The next meeting of the Teaching & Learning Committee will be held on Thursday, 26th February 2015 commencing at 3:00 pm in the Science Board Room, Ground Floor, Central Agriculture Building.

W/Prof Brendan Waddell
Chair

AGENDA

1. WELCOME
The Chair welcomes Members to the meeting.

2. APOLOGIES
Only those apologies received before or at the meeting will be recorded as such.

3. DECLARATIONS OF POTENTIAL OR PERCEIVED CONFLICTS OF INTEREST - REF: F45712
Members are asked to indicate any potential or perceived conflicts of interest.
4. **MINUTES (NOVEMBER 2014) – REF: F45712**

Members are asked to confirm the Minutes of the meeting of the Teaching and Learning Committee of Thursday 27th November 2014 as a true and correct record of that meeting. The Minutes and relevant attachments to the Agenda (Attachment A) refer.

5. **ACTIONS IN PROGRESS**

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<td>E-Spot Questionnaires SURF and SPOT surveys</td>
<td>Associate Dean T&amp;L</td>
<td>The responsibility for SPOT has been transferred from CATL to the Institutional Research Unit (Greg Marie). The Faculty has offered to provide viewpoints on the SPOT process and format.</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</td>
</tr>
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</table>

**PART I: ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC**

None

**PART II: ITEMS FOR DECISION TO BE DEALT WITH EN BLOC**

None

**PART III: ITEMS FOR DISCUSSION AND DECISION**

6. **DEPUTY DEAN’S REPORT**

Winthrop Professor Brendan Waddell, Deputy Dean and Chair, will provide a report to the Science Teaching and Learning Committee.

7. **FACULTY OF SCIENCE STRATEGIC PLANNING: KEY TEACHING & LEARNING OBJECTIVES**

The Faculty Executive Committee held a two-day strategic planning workshop in early February. Most discussion centered around the Faculty-wide Integrated Planning Exercise (IPE) that is currently being finalized for presentation to the University Executive in early March. Within the IPE, ‘Education and the Student Experience’ is one of four key focus areas (the other three being Research, Business Development and Resources). Within the Education / Student Experience area, it was agreed that the Faculty of Science give priority to the following objectives for 2015:

- LMS transition (Moodle to Blackboard)
- Review of assessment practices
- Peer observation and feedback for T&L activities
- Promotion of research-led T&L activities
- Promotion of more cross-disciplinary learning within Science

The Deputy Dean will provide background on each of these objectives.

*For discussion*
8. APPLICATION PROCESS FOR CYCLE 2 DEGREES

Application for admission to Cycle 2 degrees is currently a drawn out process of assessment and approvals undertaken at a number of levels. The turnaround time for this process can take anywhere from one to four weeks, with the majority taking far longer than market expectation and the industry median, which anecdotal evidence from our overseas representatives suggests results in the loss of very good students to our competitors who issued their offers in a much more timely manner.

In an effort to create a more efficient admissions process by streamlining operations and improving application turnaround times dramatically, with an intended outcome of increasing the number of international students commencing our Cycle 2 degrees, the Pro Vice-Chancellor (International) has lobbied all Deans across the University to seek agreement for the International Centre to be given delegated offer authority. This has been agreed by all Deans as a high-priority project with expected implementation across the University within the next two months.

The first stage of the process requires Schools to review their current admission rules against all their Cycle 2 degrees in terms of their clarity and transparency. Heads of Schools will be asked to work with course coordinators to clearly identify and articulate the academic background required for admission to the two-year (96 point) degrees, noting that the more astute assessment of cognate background for admission to a 72 point Masters can be undertaken once a student accepts their offer or if consideration of advanced standing is a requirement of acceptance.

As part of this process, it is anticipated that there may be implications for change to admission rules along with a revision of current structures and / or units within degrees. Members are asked to identify any changes that may need to be made and progress these through the annual change process for 2016.

A process flow diagram is attached (Attachment B) which depicts the current process along with the proposed new ‘Delegated Offer Authority’ process.

For discussion

9. RECORD OF ASSESSMENT MECHANISM

At Teaching and Learning Committee meeting in November the SSO proposed that unit co-ordinators were required to maintain up to date information about the assessment mechanism in UIMS. The Committee was reluctant to support the proposal and reiterated a preference to record the information in LMS. Access to information about assessment mechanism by students and academic is an ongoing issue; please refer to the comment from the Conservation Biology review document in a discussion about the challenges of the timing of the submission of assessment for both academics and students.

‘where possible to refer to UIMS to cross-reference the due dates of assessments for core units within each Level’.

Concerns have also been raised that assessment dates are not being provided to students via unit outlines as unit coordinators feel that dates may need to be modified in light of other deadlines students are facing. As there is no consensus about mandating the use of UIMS to record assessment mechanism the Faculty proposes that schools provide a list confirming which units have been updated with assessment mechanism information in UIMS to the SSO by the end of week three of semester and pdf copies of unit outlines containing details of the assessment mechanism for those units for which this information is not available in UIMS.

For discussion

10. CHANGE IN LEARNING MANAGEMENT SYSTEM - MOODLE TO BLACKBOARD LEARN

UWA is moving ahead with implementing the Education Futures vision (http://www.education-futures.uwa.edu.au/). Alongside this the University has decided to change the LMS from Moodle to Blackboard Learn, a transition that is being managed by the Project Black Swan Transition Team. A series of one day meetings have been organised to inform about the transition to Blackboard Learn: see http://www.education-futures.uwa.edu.au/ims-transition-to-blackboard: Newsletters are also being published on this site

The membership of the Project Black Swan Transition Team is summarised in Newsletter 3 which is
available on the site. In particular (extracted from the Newsletter):

*The Faculties & Disciplines Stream in Project Black Swan (PBS) has been created to provide all Faculties with a key liaison person as they navigate the transition plans to the new Learning Management System (LMS).*

*There are two aspects to this role. First, liaising with the Deans of Learning and Teaching to identify units where particular assistance may be needed, and second, developing the content and programs for the Faculty Days.*

*The Faculty Days will run adjacent to the main university-wide PBS conferences in April and June. The days will include speakers and opportunities for hands-on experience with the new LMS.*

*Please contact Kate if you have any questions or seek further information about this stream at: kate.offer@uwa.edu.au*

A number of staff in the Schools are somewhat concerned about the transfer of their teaching material from Moodle to Blackboard Learn. There is a commitment by the University and the Project Black Swan Transition Team to ensure a high level of transition support, and it would therefore be helpful as a Faculty to identify the level of support that will be needed.

Members are advised that the Associate Dean (T&L) will meet informally with representatives on a School by School basis to discuss concerns about this transfer and to work with Schools in interactions with the Project Black Swan Transition Team to seek assistance. In part by doing this the Faculty wants to be informed about potential common issues so that these can be strongly highlighted to the Project team.

Members are asked to contact the Associate Dean (T&L) to arrange a discussion.

*For discussion*

11. **PROSPECT**

PROSPECT is a re-development of the undergraduate orientation experience. It is a 2-day program where student teams engage in a series of task-oriented learning activities located around the UWA campus. The content of PROSPECT aims to ease the transition into university life by preparing students to become independent learners and to expose them to different learning styles and teaching modes practiced at the University. For Semester One, 2015 two faculties participated in PROSPECT with commencing students from the Faculty of Science and UWA Business School selected to take part in the pilot.

The prototype for the Science PROSPECT orientation held on Wednesday 18th and Thursday 19th February, was overall a success. Immediate verbal feedback from participants, UniMentors and facilitators (academic staff and student associations) was very positive. Formal feedback will soon be sought via online surveys. De-briefing sessions will soon be held to access the expertise of teaching staff to enhance the orientation activities, ensuring the content remains valuable and relevant to science students.

Dr Ellyard will provide an overview of the Science PROSPECT program for Member’s information and comment.

*For discussion*

12. **MASTER OF CLINICAL EXERCISE PHYSIOLOGY (COURSEWORK) PHASE 1 PROPOSAL**

The School of Sport Science Exercise and Health (SSEH) is proposing a new nationally-accredited degree, the Master of Clinical Exercise Physiology (coursework). The national accrediting body in Exercise and Sport Science is Exercise and Sport Science Australia (ESSA). SSEH currently offer a nationally-accredited Graduate Diploma course for the training of (Clinical) Exercise Physiologists, however this program is only suitable for graduates of ESSA-approved undergraduate bachelors programs for Exercise Science. International students in the Graduate Diploma program have struggled to gain ESSA accreditation and this issue will be overcome with the creation the Master of Clinical Exercise Physiology. The Master of Clinical Exercise Physiology (coursework) will also attract graduates from non-accredited bachelor programs within Australia and New Zealand.

**Attachment C** or [CAID](#) ref 429

*For discussion and recommendation to Science Executive Committee*
13. NEW UNIT TROPICAL MARINE FIELDWORK

The School of Earth and Environment is proposing a new level three unattached elective unit with intensive practical experience of marine and coastal scientific data collection techniques in tropical coral reef, mangrove and seagrass environments. The unit activities will be located in a well-established field school in the Wakatobi National Park which is a marine protected area in south-east Sulawesi, Indonesia. In the first week, students will learn key diving skills to the Professional Association of Dive Instructors (PADI) Open Water diving level and the option of further training to PADI Coral Reef Research Diver level. In weeks 2 and 3, students will be trained in a range of underwater species and ecosystem monitoring techniques used in tropical marine ecosystems as well as organising, analysing and presenting their results. Non-diving participants will be able to develop similar skills using snorkelling techniques and alternative terrestrial-based monitoring procedures. Alongside regular practical sessions each day, lectures, workshops and excursions will take place. These will introduce many of the in-water and practical skills whilst also providing broader contextual information regarding tropical marine resource management and conservation, thereby maximising student learning opportunities and experiences.

Attachment D or CAIDi ref 5432

For discussion and recommendation to Science Executive Committee

14. DOUBLE MAJOR IN PSYCHOLOGY PHASE 1 PROPOSAL

The School of Psychology is proposing a new Bachelor of Science/Bachelor of Arts degree with a major in Psychology as follows:

- The professionally accredited sequence be introduced as a double major in Psychology comprising 13 units (2 + 3 + 8).
- Majors in Psychology in Society and Psychological Science be made less restrictive by increasing choice of option units, particularly at second-year level.
- To remove the option that any psychology units be offered as a broadening unit to students studying one of the majors in psychology.

The Phase One proposal will be tabled at the meeting.

Attachment E

For discussion and recommendation to Science Executive Committee

15. ANNUAL CHANGE PROCESS UPDATE

The Senior Administrative Office Curriculum would like to highlight a couple of issues arising from the annual change process regarding mapping outcomes, in particular outcomes for honours’ sequences and the submission of mapping documents.

For discussion

16. ANY OTHER BUSINESS

17. NEXT MEETING

The next meeting of this Committee is scheduled for Thursday, 26th March 2015 commencing at 3:00 pm in the Faculty of Science Board Room, Ground Floor, Central Agriculture Building.
1. WELCOME

The Chair welcomed Members to the meeting, thanked Ms Dacre for her contribution to the Committee during her term, and welcomed Mr Alex Tsaknis to the Committee as the 2015 President-elect of the Science Union.

2. APOLOGIES

Ms Christine Richardson, Professor Geoff Meyer, Associate Professor Martha Ludwig, Associate Professor Paul C. Abbott, Mr Martin Anderson, Mr Cameron Halvorson, Mr John George, Ms Merrilee Albatis (Science Library)

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

Members were asked to indicate any potential or perceived conflicts of interest – nil.

4. MINUTES (OCTOBER 2014) – REF: F45712

It was

RESOLVED 79/2014
to confirm the Minutes of the meeting of the Teaching and Learning Committee of Thursday 30th October 2014 as a true and correct record of that meeting.

5. ACTIONS IN PROGRESS

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ATTACHMENT A
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<tr>
<td>School Boards of Examiners</td>
<td>Deputy Dean</td>
<td>An optional Faculty template to promote consistency amongst the various Faculty and School Boards of Examiners had been sent to all Schools for use in the current Semester’s Board meetings, along with a spreadsheet for entering class lists. Any feedback should be provided to the Deputy Dean within two days. Schools were asked to provide the Faculty with their distributions and unit summaries would be included as an item on the Feb’15 agenda.</td>
</tr>
<tr>
<td>E-Spot Questionnaires</td>
<td>Associate Dean T&amp;L</td>
<td>The new individual ordering system for SPOT was now in place. Members were invited to comment on the various other issues involved in SPOT e.g. the questions asked, electronic or paper, individual vs team questionnaires for the attention of CATL and the Pro-VC, Education Innovation. No feedback had been received from members, however the Deputy Dean advised that surveys would be under consideration within the Functional Review process.</td>
</tr>
<tr>
<td>Supplementary Assessments – Faculty of Science policy</td>
<td>Deputy Dean</td>
<td>A redrafted policy would be written and needed to be endorsed by this Committee prior to being forwarded to the Science Executive Committee for approval. The policy would be circulated for consideration of members around the principle: where a unit was assessed with greater than 50% ongoing / continuous assessment, supplementary assessment would not be offered; and where a weighted exam was greater than 50% of the overall mark, a supplementary assessment would be made available as required.</td>
</tr>
<tr>
<td>SURF and SPOT surveys</td>
<td>Deputy Dean</td>
<td>Ideas for increasing student response and decreasing survey fatigue would be presented to the University’s Teaching and Learning Committee.</td>
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6. **FREE ONLINE COURSE ON AGRICULTURE, ECONOMICS AND NATURE**

Members were advised that The University of Western Australia was offering a free online course on the economics of agriculture, natural resources and the environment.

The course was about agricultural production and the interaction between agriculture and the environment. The material presented could help us understand changes that had occurred in agriculture, and support improved decision making about things like agricultural production methods, agricultural input levels, resource conservation, and the balance between agricultural production and its environmental impacts.

The course would be presented by Professor David Pannell, who was one of Australia’s leading economists working in the area of agriculture, natural resources and environment. His research included work on the economics of farming systems, land conservation, farmers’ behaviour, agri-environmental policy, risk in agriculture, weed management, and environmental management. Professor Pannell was
Head of the School of Agricultural and Resource Economics, and Director of the Centre for Environmental Economics and Policy at The University of Western Australia.

The course would be presented over six weeks, starting 2 February 2015, with a different focus each week. A set of lecture videos, mostly between 5 and 10 minutes in length, would be provided each week, together with readings, activities, student forums, quizzes and a final exam. No prerequisites or prior knowledge was needed. Certificates would be provided to those who successfully complete the course.

The course was made possible through the generous support of Yara Pilbara.

Further information and registration was available online at http://courses.class2go.uwa.edu.au/ageconnature

Any queries about the course could be directed to mooc-are@uwa.edu.au.

7. CURRICULUM APPROVAL SCHEDULE 2015

Members were provided with the timelines for the review of existing curriculum and approval of new curriculum at Attachment B to agenda. In contrast to 2014, next year all undergraduate updates and new proposals are required to be submitted by the beginning of May and all postgraduate updates and new proposals by early June.

The Senior Administrative Officer (Curriculum) highlighted the tight deadlines and advised that she would be in contact with Schools to communicate the Faculty deadlines for course materials and to advise when CAIDI was ready for editing. She requested that Schools consider allowing unit coordinators to update unit information directly into CAIDI in order to streamline the process. There would still be the opportunity for schools to review proposed changes. Schools interested in allowing academics access to their records were asked to advise the Senior Administrative Officer (Curriculum).

8. INBOUND STUDY ABROAD SHORT TERM RESEARCH TRAINING

The Study Abroad Office had approached the Faculty of Science to participate in a trial programme to enable international students to participate in research training at UWA. There were already cohorts of students and individual inbound study abroad students undertaking short term research projects and/or units at UWA. The Study Abroad Office was seeking to market UWA as a research destination and to offer a research focussed unit.

The Study Abroad Office detailed a number of the current practises in Attachment C to the agenda as well as international trends in research exchange and the benefits of creating these opportunities. On page 3 of the attachment, the Study Abroad Office outlined a model for the unit and associated processes.

In the first instance the Study Abroad Office was seeking an expression of interest from the Faculty and if this was positive it would, in consultation with the Faculty, submit a proposal to the University. There was no mention of the direction a research training unit could take in the proposal, however through conversation the possibility of developing a project based at the UWA farm or associated with the Albany campus was suggested.

In discussion, the following points were raised:

- The programme was in the early development stage and would need approval from the Board of Coursework Studies.
- The programme could also be open to domestic students as another unattached elective.
- If the programme was to become popular, it would be very difficult to manage.
- A similar programme was run in the School of Physics, pre NC2012. There were two short summer courses and new-courses students were disappointed that they did not have the same offering.
- In terms of visa requirements for the programme, students would most likely need to complete 24 points of research.

The Faculty Office will continue to liaise with the Study Abroad Office.
9. RECORD OF ASSESSMENT MECHANISM

In processing applications for Special Consideration it was essential to have access to up-to-date and accurate information about type of assessment, value of the assessment and the due date. The Science Student Office (SSO) was not able to rely on information provided by students and given that information in the handbook is generic, this detail must be sourced from the unit outline.

The T&L Committee had previously discussed whether LMS or UIMS should be the vehicle for presentation of the unit outline. One of the attributes of UIMS was that it was easily accessible to staff and students.

The SSO proposed that as a minimum requirement, unit co-ordinators were required to maintain up to date information about the assessment mechanism in UIMS.

School representatives reiterated a preference to record this information in LMS. If the SSO required specific information about a unit which was not included on UIMS, it would be more efficient to request those specific unit outlines from the coordinator than to require every coordinator to enter details about a unit across multiple systems.

The Deputy Dean highlighted that this issue again pointed to systems which did not interface. He encouraged unit co-ordinators to maintain up to date information about assessment mechanisms in UIMS, however recognised that a Faculty level solution was required.

10. PROCESSING APPLICATION FOR CYCLE II DEGREES – CLARIFICATION OF UWA COGNATE BACKGROUND

In the process of overseeing applications from domestic and international students for Cycle II degrees, the Science Student Office (SSO) had identified six categories of students as detailed in the matrix provided at Attachment D to the agenda and proposed a response process for each category of student.

For domestic students the aim was for the SSO to be able to approve a subset of applications from UWA graduates without reference to Schools, based on pre-determined cognate backgrounds. In assessing a cognate background the outcome could be a single major, a combination of two majors or a major with an additional subset of specified units.

Members were also provided a list of undergraduate majors offered by the Faculty of Science and the Faculty of Medicine, Dentistry and Health Science and Cycle II degrees to which students may progress (Attachment E to the agenda). Compilation of information for this table would assist the application process and likely inform students’ choice of degree-specific major, second major and electives in the future.

The Senior Administration Officer (Curriculum) advised members that the SSO was working to identify common understanding across the Faculty for assessing applications from students with cognate and non-cognate backgrounds. The aim was to reach a point where students who had completed a major could be directed for progression on to Masters. Those without cognate backgrounds could be given advice on units to take to be considered cognate.

In discussion, the following points were raised:

- There was a big push at Executive level to process offers more efficiently.
- International subjects were very difficult to compare with the absence of unit descriptions. Many overseas universities did not have laboratory components.
- There was concern that international students who were non-cognate would have to overload to meet the requirements of their visa.

The Deputy Dean advised members that a meeting would be held with degree coordinators to discuss this matter in further detail. In the meantime, members were asked to consider the matter of clarification of cognate backgrounds further with their respective schools.
11. UWA STUDENT GUILD STUDENT LEARNING EXPERIENCES AND TEACHING SURVEY (SLETS) REPORT – 2013

The Guild invited students to provide feedback through the Student Learning Experiences and Teaching Survey (SLETS) for 2013. The survey was conducted for the Guild to:

• Understand the student learning experience;
• Assist with developing the Guild’s planning;
• Identify what was working well with student learning;
• Identify areas of improvement with student learning.

The SLETS was an anonymous survey conducted by the UWA Student Guild as a contribution to the UWA Review of Pedagogy and Education Futures Vision, to benefit all students and ensure that the University was presented with students’ priorities for a number of different aspects of teaching and learning at UWA at both a general and Faculty specific level.

Members were provided with the Science specific report at Attachment F to the agenda.

The Deputy Dean thanked the President of the Science Union for the report and advised members that it would be uploaded onto the shared drive for the Review of Science Majors working parties.

12. DEPUTY DEAN’S REPORT

The Deputy Dean reminded members about the upcoming LTP Education Futures pitch to members of the Science Executive and Teaching and Learning Committees, on Tuesday, 2nd December 2014.

13. PEDAGOGICAL DEVELOPMENTS AND INITIATIVES – FLIPPED CLASSROOM MODEL

At the last meeting of this Committee, members agreed they would benefit from a standing agenda item to discuss pedagogy.

At this month’s meeting, Assoc/Prof Evans and Asst/Prof Fogarty spoke further about the flipped lecture.

A handout “7 things you should know about Flipped Classrooms” (Attachment A to the minutes) was distributed to further explain the concept:

• The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course were reversed.
• The term was widely used to describe almost any class structure that provided pre-recorded lectures followed by in-class exercises.
• Devoting class time to application of concepts might give instructors a better opportunity to detect errors in thinking.
• An effective flip requires careful preparation.
• The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experiment.

Assoc/Prof Evans advised members that he had trialed the concept in the Level 3 unit Behavioral Ecology by flipping 4 lectures. On reviewing the SURF reports for the unit (97 students, 50 responded), only 3 surveys returned odd/negative feedback, whereas 6 returned overwhelmingly positive feedback. Assoc/Prof had been seeing 20% of students in lectures however this increased to 60% after introducing the flipped lectures. He noted that the success of the lectures was reliant on the participants having accessed the material provided.

Asst/Prof Fogarty provided members with a summary of the SCIE4402 unit to explain the lecture, review, and computer lab structure (Attachment G to the agenda). He explained that the introduction of flipped lectures into the unit was driven by necessity given the constraints of block teaching. All lecture content was delivered online and, given it was an Honours cohort, a good participation rate was received. There was a small issue in that a major assessment was due the day before one of the lectures and so the material was not accessed. This would need to be considered for future planning.
14. ANY OTHER BUSINESS

 Failed Components

 The Senior Administrative Officer (Curriculum) advised members of an issue whereby the Failed Components checkbox in CAIDi had not interfaced for inclusion into the 2015 Handbook and UIMs. She would be contact with representatives of this Committee and respective School administrators to rectify this issue.

 Issue uploading exam marks into LMS

 The Associate Dean Teaching and Learning advised members of a problem with importing marks from the marks spreadsheet into LMS. It appears that for a number of students who had accessed LMS help for a PDF Upload function, their mark had not been uploaded.

 The issue had been reported to LMS, however members were asked to make their respective schools aware.

15. NEXT MEETING

 The Deputy Dean thanked members for their contribution to the committee during 2014; and noted the 2015 dates.

 2015 meeting dates

 - Thursday, 26th February
 - Thursday, 26th March
 - Thursday, 23rd April
 - Thursday, 28th May
 - Thursday, 25th June
 - Thursday, 23rd July
 - Thursday, 27th August
 - Thursday, 24th September
 - Thursday, 22nd October
 - Thursday, 26th November

 All meetings would commence at 3:00 pm and take place in the Faculty of Science Board Room, Ground Floor, Agriculture Central Building.
APPLICATION PROCESS FOR CYCLE 2 DEGREES

Application for admission to Cycle 2 degrees is currently a drawn out process of assessment and approvals undertaken at a number of levels. Applications are lodged online via the Applicant Portal and processed by either the Admissions Centre (domestic) or International Centre (international), where an initial assessment of degree equivalence is made, English language competence is checked and any other requirements and/or outstanding documentation is requested. If sufficient information has been received in order to make an academic assessment (e.g., academic transcripts, degree specialisation listed), applications are then identified through the Online Approvals process for approval by the relevant faculty.

In some faculties this is a single step process whereby the Faculty Admin Officer (or equivalent) reviews the documents and records an application outcome on the system. This then sets a flag for the relevant central unit (Admissions or International Centre) to generate the application outcome letter (Letter of Offer or Not Eligible letter).

For the Faculty of Science, this is a two-step process whereby assessment is undertaken by the school / degree coordinator (Level 1), then flagged for approval by the Science Student Office (Level 2) before an application outcome letter can be generated (Level 3).

The turnaround time for this process can take anywhere from one to four weeks, with the majority taking far longer than market expectation and the industry median, which anecdotal evidence from our overseas representatives suggests results in the loss of very good students to our competitors who issued their offers in a much more timely manner.

In an effort to create a more efficient admissions process by streamlining operations and improving application turnaround times dramatically, with an intended outcome of increasing the number of international students commencing our Cycle 2 degrees, the Pro Vice-Chancellor (International) has lobbied all Deans across the University to seek agreement for the International Centre to be given delegated offer authority. This means that the International Centre will make the initial assessment according to clearly defined admission rules and issue offer letters without the need to refer to faculties. This has been agreed by all Deans as a high-priority project with expected implementation across the University within the next two months. The Admissions Centre has been approached to ascertain their involvement in the delegated offer authority process, and they have indicated a willingness to take part in discussions with the aim of piloting a similar model in future but could not commit to the same timeline.

The first stage of the process requires Schools to review their current admission rules against all their Cycle 2 degrees in terms of their clarity and transparency. Heads of Schools will be asked to work with course coordinators to clearly identify and articulate the academic background required for admission to the two-year (96 point) degrees, noting that the more astute assessment of cognate background for admission to a 72 point Masters can be undertaken once a student accepts their offer or if consideration of advanced standing is a requirement of acceptance. It should also be noted that admission rules are set for admission at the degree level, not the individual specialisation level; i.e., the 24 points of conversion units should be identified for the purpose of providing additional academic background to support the specialisation, not for admission to the degree.

As part of this process, it is anticipated that there may be implications for change to admission rules along with a revision of current structures and/or units within degrees. Members are asked to identify any changes that may need to be made and progress these through the annual change process for 2016.

A process flow diagram is attached (Attachment xx) which depicts the current process along with the proposed new 'Delegated Offer Authority' process.
Current Application Process for Cycle 2 degrees

STEP 1: Application received Admissions Centre (Domestic) International Centre

STEP 2: Application is assessed for:
- AQF Bachelor degree equivalence
- English language competence
- Original / certified documents

STEP 3: Application flagged for Faculty Approval;

STEP 4: Assessed by relevant coordinator for admission (Level 1 approval)

STEP 5: Level 2 approval by SSO

STEP 6: International Centre / Admissions Centre issues outcome of application letter (Offer or Not eligible letter)

Delegated Offer Authority Process (Phase 1: International Only)

STEP 1: Application received by International Centre (International)

STEP 2: Application is assessed against first preference for:
- AQF Bachelor degree equivalence
- Appropriate bachelor degree for admission to listed course preference (96 point degree) (aligned with admission rules)
- Appropriate WAM for admission to listed preference in (aligned with admission rules)
- English language competence
- Original / certified documents

STEP 2a: International Centre refers to relevant coordinator where uncertainty of academic background OR student requests advanced standing upfront

STEP 3: International Centre issues outcome of application letter (Offer or Not Eligible letter)
Example 1: Master of Biological Science

A bachelor’s degree with a relevant major, or equivalent as recognised by the Faculty. Students may be required to take conversion units up to a value of 24 points based on an assessment of prior learning by the Faculty.

What is relevant? What will a central unit need to look for on the academic transcript to assess this?

Example 2: Master of Hydrogeology

3. To be considered for admission to this course an applicant must have—

(a) a bachelor’s degree from this University with a relevant major, or equivalent as recognised by the Faculty; or

(b) the Graduate Diploma in Hydrogeology of this University, or equivalent as recognised by the Faculty.

Example 3: Master of International Development

A bachelor’s degree or equivalent as recognised by the Faculty. Students who have not completed a bachelor’s degree with a major in Geography; Human Geography and Planning; Political Science and International Relations; Natural Resource Management; Anthropology and Sociology; or Economics; or their equivalents as recognised by the Faculty, must complete relevant conversion unit(s) up to the value of up to 24 points, depending on their chosen specialisation, as advised by the Faculty.

ACTION PLAN

Phase 2: IMMEDIATE – COMPLETE BY 9TH MARCH 2015

1. Review and expand current admission rules to clearly identify the academic background required for admission to the two-year (96 point) degree (not specialisation: conversion units used for this purpose; ie, Conversion units should only be used for academic preparation towards the specialisation)

POINTS TO CONSIDER:

How do we define ‘relevant background’? (ie, what does a student need as a minimum to be admitted to the 96 point degree?)

How much of the defined relevant content is necessary for admission to your degree? NOTE: academic transcripts may be non-specific in terms of major sequence: eg generic Bachelor of Science: how many units in x discipline would be expected as sufficient?

Phase 2: IN LINE WITH ANNUAL CHANGE PROCESS DEADLINES

2. Identify any changes that may need to be made to admission rules for 2016

3. Identify 4 conversion units for the specialisation (students may not need all 4 units depending on background: assessed after acceptance of offer or on request)

4. Review curriculum via annual change process for 2016 to a) to reflect any changes in rules; b) to consider revision of current structures and / or units within degrees
# Drafted postgraduate course concept plan as at 23-02-2015

## 73520 Master of Clinical Exercise Physiology (coursework)

The concept plan for this postgraduate course has not yet been submitted.

### Administrative details

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Organisational Entity</td>
<td>Sport Science, Exercise and Health</td>
</tr>
<tr>
<td>Course coordinator</td>
<td>Professor Timothy Ackland</td>
</tr>
</tbody>
</table>

### Details

<table>
<thead>
<tr>
<th>Course code</th>
<th>73520</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Master of Clinical Exercise Physiology</td>
</tr>
<tr>
<td>Abbreviation of award</td>
<td>MClInExPhys</td>
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<tr>
<td>Type of degree course</td>
<td>Master's by Coursework</td>
</tr>
<tr>
<td>Structure type</td>
<td>Named</td>
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</tbody>
</table>

### About this course

In the past 15 years, under the guidance of our professional body – Exercise and Sports Science Australia (ESSA), accredited Exercise Physiologists (EPs) have gained national recognition as the allied health professional with the knowledge and experience to prescribe exercise for people with chronic and complex medical conditions. EPs now have provider status with the Health Insurance Commission (Medicare), as well as many private and government health and compensable insurance schemes.

This Masters program will develop your knowledge and skills in preparation for work in the allied health industry. The course will be accredited by ESSA so that graduates will gain automatic accreditation status. Students may structure a course which is best tailored to their future requirements and area of specialisation. The course is designed to provide a holistic understanding of the use of exercise as a modality in the treatment of musculoskeletal, cardiovascular, metabolic and other chronic and complex conditions.

**Created**: 20/01/2015

**First year of offer**: 2016

### Volume of learning

<table>
<thead>
<tr>
<th>Maximum volume of learning</th>
<th>96 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum volume of learning</td>
<td>72 points</td>
</tr>
</tbody>
</table>

**Does minimum volume of learning correspond to standard admission requirements?**

Yes

### Admission requirements

**Admission requirements categories**

- Bachelor’s pass degree (cognate)
- Bachelor’s pass degree (non-cognate study area)

### Articulation

**Articulated?**

Graduate Diploma;
Why offer the proposed course

Rationale for offering course
The national accrediting body in our field is Exercise and Sport Science Australia (ESSA). We currently offer a nationally-accredited Graduate Diploma course for the training of (Clinical) Exercise Physiologists (EPs), but this program is only suitable for graduates of ESSA-approved undergraduate Bachelors programs for Exercise Science. The recent international students in this Graduate Diploma program have struggled to gain accreditation, so the creation of this Masters will alleviate those issues. This Masters program will also attract graduates from non-accredited Bachelor programs within Australia and New Zealand.

Strategic and Operational Priorities
This proposal aligns closely with the Faculty's and University's OP for the creation of Cycle 2 programs that offer opportunities for Bachelor degree graduates both domestic and international. Graduates from this proposed Masters program will have a competitive advantage in the marketplace and (with EP accreditation) will move into an existing and growing industry.

This Masters program will complement an existing and successful Graduate Diploma program that has been offered by the School of SSEH for many years. The Masters program may, in time, overtake demand for the Grad Dip, but in the meantime offers significant benefits for attracting interstate and international applicants.

Proposal is outcome of review?
Yes - cycle II course review following a School Review in 2013.

Market Research and Analysis

Target market and size

Target markets for course
In 2014 we had 6 international students (physiotherapy graduates from India) undertake the Master of Exercise Science. At the time, the structure of that program did not allow these students to undertake units of study that would have supported their attempts for accreditation.

With this program in place, we can market more effectively (with a better, fully-accredited product) to the international sector.

Target markets: delivery of teaching
Teaching will be delivered in the same way that units are currently delivered (no new units need be created) - involving a combination of face-to-face delivery and flexible course delivery.

Target markets: demonstrate viable demand
The Graduate Diploma in Exercise Rehabilitation had the following enrolments:
2012 - 30
2013 - 22
2014 - 26
Some of these students (10%) would be more suited to the proposed Masters program

The Master of Exercise Science had the following enrolments:
2012 - 4
2013 - 5
2014 - 6
The majority of these students would be better placed into this proposed program.

Finally, there is a growing demand for Masters Courses over Graduate Diplomas and this is especially so for international students.

Projected enrolment for domestic and international students
I anticipate enrolments to grow from 10 - 20 students over the next five years. However, if we decide to stop the Graduate Diploma program in favour of this Masters, then the enrolments could rise to 40 (which is our maximum intake).

Graduate employment prospects

Employment prospects
Graduates are eligible to apply to ESSA for Exercise Physiology status and, thereby, receive provider status with Medicare, DVA, WorkCover as well as several insurers.

Distinctive employment prospects for graduates
The Masters program is favoured over a graduate diploma, especially for international students who often receive funding and visa arrangements for 2-year programs.

Course professionally accredited?
Graduates are eligible to apply to ESSA for Exercise Physiology status and, thereby, receive provider status with Medicare, DVA, WorkCover as well as several insurers.

Competitor analysis

Four universities in Western Australia (including UWA, ECU, Murdoch and NDU) offer Graduate Diploma courses in this area; however, none offer a Masters program.

The 1-year Graduate Diploma program is suitable for graduates from accredited programs, but not the market with the greatest potential - the international student and those from non-accredited Bachelor's programs from Australia and New Zealand.
This will be a superior product to our competitors (with opportunities for students to pick up any deficiencies in knowledge and skills within program). As a result, we should also be able to avoid the current difficulties experienced by our graduates in gaining accreditation.

Marketing strategy developed? No

### Course availability for students

- **Course offered to student categories**: Domestic fee-paying; International students (student visa holders);
- **Course enables international/cross institutional students?**: The structure would allow for this, but we would steer these students toward our Master of Exercise Science program.
- **Course enables UWA students for overseas credit?**: Yes

### Risk management

**Risk management for course**: As there are no new units to be created, there is no risk in offering this proposed course.

Our other programs are due for re-accreditation in 2016, so we would included this new Masters in that process with minimal extra cost.

### Quota

**Quota?**: 1

**Quota consultations**: The rate limiting step in this program is the number of clinical placements we are able to offer through our alumni network. Together with students in the Graduate Diploma in Exercise Rehabilitation, our maximum numbers for both courses would be around 40 per annum.

### Consultations checklist

- "Consultations checklist" blank

### History and committee endorsements/approvals

<table>
<thead>
<tr>
<th>Phase</th>
<th>Event</th>
<th>Date</th>
<th>Outcome</th>
<th>Notes</th>
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ENVT3309 Tropical Marine Fieldwork

This unit has not yet been submitted.

Unit information

<table>
<thead>
<tr>
<th>Code</th>
<th>ENVT3309</th>
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<tbody>
<tr>
<td>Title</td>
<td>Tropical Marine Fieldwork</td>
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<tr>
<td>Level</td>
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<tr>
<td>Unit type</td>
<td>Undergraduate unit in major(s)</td>
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<tr>
<td>Undergraduate degree</td>
<td>BSc</td>
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<td>Faculty</td>
<td>Science</td>
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<td>Responsible Organisational Entity</td>
<td>Earth and Environment</td>
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<tr>
<td>Unit coordinator</td>
<td>Dr Julian Clifton</td>
</tr>
<tr>
<td>Created</td>
<td>19/01/2015</td>
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<tr>
<td>First year of offer</td>
<td>2016</td>
</tr>
<tr>
<td>Credit points</td>
<td>6 points</td>
</tr>
<tr>
<td>Contact hours</td>
<td>Fieldwork: 8 hrs per day for 14 days</td>
</tr>
<tr>
<td></td>
<td>Post fieldwork: group tutorials for 5 hrs during semester</td>
</tr>
<tr>
<td>Broadening category</td>
<td>Not broadening</td>
</tr>
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</table>

Academic information

Content

This unit will provide students with intensive practical experience of marine and coastal scientific data collection techniques in tropical coral reef, mangrove and seagrass environments. The unit activities will be located in a well-established field school in the Wakatobi National Park which is a marine protected area in south-east Sulawesi, Indonesia. In the first week, students will learn key diving skills to the Professional Association of Dive Instructors (PADI) Open Water diving level and the option of further training to PADI Coral Reef Research Diver level. In weeks 2 and 3, students will be trained in a range of underwater species and ecosystem monitoring techniques used in tropical marine ecosystems as well as organising, analysing and presenting their results. Non-diving participants will be able to develop similar skills using snorkelling techniques and alternative terrestrial-based monitoring procedures. Alongside regular practical sessions each day, lectures, workshops and excursions will take place. These will introduce many of the in-water and practical skills whilst also providing broader contextual information regarding tropical marine resource management and conservation, thereby maximising student learning opportunities and experiences.

Outcomes

Students are able to (1) Gain practical experience in essential diving and snorkelling skills necessary for scientific data collection in tropical marine and coastal environments; (2) Learn to correctly identify key marine organisms; (3) Learn to apply a suite of monitoring techniques in varying marine and coastal environments; and (4) Gain experience in the organisation, analysis and presentation of tropical marine data.

How outcomes will be assessed

<table>
<thead>
<tr>
<th>#</th>
<th>Outcome</th>
<th>How outcome will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gain practical experience in essential diving and snorkelling skills necessary for scientific data collection in tropical marine and coastal environments</td>
<td>Practical test covering underwater and snorkelling skills</td>
</tr>
<tr>
<td>2</td>
<td>Learn to correctly identify key marine organisms</td>
<td>Practical test covering species identification skills</td>
</tr>
<tr>
<td>3</td>
<td>Learn to apply a suite of monitoring techniques in varying marine and coastal environments</td>
<td>Group report covering design and implementation data collection exercise suitable to either coral reef, mangrove or seagrass environments</td>
</tr>
<tr>
<td>4</td>
<td>Gain experience in the organisation, analysis and presentation of tropical marine data</td>
<td>Group project Individual written report</td>
</tr>
</tbody>
</table>
Assessment items

Typically this unit is assessed in the following way(s): (1) Four practical tests in the field; (2) Group project; and (3) Individual written report. Further information is available in the unit outline.

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment</th>
<th>Likely weighting</th>
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</tr>
<tr>
<td>2</td>
<td>Group project</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>Individual written report</td>
<td>20%</td>
</tr>
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</table>

Supplementary assessment statement

Supplementary assessment is not available in this unit except in the case of a bachelor's pass degree student who has obtained a mark of 45 to 49 and is currently enrolled in this unit, and it is the only remaining unit that the student must pass in order to complete their course.

Teaching responsibilities

<table>
<thead>
<tr>
<th>Teaching organisation</th>
<th>Notes</th>
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<tbody>
<tr>
<td>00762 Earth and Environment</td>
<td>ROE</td>
<td>100%</td>
</tr>
</tbody>
</table>

Unit rules

Prerequisites
SCIE2204 Marine Systems

Corequisites
Nil

Incompatibilities
Nil

Advisable prior study
Nil

Quota

Quota number: 25

How quota is allocated
Those students interested in the unit will be required to submit a statement outlining the reasons for their interest and the expected personal benefits during Semester 2 of Year 2. These will be assessed by the unit co-ordinator to identify students for whom the experience will provide optimal academic value. Previous academic performance may also be taken into account in student selection.

Reason for quota
For reasons of fieldwork delivery and health and safety, a maximum group size of 25 students is envisaged. Two academics (one male, one female) will participate in the fieldwork, allowing an optimal staff:student ratio to be maintained.

Unit offered/shared in courses

Intended courses: Marine Science

Availability

Teaching period | Location | Mode | Details |
----------------|----------|------|---------|
Non-standard, 2016 | Crawley | Face to face | Description: Attendance on residential overseas fieldwork three weeks January-February. Satisfaction of academic standards: Daily fieldwork activities and post fieldwork classes and unit submission requirements equate to 150 hours of work.

Additional information

Incidental fees apply to this unit

History and committee endorsements/approvals

<table>
<thead>
<tr>
<th>Event</th>
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<th>Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
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Proposed Changes to Majors in Psychology offered in the Bachelor of Arts and Bachelor of Science

Summary
To reduce the need for rules to be waived to enable timely completion of Bachelor of Arts or Bachelor of Science with a major in Psychology, it is proposed:

- The professionally accredited sequence be introduced as a double major in Psychology comprising 13 units (2 + 3 + 8).
- Majors in Psychology in Society and Psychological Science be made less restrictive by increasing choice of option units, particularly at second-year level.
- To remove the option that any psychology units be offered as a broadening unit to students studying one of the majors in psychology.

Introduction
As part of Courses 2012 the School introduced two majors; one in the Bachelor of Science and the other in the Bachelor of Arts. The reason for this was that there was an even distribution of psychology students across the two degrees. Consideration was also given to how the Bachelor of Science had a mathematics prerequisite at the time, whereas the Bachelor of Arts did not have this requirement and that students would be disadvantaged if psychology was restricted to one degree. The content of the two majors has been developed to complement common companion majors taken in the BA or BSc.

The School has an undergraduate sequence accredited by the Australian Psychology Accreditation Council. This sequence requires completion of the two majors.

The School offers optional second-/third-year units in alternative years. The reason for this is to offer a broad spread of options, but limiting the teaching commitment to enable staff to conduct research and supervise research students. The School has a large research supervision load with 134 PhD students, 41 MPsy/PhD students and 80 honours students.

Offering units in alternate years and having a fairly rigid major structure has required a number of rule waivers, particularly in relation to the substitution of units from one psychology major to the other. In most cases this is due to students going on exchange and returning to find that there are no third-year options available to them to complete their chosen major. This is as a consequence of having completed the available topics at the second-year level. This has led to a number of rule waivers and the Dean of Coursework Studies has requested that this be addressed. This can only be done by revising the psychology major sequence.

Proposal
We are proposing two changes which will reduce the number of rules that need to be waived.
a) Introduction of a Double Major in Psychology

The APAC-accredited sequence and entry to Honours in Psychology require the completion of both the Bachelor of Arts major – *Psychology in Society* - and the Bachelor of Science major – *Psychological Science*. This arrangement is currently confusing for students but can be resolved through the introduction of a double major in Psychology comprising thirteen units (2 + 3 + 8) as follows –

- all the core units at first, second and third-year (2 + 1 + 4)
- plus a choice of all the option units (two units being taken at second-year level and four being taken at third-year level).

This will reduce the need for rule waivers and make it easier for students to enrol in the accredited sequence. It will also make the accredited sequence more visible and ensure that the School can target advice to those students who are on the competitive pathway to Honours and postgraduate studies.

As psychology is a broad discipline that can be taken in combination with a number of disciplines, it is proposed that the double major be available in both the Bachelor of Arts and the Bachelor of Science. It should be noted that at a number of universities, psychology is offered at the degree level. Having the double major available in the BA and BSc will also ensure that students with differing backgrounds in terms of mathematics can still be accommodated. Bachelor of Philosophy (Hons) students may complete the double major to pursue an integrated component of the Honours course as part of the Bachelor of Philosophy.

Students undertaking the double major in the Bachelor of Arts will be required to take broadening units from business, design and science. Students undertaking the double major in Bachelor of Science will choose broadening units from business, design and arts. As all the psychology units will now be listed under the Psychology double major, it will not be possible for students to take these as broadening units.

b) Revision of single majors

As mentioned earlier, offering units in alternate years does make it difficult for students returning from a break in their studies at UWA to find psychology topics that have not been completed. We are proposing that the requirements for each of the single majors be relaxed to provide greater choice to the students. Currently psychology units can count as broadening units if chosen from the non-degree specific major and we are proposing that this option be removed so that students can have greater choice of psychology units within their degree-specific major.

In *Psychology in Society* (2+2+4 structure), students currently complete the following core units – PSYC1101, 1102, 2203, 3302 and 3303. The choice of options are PSYC2209/3309, 2212/3312, 2213/3313 and 2214/3314. *Psychological Science* (2+2+4 structure) requires the completion of PSYC1101, 1102, 2203, 3301 and 3310 and the choice of options are PSYC2208/3308, 2215/3315, 2217/3317 and 2218/3318. Both majors require one of the options to be taken at second-year level and two to be taken at third-year level.

We are proposing that the core units for each of the majors remain unchanged since 3302 and 3303 provide content that complements several Arts majors while 3301 and 3310 cover experimental methods that complement several Science majors. For the optional units, we now specify students complete one third-year unit chosen from the specific list of options and that the second-year unit...
and remaining third-year unit can be chosen from any of the psychology units that are available in that year. The table below shows this more clearly.

<table>
<thead>
<tr>
<th>2 x Level 1 Core</th>
<th>Psychology in Society</th>
<th>Psychological Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 x Level 2 core plus take one option</td>
<td>PSYC1101 and PSYC1102</td>
<td>PSYC1101 and PSYC1102</td>
</tr>
<tr>
<td></td>
<td>PSYC2203 and one unit chosen from available second-year Psychology units #</td>
<td>PSYC2203 and one unit chosen from available second-year Psychology units #</td>
</tr>
<tr>
<td></td>
<td>PSYC3302 and PSYC3303</td>
<td>PSYC3301 and PSYC3310</td>
</tr>
<tr>
<td></td>
<td>One unit chosen from PSYC3309, PSYC3312, PSYC3313 or PSYC3314</td>
<td>One unit chosen from PSYC3308, PSYC3315, PSYC3317 or PSYC3318</td>
</tr>
<tr>
<td></td>
<td>One unit chosen from available third-year Psychology units #</td>
<td>One unit chosen from available third-year Psychology units #</td>
</tr>
</tbody>
</table>

# Irrespective of major that unit belongs to.

The changes that we have proposed will improve the experience of students by:

- Making the accredited sequence in psychology more transparent and enable course advice to be targeted.
- Providing greater choice within the majors so that rule waivers are minimized. This will reduce pressure on the student having to seek a waiver and on the Faculty Office and Academic Policy Services within the Office of the Dean of Coursework Studies, who need to process the waivers.

Transition Arrangements

Obviously there are some students who will be affected by the proposed changes and we propose the following:

- Students who have already completed broadening units in psychology whilst completing a psychology major in either the Bachelor of Arts or Bachelor of Science should not be asked to complete additional broadening units as the rules that applied at the time of enrolment should stand.
- A blanket rule waive should be given to enable the Faculty Office to provide the same flexibility within majors as is being proposed for introduction in 2016.
- Students who wish to transfer into the Double Major in Psychology, should be able to do this, but not be required to complete additional broadening units.