof Dave Morrison

The changes that have been agreed to at a special staff meeting are as follows:

Background:

Currently we offer 16 units across years 1-3 of the undergraduate degree. So, in any one year, we are offering 16 units to students irrespective of the numbers in each unit. In an attempt to reduce the overall teaching and coordination loads a proposal was made that the School offer the 2nd and 3rd year content units only in alternate years. This would mean that, once fully implemented, the school would offer only 10 units across 1st to 3rd year. This means that the same number of students can be accommodated in larger lectures in fewer units. This change is motivated by the desire for efficiencies and the view that the 3-year undergraduate curriculum is primarily concerned with two critical outcomes – (a) producing students skilled in the use of psychological methods and (b) producing students able to think like a scientist (in this case psychologist). Basically the new structure would focus on ‘active’ (e.g., thinking) outcomes rather than static ones (e.g., knowledge). Making the proposed change, coupled with a reduction in our 3rd year specialist topics units (from 2 to 1) and together these changes result in a reduction of lectures offered each year by around 25%. For the students, however, the units taken would remain largely untouched as in any 3 year degree the student would still take the same number of units covering the same topic area.

<table>
<thead>
<tr>
<th>Current double major students must take:</th>
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<tbody>
<tr>
<td>PSYC1101&amp; 1101</td>
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<tr>
<td>PSYC2203 Psychological Research Methods,</td>
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<tr>
<td>PSYC2205 Psychology: Behavioural Neuroscience,</td>
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<tr>
<td>PSYC2206 Social and Cognitive Psychology</td>
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<td>PSYC2207 Psychology: Normal and Abnormal Development</td>
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<td>PSYC3301 Psychological Research Methods: Design and Analysis</td>
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<tr>
<td>PSYC3302 Psychological Measurement and its Application,</td>
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<td>PSYC3310 Psychology: Specialist Research Topics,</td>
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<td>PSYC3311 Psychology: Specialist Research Topics,</td>
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<td>and 4 units (24 points) chosen from</td>
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<tr>
<td>PSYC3312 Psychology: Social</td>
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<tr>
<td>PSYC3313 Psychology: Developmental:</td>
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<td>PSYC3314 Psychology: Abnormal</td>
</tr>
<tr>
<td>PSYC3315 Psychology: Cognitive</td>
</tr>
<tr>
<td>PSYC3317 Cognitive Neuroscience</td>
</tr>
<tr>
<td>PSYC3318 Perception and Sensory Neuropsychology</td>
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| Total units on offer each year = 16 |
New structure:

To achieve these savings it was agreed that the School would remove the prerequisite requirements for the 2nd and 3rd year content units in the undergraduate degree. The first year units (1101 and 1102) would remain prerequisites for all students, and a core set of methodology units (2203, 3301, 3302) would remain as a structured stream with 2203 having to proceed 3301 and 3302. The same rule applies to the specialist research unit (3311) which will require that students have completed 2203. The rest of the 2nd and 3rd year content units would, however drop their prerequisites (other than 1st year) and become ‘stand-alone’ units that take students from the basics in an area to the more advanced aspects of the field in the one lecture stream.

<table>
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<tr>
<th>Example of new structure</th>
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<tbody>
<tr>
<td><strong>2010</strong></td>
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<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>1101</td>
</tr>
<tr>
<td>2203</td>
</tr>
<tr>
<td>Perception</td>
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<tr>
<td>Cognition</td>
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<tr>
<td>New Unit (from 2205/2207)</td>
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</tbody>
</table>

NB: This sequence is then repeated in subsequent years

The changes needed:

The new rules will require students wanting a double major in Psychology to complete 1101 and 1102, 2203, 3301 and 3302. Then students will pick 9 units from the remaining units on offer to complete their double-major in psychology (the same as now). The alternating of units every other year means that students will be free to spread their choices across 2nd and 3rd year. So, while students currently have to do 4 units in 2nd year and 8 in 3rd they could do 5 in 2nd year (2203 and 4 units of their choice) and 7 in their 3rd year of enrolment (3301, 3302 and 5 units of their choice).
For this to work, the prerequisites need to be removed for the 2\textsuperscript{nd} and 3\textsuperscript{rd} year content units and the rules changed so that the content units can be selected in any order and at either 2\textsuperscript{nd} or 3\textsuperscript{rd} year. This would mean relabelling all the units, possibly, as level 2 units.

Student experience:

The student experience should be vastly improved under this structure.

1. The students will be allowed to take units in an order that suits their abilities and timetable.
2. Enrolments will be more diverse, but easier to advise on as students are free to choose content units in any order they desire.
3. The units will not require the student to remember content taught to them a year ago. This should also reduce complaints about repetition.
4. Such a system would allow us to cover 'new' topics regarded as central to psychology in other institutions (e.g., Industrial/Organisational psychology, Health) and change them as required. This may also increase our appeal to students in other Faculties.
5. Greater flexibility in fitting the Psychology double or single major with outer majors.

Staff outcomes:

1. Clearly there should be reduction in overall teaching – though lectures will be larger.
2. Staffing will be less constrained as units could be removed or replaced more easily when there are no prerequisites.
3. The unit coordination demands on staff will be reduced.
4. More time will be available for research activity and teaching improvement.