MEMBERS OF THE FACULTY OF LIFE AND PHYSICAL SCIENCES TEACHING AND LEARNING COMMITTEE

Professor Geoff Hammond (Chair)
Dr Jane Emberson (Academic Student Advisor)
Ms Jenny Gamble (Faculty Manager)
Dr Nancy Longnecker (CATLyst)

Representatives from Schools:
Dr Jan Meyer (Anatomy and Human Biology)
Professor Don Robertson (Biomedical, Biomolecular and Chemical Sciences)
Professor Tim Ackland (Sports Science, Exercise and Health)
Dr Ralph James (Physics)
Dr Vance Locke (Psychology)

Other Representatives:
Ms Marjan Heibloem (Representative from FNAS)
Ms Felicity Renner (Biological Sciences Library)
Ms Jacqueline McNally (Postgraduate Student Representative)
Miss Matilda Oke (Undergraduate Student Representative)

Visitor:
Mrs Katherine Williams (Senior Project Officer, FLPS)

The next meeting of the Teaching & Learning Committee will be held in the Faculty Meeting Room 155 on Tuesday 13 May 2006 at 2pm. All members are expected to attend or ensure that a representative from the School will attend on their behalf.

1. MINUTES
   Confirmation of the minutes of the meeting of the Teaching and Learning Committee held on Tuesday 13 April 2008.

2. DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICT OF INTEREST
   The Chair invites members to declare interest in relation to any item on the agenda.

3. ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING

<table>
<thead>
<tr>
<th>Item/Business in Progress</th>
<th>Progress Update</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Guide for Faculty Staff.</td>
<td>Chair to check revised draft prepared by Ms Heather Morton</td>
<td>In progress</td>
</tr>
</tbody>
</table>

Part I – Items for Communication to be dealt with en bloc

4. SCHOOL OF MATHEMATICS AND STATISTICS REPRESENTATION ON THE FACULTY TEACHING AND LEARNING COMMITTEE
   One of the outcomes of the review of the School of Mathematics and Statistics was the recommendation that the School be represented on the Teaching and Learning Committee (TLC) of each faculty into which it provided service teaching. Professor George Stewart, Dean of the
Faculty of Life and Physical Sciences, approved a request from Associate Professor Les Jennings, Head, School of Mathematics and Statistics to have a representative on the Faculty Teaching and Learning Committee. A copy of the letter from Associate Professor Jennings is attached (Attachment A).

Part II – Items for Decision to be dealt with en bloc

There are no items for inclusion Part II

Part III – Items for Discussion and Decision

5. CHAIR’S REPORT
The Chair will report on Teaching and Learning issues of interest to members.

6. SCHOOL REPORTS
Representatives will report on Teaching and Learning activities in their Schools.

7. CATLYST REPORT
Dr Longnecker is overseas until second semester and unable to provide a report on CATL activities at this meeting.

8. THE EDUCATIONAL ATTRIBUTES OF SOME OF THE WORLD’S TOP 50 UNIVERSITIES – A DISCUSSION PAPER
A working party of the University’s Teaching and Learning Committee is considering ways in which the University, through its educational activities, can achieve its aim to become one of the top 50 universities in the world. To promote discussion Dr Carolyn Daniels, Research Associate, Education Policy, has prepared a paper on ‘The Educational Attributes of Some of the World’s Top 50 Universities – Discussion Paper’. A copy is available on the web at:

http://www.teachingandlearning.uwa.edu.au/page/147572

Comments will assist the Working Party to formulate priorities and strategies for the University’s Operational Priorities Plan 2009 – 2013. Comments should be addressed to:

The Executive Officer (M465)
Achieving International Excellence Working Party
Office of the Deputy Vice-Chancellor (Education)

Feedback is requested by Friday 1 August 2008, if possible but those received by 31 October 2008 would be taken into consideration. A copy of Professor Markwell’s email is attached (Attachment B).

9. MATURE-AGE ACCESS TRIAL
The University will be introducing a new mature-age entry scheme in second semester this year. Members’ comments are sought in relation to the application form attached (Attachment C). The most relevant section is “Conditions of the Quickstart Program”. For discussion:
(a) general information & concerns;
(b) English competence – “language-rich units”;
(c) maths requirement.
On “language-rich units”, the subdeans/academic student advisers of Arts, Science (FLPS & FNAS), Engineering and the Business School all agreed that it would be more appropriate to ask
these students to pass the STAT before their provisional enrolment could be converted to full enrolment, but this suggestion has clearly been overridden.

10. REVIEW OF ENGLISH LANGUAGE SKILLS OF UWA GRADUATES – REF: F19237, F983
A Joint Working Party of the Admissions Committee and Teaching and Learning Committee had been established to review the English language skills of UWA graduates. A report prepared by the Working Party in November 2007, which included sixteen recommendations, had been discussed at a meeting of Academic Council on 5 March 2008. The changes recommended at Academic Council were noted by members at the meeting of the Faculty Teaching and Learning Committee held on 13 May 2008. At this meeting discussion will focus on the responsibilities of the Faculty and the Committee in relation to these recommendations. A copy of this item extracted from the March minutes of Academic Council is attached for members’ information (Attachment D).

11 OTHER ITEMS OF BUSINESS
26 May 2008

Professor George Stewart  
Dean  
Faculty of Life and Physical Sciences  
M011

Dear George

The review of the School of Mathematics and Statistics has recommended that:  
... the School is represented on the TLCs of each of the faculties into which it provides service teaching, and the first year coordinators of each of those faculties meet with the unit coordinators and head of School at the beginning of each semester to review all matters pertaining to the first year units delivered by the school.

The above recommendation comes from the reviewers feeling that there is some disconnection between the school and non-resourcing faculties. I also imagine that as we have majors in the BSc, it is probably a good idea to have M&S represented on the TLC, as the TLC deals with only T&L matters and probably does not deal with resourcing matters.

This may require a change to the constitution of the faculty. I look forward to the faculty’s decision on this matter.

Yours sincerely

[Signature]

Associate Professor Les Jennings  
Head of School
Lesley Tubic

From: Jenny Gamble
Sent: Monday, 9 June 2008 6:35 AM
To: Lesley Tubic
Subject: FW: 'Educational Attributes of Some of the World's "Top 50" Universities - A Discussion Paper'

Item for the next Teaching and Learning ctte

Jenny Gamble
Faculty Manager
Faculty of Life and Physical Sciences
The University of Western Australia
CRICOS Provider No. 00126G

Tel: +61 (0)8 - 6488 3418
Fax: +61 (0)8 - 6488 1058
Web: www.science.uwa.edu.au

From: Don Markwell [mailto:don.markwell@uwa.edu.au]
Sent: Thursday, 5 June 2008 7:00 PM
To: Rani Param; Helen Milroy; Mark David; Justine McDermott; Craig Atkins; John Dell; Amandra Hall; Joy Gilsenan; David Faithful; Ian Small; Keith Rappa; Jay.jay@uwa.edu.au; Philip Weinstin; Karen Reynolds; Les Jennings; Maz Schneider; David Joyce; Greg Marie; John Murray; Rosanna Marchesani; Ian Baker; Vick Kristoff; Peta Tilbrook; Carla Tarpay; Frank Mastroglia; Peter Klinken; Frank Morgan; A/Professor Ian Dadour; Tony Cantoni; Vicki Wilson; Penny Rowlett; Tony Fagan; Rod Robinson; Raymond Ryken-Rapp; Philip Etherington; Claudia Pal; Jan Taylor; David Glance; Craig Clark; Lisa Bruciani; Beverley Hill; Marina Kailis; Robyn Owens; Bianca Panizza; jag@cyllene.uwa.edu.au; John Barrett-Lennard; adench@cyllene.uwa.edu.au; Kadamott Sidiqique; Andrew Sierakowski; H Y Izan; stmncert@cyllene.uwa.edu.au; Barbara Black; John Arfield; A/Professor Iain Watson; ijc@cyllene.uwa.edu.au; dhfoster@cyllene.uwa.edu.au; Jenny Gamble; Collin Campbell-Fraser; Paige Porter; david@psy.uwa.edu.au; jnewham@obsyn.uwa.edu.au; jimberger@cwr.uwa.edu.au; Andrew Deeks; David Morrison; Aleksander Janca; Lisa Cluet; Cheryl Mariner; John Jiang; Linc Schmitt; Simon Anderson; Annette Black; Mark Cassidy; Julian Donaldson; David Edwards; Robert Grove; Kevin Hamersley; Peter Hanford; Sharon Mascher; John Stanton; Marilyn Strother; Ben White; Susan Lewis; Sato Juniper; Claire O Malley; Christine Casey; Kelly Smith; Garry Hendy; Dejdrde De Souza; Trudi McGlade; Wayne Betts; Fiona Taylor; Harvey Von Bergheim; Mary Carroll; Sally Kenton; Dan Richards; Gerald Stack; Patrick Ferguson; Garry Jones; Robert Credaro; Cindy Browne; Joyce Dacruz; Vicky Wilmot; Graham Moyle; David Rogers; Jennifer Robertson; Michael Rafferty; Rochelle Pilon; Liz Tait; Ralph Kiel; Liz Burke; Darlene Oxenham; Bruce Thompson; Scott Logan; Kimberley Heitman; Doug Durack; Campbell Thomson; Jon Stubbs; Robert McCormack; Ann Pauwel; Bill Ford; Ian Puddye; Jeff Hamford; Shedid; Margaret Seares; DVCRI; Gaye McMath; Alan Robson; Bruce Mackintosh; Scott Sullivant; Mira Przybysz; Murray Baker; Judith Skene; Shelda Debowksi; Sylvia Lang; Sue Smurthwaite; Catherine.seton@uwa.edu.au; Bill Louden; Carmel O'Sullivan; Jill Benn; Anne Webster; Vivienne Blake; Meredith Eddington; Graeme Martin; fiona@ichr.uwa.edu.au; Robert Farrelly; Kadmott Siddique; Terri-Ann White; Allstar Robertson; David Plowman; Don Markwell; Phillipsa Maddern; mcathur@physic.uwa.edu.au; Jill Milroy; Mohammed Bennamoun; lynb@cyllene.uwa.edu.au; Paul Norman; Carleen Ellis; Paul Abbott; Clarissa Ball; bruce.ellott@uwa.edu.au; Gary Bundell; Michael Burton; Mark Bush; Simon Clarke; Susan Henshall; Paul Higgs; Stephen Home; Rob Hurn; Rosemary Ingham; Jane E Long; Marina.Kailis; kirk@cyllene.uwa.edu.au; hiamers@cyllene.uwa.edu.au; Peter LeSouef; harveyj@cyllene.uwa.edu.au; Gerald Watts; A/Prof Fiona Lake; Dianna Brooks; Lyn Abbott; Peter Curtis; Dean LPS; Jon Emery; Jill Stajduhar; Mark Stickells; Tim Shanahan; Mar Hube; ians@cyllene.uwa.edu.au; Therese Sanders; Milly Ingate; Craig MacKenzie; Valerie Koay; Malcolm Lawson; Judy Berman; Christine Pascott; Brett Tizard; Helen Moran; Paul Kristensen; Madeleine King; Janna Parr; Receptionist Vice Chancellery; arts.exec.dean@uwa.edu.au; aludewig@cyllene.uwa.edu.au; Angus Tavner; Brian Green; Daniel Bond; Denise Chalmers; di gardiner (uwa); Eileen Thompson; Geoff Hammond; Grant Revell; Greg Marie; Liz Burke; Naomi Trengove; president (guild); Patrick Finnegan; Peter Creighton; Phil Hancock; Sally Sandover; Sato Juniper; Sir Barrett-Lennard; Sue Smurthwaite; smbunt@anhb.uwa.edu.au; allan.mckinley@uwa.edu.au; gabrielle.gooding@uwa.edu.au; vera.morgan@uwa.edu.au; Karen Simmer;
Sylvia Lang; thorton@biz.uwa.edu.au; Ian Reid; Mia Betjeman; Rita Armstrong; Michael Bateman; fiona.crowe@stcatherines.uwa.edu.au; Christopher Massey; John Inverarity; head@trinity.uwa.edu.au; stmrcet@cyllene.uwa.edu.au; Chris Wortham; Lisa Pavich (cyllene); tim@maths.uwa.edu.au; kirk@cyllene.uwa.edu.au; don.robertson@uwa.edu.au; jeoshea@cyllene.uwa.edu.au; bknott@cyllene.uwa.edu.au; debra.judge@uwa.edu.au; head@bcs.uwa.edu.au; judith.finn@uwa.edu.au; nick.spadaccini@uwa.edu.au; paul.lloyd@uwa.edu.au; ray.dasilvarosa@uwa.edu.au; tackland@cyllene.uwa.edu.au

Cc: top50-feedback

Subject: 'Educational Attributes of Some of the World’s "Top 50" Universities - A Discussion Paper'

Dear colleague

As you know, UWA aspires to become 'one of the top 50 universities in the world within 50 years'.

A working party of the University's Teaching and Learning Committee is considering what the University needs to do in its educational activities to achieve this. (The Review of Course Structures, which expects to report in late August or early September, naturally also relates to this objective.)

As a step in this process, Dr Carolyn Daniel has prepared a paper on 'The Educational Attributes of Some of the World’s "Top 50" Universities – A Discussion Paper'.

This paper is very much intended to be a conversation starter. It can be accessed via http://www.teachingandlearning.uwa.edu.au/page/147572

Consideration of this paper will contribute to shaping UWA's Operational Priorities Plan 2009-2013, as well as its longer-term planning.

All members of the UWA community are warmly invited to make comments on this paper, and suggestions for University planning that arises from this. You may wish to pay particular attention to the questions listed in section 3 of the paper (including, for example, drawing attention both to our existing strengths and to priorities for further development; which of these attributes are of particular relevance to UWA; and what should be distinctive in UWA).

I am writing to encourage you to have input into this important University discussion. Details of how to do so are on the webpage above. (The easiest way is by email to top50-feedback@uwa.edu.au )

Comments received by Friday 1 August 2008 will be especially helpful. (Any further comments received by 31 October will also contribute usefully to the process.)

This email is going to members of the Senior Managers' Forum, Academic Council, the Teaching and Learning Committee, and a small number of other colleagues. Please do bring this paper, and the invitation to comment, to the attention of any others you think may be interested.

I do hope that you will enjoy reading this paper, and that you will take this opportunity to comment on it, and to contribute to the discussion and planning arising from it.

With many thanks and kind regards
Don

Professor Don Markwell
Deputy Vice-Chancellor (Education)
Vice-Chancellery - M465
The University of Western Australia
1 PERSONAL DETAILS (# = Proof of DOB required, see page 4)

Mr/Ms/Miss/Mrs etc
Given Names
Former Family Name (if applicable)
Notification Address
Home Address
Business Phone
Mobile
Email

Date of Birth *(dd/mm/yy)*

Sex M ☐ F ☐

Country/Postcode

Country/Postcode

Home Phone

Facsimile

2 ENROLMENT:

Are you currently enrolled or have you previously enrolled as a student of The University of Western Australia?

YES ☐ NO ☐ If YES, state student number: ☐

Year last attended:

3 COURSE SELECTION

UWA Course Code

(see information sheet)

Course Name

Prerequisite check

(Office use only)

Commencing: Year ☐ ☐ ☐ ☐ Semester ☐ ☐ ☐ Full-time ☐ Part-time ☐

4 SECONDARY SCHOOL QUALIFICATIONS

Please attach correctly certified copies of your results (not necessary for WA TEE results from 1976 onwards)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Year</th>
<th>State/Country</th>
<th>School</th>
<th>Candidate No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEE</td>
<td>2005</td>
<td>W.A.</td>
<td>Applecross S.H.S.</td>
<td>98122456</td>
</tr>
</tbody>
</table>

5 POST-SECONDARY & TERTIARY QUALIFICATIONS

Please attach correctly certified copies of your results. Official Academic Transcripts are required rather than statements of examination results. (UWA results are not required.)

<table>
<thead>
<tr>
<th>Years Undertaken</th>
<th>Name of Course/Award</th>
<th>Institution, Country</th>
<th>Course Type</th>
<th>Course Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996 - 1999</td>
<td>Bachelor of Arts</td>
<td>University of Sydney</td>
<td>Bachelor</td>
<td>☑</td>
</tr>
</tbody>
</table>
7 PERSONAL STATISTICAL DETAILS (✓ = Proof of Citizenship or Residency status required, see page 4)

1. Are you of Aboriginal or Torres Strait Islander origin?  YES ☐ NO ☐

2. What is your Citizenship or Residency Status?  (tick applicable box below)
   - Australian Citizen ☐
   - New Zealand Citizen ☐ (or diplomat or consular representative)
   - Possess a permanent residency visa ☐ (permitted to stay in Australia indefinitely)
   - Possess a humanitarian visa ☐
   - Possess a temporary entry visa (or diplomat or a dependent of a diplomat) ☐
   - Other ☐

3. In what country were you born?  (if not born in Australia)

4. Year of arrival in Australia (if applicable)  □ □ □ □

5. Do you speak a language other than English at your permanent home residence?  YES ☐ NO ☐
   If yes, what is the other language?

8 ADMISSION STATISTICAL DETAILS

Entry Qualifications - What is your highest educational attainment?  (Please mark one box only)
   - Completed Higher Education sub-degree level course (eg diploma) ☐
   - Incomplete Higher Education course ☐
   - Completed TAFE award course ☐
   - Completed final year of secondary education course at school or TAFE ☐
   - Completed other qualification or certificate of attainment or competence ☐
   - No prior educational attainment ☐
   - In what year did you achieve your highest educational attainment? □ □ □ □

10 DISABILITY

Do you wish to be sent information about facilities at UWA for students with disabilities?  YES ☐ NO ☐

11 ENGLISH LANGUAGE COMPETENCE - ENTRY REQUIREMENTS

Please indicate below which UWA-approved test of English (if any) you have passed (you may tick more than one):

- Qualification through WATEE or equivalent: Pass in English, English Literature or English as a Second Language
- Special Tertiary Admissions Test [STAT]: 150 Verbal + 145 Written English (if applicable, complete details below)
- Other [eg HSC English, O-levels]: (give details)

Date Completed (dd/mm/yy)

12 SPECIAL TERTIARY ADMISSIONS TEST

Have you ever taken, or are you intending to take, the Special Tertiary Admissions Test [STAT]?

| NO ☐ | YES, completed ☐ | YES, intending ☐ | Date planned: |
|      |                   |                   |              |
| State | Year | Name used when you sat the test: | Candidate No. (if known) |

C2
WORK, LIFE EXPERIENCE
Please provide a brief description of your previous work and/or life experience, and how these have prepared you for undertaking tertiary study. (Attach a separate sheet if you need more room, but please limit your text to around 300 words.)


CONDITIONS OF THE UWA QUICKSTART PROGRAM

1. If admitted under this program, you will be required to complete units (subjects) worth 24 credit points (usually four, six-point units) within the provisional entry scheme.

2. In order to convert your provisional enrolment to full enrolment, you must achieve at least a pass grade for all your provisional enrolment units at the first attempt. If you do not achieve this, your enrolment will be concluded.

3. The selection of units available will be limited and must be approved by the relevant faculty.

4. One of the units in your provisional enrolment must be selected from a list of approved English language-rich units. Successful completion of the provisional enrolment program, including at least one language-rich unit, will satisfy the University’s English Language Competence requirement. This requirement must be satisfied before your provisional enrolment can be converted to full enrolment.

5. For those courses with a mathematics prerequisite you will need to satisfy the prerequisite before your provisional enrolment can be converted to full enrolment. From Semester One, 2009, you may be able to do this through successfully completing a mathematics enabling course currently being developed (subject to formal University approvals). The enabling course will be available without cost to you, but will be completed in addition to your 24 points of provisional enrolment. It will not count towards your degree. If you are intending to complete the 24 points by studying full-time in Semester 2, 2008, you will need to satisfy the mathematics prerequisite in some other way. You will need to speak to the relevant faculty adviser to discuss how you can do this.

DOCUMENTS ACCOMPANYING YOUR APPLICATION

All documents must be originals, or copies certified by a Justice of the Peace, appropriate certifying authority or an authorised UWA staff member. If documents are in a language other than English, the original document must be accompanied by an official English translation.

PROOF OF CITIZENSHIP / PERMANENT RESIDENT STATUS and/or DATE OF BIRTH

All applicants must provide proof of Australian or New Zealand Citizenship or Australian Permanent Resident (PR) status and Date of Birth. Acceptable documents include: original or certified copy of an Australian or New Zealand Birth Certificate; Passport (including relevant visa pages if you are an Australian PR); Citizenship certificate; Drivers Licence (for DOB only).

ELECTRONIC COMMUNICATION

When students enrol at UWA they are automatically assigned an email address through Information Technology Services. This address is then used by the University for all official electronic correspondence unless you advise that this is not acceptable. A form to request hardcopy documents is available from Student Administration, Hackett Hall or can be downloaded from www.studentadmin.uwa.edu.au/welcome/forms.

FURTHER INFORMATION ON STUDYING AT UWA

Further information on student services at UWA together with comprehensive information relating to enrolment, examinations, fees and charges and other relevant policies and procedures can be found at www.studentadmin.uwa.edu.au.

QUICKSTART APPLICATION FORM - CHECKLIST

Have you:

☐ Completed all sections, or written 'N/A' in sections that are not applicable?
☐ Indicated your preferred course including course name and course code (see information sheet for details)
☐ Attached certified copies of your English-language examination results (if applicable)?
☐ Attached certified copies of your qualifications & academic transcripts (if applicable)?
☐ Attached certified copies of supporting documentation (Citizenship/Residence, DOB confirmation)?
☐ Read and signed the declaration on page 3?

SUBMISSION OF DOCUMENTS

Submit your completed application form and all supporting documents to:

BY POST: ADMISSIONS CENTRE
MAILBAG 353
THE UNIVERSITY OF WESTERN AUSTRALIA
35 STIRLING HIGHWAY
CRAWLEY WA 6009
AUSTRALIA

IN PERSON: ADMISSIONS CENTRE
HACKETT HALL
THE UNIVERSITY OF WESTERN AUSTRALIA
STIRLING HIGHWAY
CRAWLEY
[enter via Stirling Highway into Carpark 1]
MINUTES OF A MEETING OF THE ACADEMIC COUNCIL
HELD ON 5 MARCH 2008 IN THE SENATE ROOM

6. REVIEW OF ENGLISH LANGUAGE SKILLS OF UWA GRADUATES – WORKING PARTY REPORT – Ref F19237, F983

Members were advised of the following background information:

- In July 2001, the Review of Strategies to Meet the English Language Needs of UWA Students had made several recommendations including that a reassessment of needs and strategies be made in the future. The need for reassessment of English language competence was again confirmed by the Academic Council in 2005 with regard to admissions requirements.

- At its meeting on 1 March 2007, the Teaching and Learning Committee had endorsed a proposal to formulate a joint working party of the Teaching and Learning Committee and the Admissions Committee to investigate and advise on the action necessary to ensure that the University could continue to have confidence in the English language skills of its graduates.

- The Working Party had been duly established and Professor Dennis Haskell appointed as convenor.

- The Working Party's draft report entitled “Review of English Language Skills of UWA Graduates” had been tabled at a meeting of the Admissions Committee held on October 2007 where it had been resolved (R26/07) to:

  i. endorse the report of the Review of English Language Skills of Graduates and incorporate minor changes as minuted in its discussion;
  ii. forward the amended report to the Teaching and Learning Committee for its consideration and endorsement; and
  iii. forward recommendation 1 relating to the setting of higher scores for certain IELTS components to the Board of the Graduate Research School for its consideration.

- The report had subsequently been considered at a meeting of the Teaching and Learning Committee held on 8 November 2007 at which it had been resolved (R46/07) that the Teaching and Learning Committee endorse the report and recommendations, amended where noted in debate, and forward the amended report and recommendations to the Academic Council for its consideration, endorsement and adoption as appropriate.

Members had before them a copy of the extract of the meeting of the Teaching and Learning Committee held on 8 November 2007 together with the report of the Review of English Language Skills of Graduates.

Invited to speak to the report, Professor Dennis Haskell explained that the subject of the review was controversial and evoked a wide range of opinions. Students, staff and graduates had been surveyed. The report aimed to be dispassionate and to make recommendations only where change was proposed. The Working Party had concluded that matters had improved since 2001 and that there was not a crisis. Professor Haskell suggested it was an area that should probably be reviewed every five or six years and envisaged that the questionnaires would permit a database of responses to be built up over time for comparative purposes.
Professor Haskell went on to address a number of the report recommendations as follows.

Recommendation 1
Based on feedback from students and supervisors, the required IELTS overall average for postgraduate research students had been increased to 6.5 (with scores no lower than 6.0 for speaking and listening and no lower than 6.5 for reading and writing). The proposed average was in line with the more stringent of such requirements amongst the Group of Eight. It was not anticipated that the change would have a marked effect on the student intake.

Recommendation 4
The Working Party had been strongly in favour of an improvement in the staff: student ratio in CELT. The ratio at UWA was at the lower end of those in the Group of Eight. The proposal was to increase staff by one member. It was pointed out that the cost involved was not estimated to be great and that resources applied in this area were expected to bring considerable benefits to staff with responsibility for teaching students with English language difficulties.

Recommendation 10
Feedback received in relation to this recommendation had concerned the nature of staff responsibility with respect to English language training. It had been proposed that what could reasonably be expected of staff was an awareness of support mechanisms. Professor Haskell explained that the Working Party had been anxious to retain the notion of responsibility. It was recognised that staff were not all experts in English language training.

Recommendation 11
Professor Haskell acknowledged that the issue of professional editorial assistance for students' work was controversial. Responses to questionnaires had shown that it was considered more acceptable for postgraduate students to receive such help than for undergraduate students. Postgraduate students seeking help of this kind were currently directed to the Society of Editors whose members were well aware of the appropriate boundaries of editorial assistance. The Working Party had been concerned that if editorial assistance was not provided for officially, it might be driven underground.

Recommendation 12
Surveys had indicated that some staff had difficulties with English language. Various interventions to remedy this had been reported. Assistance was available through CELT and additional publicity about its availability had been recommended.

Recommendation 13
Members were reminded that units in English language studies were currently offered in a number of faculties and that credit-bearing sequences of units of the kind proposed were available in other universities around the world.

Recommendation 15
It was a fact that plagiarism was occurring. The extensive work that had already been undertaken by the Teaching and Learning Committee in relation to this matter, including the comprehensive review of penalties, was acknowledged.

The following were amongst the points raised by members in relation to the report recommendations:

Recommendation 1
It was noted that the recommended IELTS scores represented minimum requirements and that faculties could propose more stringent requirements if they wished. It was confirmed that local students were also required to meet a minimum standard in English language.
Recommendation 3
It was acknowledged that English was now a world language expressed in a variety of ways and spoken with a variety of accents. It was important to be able to recognise at what point there was a problem that needed to be addressed.

Recommendation 4
A member spoke in support of the provision of additional resources in the area of English language and study skills. She stated that staff in her area were currently struggling to deal with the number of students who had problems with English language and also with study skills in an educational culture that was not familiar to them. She pointed out that only those students with most acute problems were currently being referred for assistance in recognition of the current shortage of relevant resources.

Members welcomed the Registrar's advice of an arrangement agreed with CELT that would permit it to increase its support for staff and students in the area of English language and learning skills.

Recommendation 5
It was confirmed that on-line resources in the area of English language and study skills were available to transnational students.

Recommendation 7
A member queried how workload calculations in relation to this recommendation would be undertaken.

Council's attention was drawn to the potential workload associated with calculating the time spent dealing with English language problems.

It was pointed out that, whilst staff currently assessed literacy, they were not aware of the number of students from non English speaking backgrounds that they were teaching. Given the University's policy of minimising differentiation between local and international students, guidance would be required on how to determine which students were from such backgrounds.

It was pointed out that local students may be from non English speaking backgrounds and international students from English speaking ones. It was suggested that the issue was not a student's language background but whether or not they were experiencing problems with English language. Such problems existed amongst local students, including amongst those from homes where English was the first language.

The importance of identifying at an early stage those students who required assistance with English language and of early intervention were emphasised.

It was suggested that English language skills of students should be assessed each year.

It was pointed out that, whilst it may not be possible to assess the extent of English language difficulties amongst students in a lecture-room setting, such problems were likely to come to light in the context of a tutorial.

In response to comments, members were advised that information provided to the Working Party had been that a great deal of time was spent dealing with students who had difficulties with English and that the aim of the recommendation had been to address the resentment that existed amongst staff in relation to this matter.

Given feedback on the recommendation it was suggested that it be amended to read as follows:

*that workload calculations for teaching in units where significant numbers of students have problems with English language, and for postgraduate research supervision of students with*
such problems, give due consideration to the work required to cover difficulties with English language skills.

Recommendation 9
It was pointed out that the University had a number of good policies in place. However there had been concerns amongst the Working Party about the level of awareness of policies and lack of adherence to them. It was noted that this was an issue that had been raised previously at Academic Council. It was proposed that the value of conducting periodic audits to ensure awareness and adoption of selected Academic Board and Council resolutions be brought to a future meeting of Council for consideration.

Recommendation 10
A member queried the meaning of ‘English language skills’ and whether staff were equipped to assess these. It was pointed out that being an English speaker was not sufficient qualification to teach and assess English language skills. The potential for the proposed responsibilities to place staff under additional stress was also highlighted.

It was pointed out that teaching staff were already engaged in assessing language skills. The proposal was not that staff become involved in teaching such skills as sentence construction, for example, but rather that they be able to recognise when students needed help and know where such help could be obtained.

In light of the discussion it was suggested that the recommendation be amended to read as follows:

that the Teaching and Learning Committee work with Faculty Teaching and Learning Committees to advise all academic staff and all professional staff who have direct contact with students of their responsibilities with respect to identifying students who may require additional English language training and to knowing where such training is available, and to provide details of facilities available.

Recommendation 11
A member queried how much editorial assistance was appropriate in the case of students who had significant problems with English language. Some students required help at all levels of their work. The value of IELTS as a measure of English language competence was questioned given the level of language skills of some students who had achieved the requisite test scores. In response it was explained that IELTS was generally considered to be a good measure of language ability on the day. However, a considerable period of time could sometimes elapse between the date of the test and the student commencing their studies and English language skills could deteriorate during this period. Students were accepted by the University in the belief that they would be able to cope with English language but unfortunately this sometimes proved not to be the case.

Recommendation 13
Support was expressed for both generic and discipline-specific credit-bearing units in English language studies.

Recommendation 15
The extensive work undertaken in relation to plagiarism was pointed out. A thorough review of the application of penalties for plagiarism had been undertaken and the penalties overhauled. It was suggested that, in common with other universities, UWA should monitor the matter.

The work of the Working Party, in particular the valuable contribution of its convener, Professor Dennis Haskell, and its Executive Officer, Dr Kabilan Krishnasamy was recognised.

The Deputy Vice-Chancellor (Education) expressed the view that the Review of English Language Skills of Graduates had been a very useful exercise and had placed the University in a leading position in this respect.
Having noted some minor modifications to the text of the report, Council

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(i) that recommendation 7 be amended to read as follows: that workload calculations for teaching in units where significant numbers of students have problems with English language, and for postgraduate research supervision of students with such problems, give due consideration to the work required to cover difficulties with English language skills

(ii) that recommendation 10 be amended to read as follows: that the Teaching and Learning Committee work with faculty teaching and learning committees to advise all academic staff and all professional staff who have direct contact with students of their responsibilities with respect to identifying students who may require additional English language training and to knowing where such training is available, and to provide details of facilities available

(iii) that recommendation 9 be referred to a future meeting of Academic Council for consideration;

(iv) that recommendation 15 be monitored; and

(iv) that all other report recommendations as set out in the attachment be endorsed.

Attachment A
REVIEW OF ENGLISH LANGUAGE SKILLS OF UWA GRADUATES

REPORT RECOMMENDATIONS

Recommendation 1: That from 2009 admission to postgraduate research study at UWA requires an IELTS (or the equivalent) overall score of 6.5, with scores no lower than 6.0 for speaking and listening and no lower than 6.5 for reading and writing.

Recommendation 2: That Planning Services undertake annual analysis which maps students’ UWA results against their admission scores for English language requirements.

Recommendation 3: That in consultation with the Teaching and Learning Committee, the Equity and Diversity Office prepare guidelines and other resources on cultural sensitivity in teaching and assessment, including as regards the use of varieties of English.

Recommendation 4: That staff numbers for English language assistance in the Learning, Language and Research Skills Unit be increased to 2.0 FTE and that a comparable ratio of English language advisors: students be maintained as the University grows.

Recommendation 5: That all unit outlines should include the following statement or similar: Assistance with Study Skills, including English language skills, is available free of charge to all enrolled students from Student Services [www.studysmarter.uwa.edu.au; location: Student Services, Guild Village, Second Floor, tel.: 6488.2423].

Recommendation 6: That Student Services develop more on-line resources to assist improvement in English language skills.

Recommendation 7: That workload calculations for teaching in units where significant numbers of students have problems with English language, and for postgraduate research supervision of students with such problems, give due consideration to the work required to cover difficulties with English language skills.

Recommendation 8: That Faculty Teaching and Learning Committees check that each ‘year’ of the Faculty’s courses require students to demonstrate English language skills, and report their findings to the University’s Teaching and Learning Committee.

Recommendation 9: That Academic Council discuss the value of conducting periodic audits in order to ensure awareness of and adoption of selected Academic Board and Academic Council resolutions.
Recommendation 10: That the Teaching and Learning Committee work with Faculty Teaching and Learning Committees to advise all academic staff and all professional staff who have direct contact with students of their responsibilities with respect to identifying students who may require additional English language training and to knowing where such training is available; and to provide details of facilities available.

Recommendation 11: That the Teaching and Learning Committee work with Faculties to devise guidelines for undergraduate students and postgraduate students undertaking coursework for professional editorial assistance permitted in preparing assignments, similar to those that apply to postgraduate research students.

Recommendation 12: That the Head of Human Resources and the Manager of Equity and Diversity seek the best means to ensure Central Administration, Faculty and School awareness of CELT training in English language skills available to staff.

Recommendation 13: That the Pro Vice-Chancellor (Teaching and Learning) liaise with the Dean of the Faculty of Arts, Humanities and Social Sciences and the Director of the Centre of English Language Teaching for the development of a minor sequence of credit-bearing units in English language studies to be made available to approved undergraduate students who would benefit significantly from such learning.

Recommendation 14: That language immersion students studying at UWA under approved Student Exchange/Study Abroad agreements for degrees other than University of Western Australia degrees be exempt from normal UWA English language admission requirements and that the Admissions Committee determine appropriate entry requirements for such students.

Recommendation 15: That the Teaching and Learning Committee undertake a review of the application of penalties for plagiarism, at both undergraduate and postgraduate levels.

Recommendation 16: (a) That UWA, through the International Centre, the Teaching and Learning Committee, Student Services and contacts with the Guild investigate, encourage, and publicise ways to increase the extent of interaction between Australian and international students, including at Orientation, in order to enrich the student experience for all UWA students;

(b) That UWA encourage the Heads of College to seek a more proportionate distribution of international students in each individual college.