MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN SCIENCE
HELD IN THE ECONS CONFERENCE ROOM ON TUESDAY, 3 JUNE 2008

Present: Professor George Stewart (Chair), Professor Bob Grove, Professor Lyn Abbott, Professor Geoff Hammond, Dr Patrick Finnegan, Dr Jane Emberson, Ms Jenny Gamble, Ms Marjan Heibloom, Mrs Vickie Falcetta, Associate Professor Michael Wise, Associate Professor Myra Keep, Dr Karl-Heinz Wywoll, Professor Bruce Elliott, Professor Lawrie Abraham, Professor Don Robertson, Associate Professor Ian McArthur, Dr Nancy Longnecker, Professor Linc Schmitt, Professor Geoff Stewart, Associate Professor Dave Morison, Dr Greg Acciaioli, Associate Professor Les Jennings, Ms Tess Vermeulen

Apologies: Associate Professor Nick Milne

Imelda Ooi, Secretary

1. MINUTES

RESOLVED – 15
that the minutes of the meeting held on 6 May 2008 be confirmed.

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

The Chair invited members to declare conflicts of interest in relation to any item on the agenda. No conflicts of interest were declared.

3. PROPOSED CHANGE IN UNIT NAME FOR PATH3311 BIOThERAPEuTiC REGENERATION

The School of Pathology and Laboratory Medicine requested that the name of PATH3311 Biotherapeutic Regeneration be changed to “Biotherapeutics & Regenerative Medicine” as it felt that the new name would attract more students’ focus on the course and provide them with a better employment opportunity.

RESOLVED – 16
that the proposed name change of PATH3311 Biotherapeutic Regeneration to “Biotherapeutics & Regenerative Medicine” be endorsed.

4. RESCISSION OF ANHB3308 DEVELOPMENTAL BIOLOGY REF: F5075

The School of Anatomy & Human Biology wished to rescind ANHB3308 Developmental Biology due to lack of qualified staff to teach the unit and low enrolment numbers. The School advised that removing the unit from its major pathways would not prevent students from completing an ANHB Major and would have minimal impact on students as the unit had already been suppressed in January 2008.

RESOLVED – 17
that the rescission of ANHB3308 Developmental Biology be endorsed from 2009 onwards.
5. **TEACHING OF ANIM3315 FUNCTIONAL ZOOMORPHOLOGY**

Members were informed that ANIM3315 Functional Zoomorphology was usually available every second year and was next due to be offered in 2009. The School of Animal Biology would like to change the next offering of this unit to 2010 to allow for changes in staff availability. The unit would thus be listed as not available for 2009.

**RESOLVED – 18**
that ANIM3315 Functional Zoomorphology, be listed as not available in 2009 and be offered in 2010.

6. **STAT3302 RESEARCH BIOSTATISTICS NOT AVAILABLE FOR 2009**

Members were informed that the School of Animal Biology had requested that the unit STAT3302 Research Biostatistics be listed as not available in 2009, with a decision to be made at a later stage as to whether the unit should be cancelled. The class had been too small to be viable.

**RESOLVED – 19**
that STAT3302 Research Biostatistics, be listed as not available in 2009.

7. **DISCONTINUATION OF EARTH SCIENCE MAJORS**

Members were informed that the FNAS Teaching and Learning Committee had proposed that the following majors namely, Geographical Information Systems and Environmental Management; Geoscience; and Earth Science Chemistry, within the Earth Science programme be discontinued with immediate effect, as they had not been available for new enrolments for the last two years.

**RESOLVED – 20**
to recommend to the Faculty Board of Natural and Agricultural Sciences that the following majors – Geographical Information Systems and Environmental Management; Geoscience; and Earth Science Chemistry, be discontinued with immediate effect.

8. **UWA HANDBOOK: SCIENCE FACULTIES’ POLICY AND GUIDELINES**

Members had before them a proposal from Dr Jane Emberson for changes to be made to the Science Faculties’ policies and guidelines section of the UWA Handbook as outlined in Attachment A of the Agenda. Dr Emberson provided an addendum to Attachment A which was tabled at the meeting. The addendum contained some minor revisions which had resulted from discussions by the Teaching & Learning Committee in the Faculties of Life and Physical Sciences and Natural and Agricultural Sciences. Speaking to the item, Dr Emberson stated that there were a number of informal policies currently in place in the Science Faculties which had been agreed to by the joint Board of Studies but had never been formalised in the Handbook. She felt that it would be good to have the policies clearly spelt out in the UWA Handbook for students to use as a guide. The Teaching & Learning Committee of both Faculties were happy with the proposed changes.

**RESOLVED – 21**
that the proposed changes to Science Faculties’ policies and guidelines as outlined in Attachment A of the Agenda and the addendum to the attachment, be endorsed.

9. **SCIENCE FACULTIES’ RULES**

Members had before them a proposal from Dr Jane Emberson for changes to Science Faculties’ Rules.

Speaking to the item, Dr Jane Emberson stated that the Science Faculties had always applied time limits to credit derived from a prior diploma course as well as prior degree courses, so the word ‘degree’ appeared limiting and suggested it should be deleted. She also proposed that Rule 9.2.4.3(1)(a) under course structure, be amended to spell out that the three science majors must be in three different areas.
In relation to foundation packages, there had been some suggestion of changing them because some now required only 24 points and others required 30-36 points. Dr Emberson felt that this was not necessary given that the rule about three science majors in the foundation packages already applied. However, if this was warranted, she outlined the changes to be made in the Mathematics & Computer Science Foundation Package and Life Sciences (Human & Behavioural) Foundation Package in the Agenda which were agreed to by members at the meeting.

RESOLVED – 22

to recommend that the following changes to Science Faculties’ Rules be endorsed, subject to approval by Academic Council:

(i) Time Limits

9.2.1.1 Where a student is granted credit towards a bachelor’s degree course by virtue of work completed in another degree course at this or another institution, the student must complete the requirements for the new degree course within ten calendar years of the date on which that previous study began.

(ii) Course Structure

9.2.4.3 (1) The course consists of units to a minimum total value of 144 points and a maximum total value of 168 points comprising—

(a) one of the foundation packages set out in 9.2.5, comprising Level 1 units to the value of 48 points and including units leading to at least three of the Science majors listed in Rule 9.2.6.2, which must be in three different subject areas; [...] 

(iii) Foundation Packages

A. Mathematics & Computer Science Foundation Package

(d) Level 1 units to the value of 24 points, chosen in consultation with a Faculty Adviser, and including at least one pair of units from another Science Foundation Package and leading to a third science major.

B. Life Sciences (Human & Behavioural) Foundation Package

(a) two units from each of at least two of Groups A, B, C, D, E, F or G in Table 9.2.5f [...]—at least 24 points; 

and

(b) if only 24 points have been taken under (a), one pair of units from another Science Foundation Package, leading to a third science major; 

and

(c) if necessary to make up the required number of points, Level 1 units chosen in consultation with a Faculty Adviser—maximum of 12 points.

10. MAKING UNITS AVAILABLE AT 2 DIFFERENT LEVELS AND CHANGING UNIT CODES

Members had before them a proposal from the Teaching and Learning Committee of the Faculty of Natural and Agricultural Sciences (FNAS) to change the unit code for STAT2210 Biometrics 1 to STAT1110 Biometrics 1. This unit was traditionally taken in second year by students in the 4-year Science degrees. Currently most students took the unit in their first year.

In addition, it was proposed to have the following units – ECON3323 and ECON2223 Business and the Environment; and ECON3311 and ECON2224 Environmental and Resource Economics, available at levels 2 and 3 (currently only level 3), in order to allow flexibility within the majors and programmes in FNAS.

RESOLVED – 23

to recommend to the Faculty Board of Natural and Agricultural Sciences that the following be endorsed:

(i) the unit code for STAT2210 Biometrics 1 be changed to STAT1110 Biometrics 1; and

(ii) the units ECON3323 and ECON2223 Business and the Environment; and ECON3311 and ECON2224 Environmental and Resource Economics, be made available at levels 2 and 3.
11. ENVTV2221 GLOBAL CLIMATE CHANGE AND BIODIVERSITY

Members had before them a proposal from the Schools of Plant Biology and Earth & Geographical Sciences for the 12-point unit BIOL2262 Conservation Biology: Global Diversity Hotspots, to be replaced with (up to) two 6-point units, one of which would be based on ENVTV2221 Global Climate Change and the Biosphere. Professor Hans Lambers advised that the Schools initially planned to introduce a new unit but due to staff shortage, decided that it would be better to use an existing unit and modify its content to cater to students’ needs.

The Schools had also proposed that the name of ENVTV2221 Global Climate Change and the Biosphere, be changed to ENVTV2221 Global Climate Change and Biodiversity, to reflect the change in context and content.

Professor Lambers pointed out that the Schools would be changing the unit BIOL2262 Conservation Biology: Global Diversity Hotspots, in 2009 and, therefore, there was no point in getting somebody to teach the unit for one year only. Hence, the Schools proposed that the changes be implemented for semester 2 2008. The Senior Faculty Administrative Officer advised that students would be contacted about the proposed changes.

RESOLVED – 24
to recommend to the Faculty Board of Natural and Agricultural Sciences that the following be endorsed with effect from semester 2 2008:
(i) replacement of 12-point unit BIOL2262 Conservation Biology: Global Diversity Hotspots, with (up to) two 6-point units, one of which would be based on ENVTV2221 Global Climate Change and the Biosphere; and
(ii) the name of ENVTV2221 Global Climate Change and the Biosphere, be changed to ENVTV2221 Global Climate Change and Biodiversity.

12. INTRODUCTION OF A NEW MAJOR IN THE BSc 50110: CLIMATE AND ENVIRONMENT

Members had before them a proposal from the FNAS Teaching and Learning Committee to introduce the Climate and Environment major in 2009 for the 3-year BSc degree. Dr Karl-Heinz Wyrwoll advised that the initiative was to cater to the demands of students. The major would be relevant for students interested in the environmental sciences and would include the climate-specific units from the 4-year Bachelor of Science (Climate Studies).

It was also proposed that the units ENVTV2220 The Climate Systems; and ENVTV2221 Global Climate Change and Biodiversity, be approved as BSc units.

RESOLVED – 25
to recommend to the Faculty Board of Natural and Agricultural Sciences that the following be endorsed with effect from 2009 onwards:
(i) introduction of Climate and Environment major in the 3-year BSc degree; and
(ii) the units ENVTV2220 The Climate Systems; and ENVTV2221 Global Climate Change and Biodiversity, be approved as BSc units.

13. PROPOSED CHANGES TO THE ENVIRONMENTAL MANAGEMENT MAJOR AND THE ENVIRONMENTAL SCIENCE PROGRAMME

Members had before them a proposal from the FNAS’ Teaching and Learning Committee to change the Environmental Management major in view of the introduction of the Climate and Environment major. Speaking to the item, Dr Karl-Heinz Wyrwoll advised that the proposed changes would provide students with a focus on the management aspects of the Environmental Management major. As this is a core major in the Environmental Science programme, the programme structure and rules would need to be amended accordingly. Dr Nancy Longnecker, Co-ordinator of the Science Communication programmes, pointed out that the content of ENVTV3321 Climate Change Policy and Planning overlapped with that of
COMM3303 Science Communication for Change in Industry and Community, and stated that she would meet with Dr Wyrwoll to discuss the overlap. She also recommended that COMM3303 be listed as an optional unit in Group E, Table 9.2.6(22B) – Climate and Environment Major Sequence Options, and in Group C, Table 9.2.6(26B) – Environmental Management Major Sequence Options. Dr Wyrwoll was happy with the recommendations.

A brief discussion ensued in regards to FNAS’ proposal for the following units to be approved as BSc units:
- ECON1120 Environmental Economics
- ECON2221 Global Climate Change and Biodiversity
- ECON2223 Business and the Environment
- ECON2224 Environmental and Resource Economics
- ENVT3321 Climate Change Policy and Planning
- SCIE3366 Project and Risk Management
- SCIE3367 Management Decision Tools

The Chair expressed his concern that some of the units were not ‘science’ units as they appeared to focus more on business and that they should, therefore, be restricted to the Environmental Management major only. Dr Wyrwoll responded that these days, students were required to have more business and management skills. The units proposed would, therefore, provide a useful background for BSc students.

It was felt that the non-science options for the Environmental Management major could already be accommodated under the provisions of the 30 point non-science rule. It was suggested that the changes to the Environmental Management major be approved but that the request to include the units as standard BSc units be considered at the next meeting of the Board. This would enable the proposers to put forward a case for each of the units.

RESOLVED – 26

to recommend to the Faculty Board of Natural and Agricultural Sciences that the proposed changes to the Environmental Management major and the Environmental Science programme, be endorsed with effect from 2009 onwards.

14. PROPOSED CHANGES TO THE GEOGRAPHY MAJOR

Members had before them a proposal from FNAS for a simplification of the rules for the Geography major with the removal of the five streams in the major. Speaking to the item, Dr Karl-Heinz-Wyrwoll advised that this was due to the loss of staff members and the limited number of units available to students in the Physical Geography stream. It was hoped that the amendment to the Rules would strengthen the weak stream. Dr Longnecker again pointed out the overlap of ENVT3321 Climate Change Policy and Planning, with COMM3303 Science Communication for Change in Industry and Community, and would be discussing with Dr Wyrwoll regarding the overlap.

RESOLVED – 27

to recommend to the Faculty Board of Natural and Agricultural Sciences that the following be endorsed with effect from 2009 onwards:

(i) the following units be added to the Geography major as level 2 and level 3 options:
   - ENVT2220 The Climate Systems; and
   - ENVT2221 Global Climate Change and Biodiversity
   - ENVT3321 Climate Change Policy and Planning (from 2010 onwards - subject to final unit approval); and
   - ENVT3320 Climate Dynamics (from 2010 onwards - subject to final unit approval); and

(ii) the units EART3324 Environmental Geomorphology of Sheltered Coasts; and EART3325 Environmental Geomorphology: Streams & Catchments; be consolidated into a single 6-point unit, EART3333 Environmental Geomorphology of Coasts and Rivers.
15. PROPOSED CHANGES TO THE CONSERVATION BIOLOGY MAJOR AND PROGRAMMES

Professor Hans Lambers advised members that the proposed changes to the rules for the Conservation Biology major; the Conservation Biology programme in the BSc 50110 and the Conservation Biology and Management Programme in the BSc 70100 resulted from the proposed introduction of ENVT2221 Global Climate Change and Biodiversity (6 points) and deletion of BIOL2262 Conservation Biology: Global Diversity Hotspots (12 points).

RESOLVED – 28

to recommend to the Faculty Board of Natural and Agricultural Sciences that the following be endorsed with effect from 2009 onwards:

(i) the selection of the second 6 points (to complete the replacement of the 12-point unit BIOL2262) from:

- ENVT2210 Environmental Policy and Law
- ANIM2204 Vertebrate Zoology
- PLNT2204 Land Plant Diversity and Systematics
- GENE2240 Introduction to Genetics

and

(ii) to replace the units BIOL3362 CB: Threatening Processes Research Project Pt 1 (6 pts) and BIOL3363 CB: Threatening Processes Research Project Pt 2 (6 pts) with 12 points selected from:

- ENVT3334/35 Land and Water Management Research Project –Pt 1/2 (12 pts)
- ENVT3333 Land and Water: Case Studies in Land and Water Management
- PLNT3306 Australian Vegetation
- ANIM3353 Wildlife Conservation and Management
10 June 2008

Ms Jenny Gamble
Faculty of Life & Physical Sciences
UWA

Dear Jenny,

Re Renaming ANHB8404 and ANHB8405

We are reviewing our post graduate coursework offerings, and we wish to rename these two units. While there will be no change to their content, we have modified the unit descriptions for the handbook in line with the change of name. We expect these changes will better fit the understanding and expectations of both local and international students.

These units currently form part of 6 courses, and the simplified names will help to clarify the content of the units, emphasising project management in the context of the various courses.

<table>
<thead>
<tr>
<th>Current Name</th>
<th>Proposed Name</th>
</tr>
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<tbody>
<tr>
<td>ANHB8404 Investigative techniques: Data acquisition and analysis</td>
<td>Project Analysis</td>
</tr>
<tr>
<td>ANHB8405 Investigative techniques: Experimental Design and bioethics</td>
<td>Project Design</td>
</tr>
</tbody>
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The courses in which they are included:

- Graduate Diploma in Anatomical Sciences (51300)
- Proposed Master of Anatomical Sciences (51XXX)
- Graduate Diploma in Human Biology (51320)
- Proposed Master of Human Biology (51XXX)
- Graduate Diploma in Integrated Human Studies (51370)
- Master of Integrated Human Studies (51570)
- Graduate Diploma in Science & Technology (51350)
- Master of Science & Technology (52550)

Students taking only one of the pair in a semester will be required to take ANHB8405 Project Design first, as ANHB8405 will be a co-requisite for ANHB8404.

Yours sincerely

[Signature]

Lincoln H Schmitt
Head of School
Ms Jenny Gamble
Faculty of Life & Physical Sciences
UWA

Dear Jenny,

Re Proposed Graduate Certificate Course in Adult Sleep Science

Sleep disorders are becoming an increasingly recognised public health concern in Australia and worldwide. Accompanying this recognition has been a rapid growth in the number of clinical sleep laboratories. In the absence of undergraduate or postgraduate courses in sleep science, training of the sleep technologists (sleep scientists) who work in these facilities has, to date, been provided by these clinical units themselves. Currently no formal laboratory-based course for training staff in sleep science exists in Australia. A postgraduate qualification in Adult Sleep Science will address this currently unmet need by providing vocational skills and knowledge in the professional area of sleep science. University-trained sleep scientists will be a uniquely skilled and cost-effective allied health resource for any clinical sleep laboratory, and therefore be in substantial demand.

The proposed postgraduate courses will be coordinated by A/Prof Peter Eastwood, Dr Jason Kirkness & Dr Jennifer Walsh who lead a productive research group in sleep science and are current staff members of the School of Anatomy & Human Biology. Faculty support is being provided for both Dr Jason Kirkness and Dr Jennifer Walsh who have a strong knowledge-base in sleep science and are integral for course development and delivery. The course has the support of sleep physicians in Western Australia, many of whom have indicated their willingness to be part of the teaching faculty of the course and have offered their practices (both public and private) for clinical placements. The School and Faculty have committed to providing administrative support for the courses.

Adult Sleep Science Postgraduate Educational Model

The educational model is based on a combination of intensive block training and flexible distance education units. A continuous education model will be applied whereby there are multiple exit strategies for individuals as well as the opportunity to build towards a higher degree. Student performance will be assessed using continuous assessment and a final exam.

The success of this model relies on not only a good educational delivery but also an acceptable market driven model. The proposed model suits the current market where international and local students require the option of undertaking intensive training to minimise concurrent living costs while undertaking continued education. Such intensive training with high contact hrs per week is consistent with on the job training and reflects current practice in the sleep industry. Competencies achieved in this education model will reflect the integration of two primary modes of learning. Namely, a supervised practical on-campus mode, and a distance education mode. The proposed educational model will be equally suited for local and international students, who may wish to take the course on a full-time or part-time basis.

The model uses three exit points.

1. **Certificate in Adult Sleep Science** (to be offered in 2009). The Graduate Certificate in Adult Sleep Science will provide students with core competencies for a sleep technologist. The course will provide students with an understanding of the history of sleep, its fundamental physiology and neurobiology, and the various technologies with which sleep is monitored and interpreted. Students will be provided with basic skills in sleep technology including equipment calibration, placement, and maintenance and signal recognition, scoring normal and abnormal sleep patterns, and application of common therapies for obstructive sleep apnoea.

2. **Graduate Diploma in Adult Sleep Science** (to be offered in 2010). The Graduate Diploma in Adult Sleep Science will articulate with the Graduate Certificate in Adult Sleep Science. The Diploma will provide
advanced competencies for a sleep technologist, based on a higher order of theoretical content than the Certificate, where the graduate is able to synthesise information as well as advise and direct other technical sleep staff. The course will provide students with an advanced theoretical understanding of scoring and interpretation of diagnostic and other sleep studies, practical aspects of advanced polysomnography including sleep monitoring for a range of sleep pathologies, and advanced practical skills in sleep scoring and application of therapies for sleep disorders.

3. Masters in Adult Sleep Science (to be offered in 2010). The Masters in Adult Sleep Science will articulate with The Graduate Diploma in Adult Sleep Science. The Masters course will consolidate students’ understanding of current evidence-based practice in sleep technology as well as develop advanced practical competencies. The elements of the course have yet to be fine-tuned, but will include coursework related to research methods, a research project, systematic reviews of current clinical guidelines, presentation of case studies and clinical placements designed to focus on specific competencies (i.e., laboratory management, interpretation of sleep studies, scoring of polysomnograms).

Teaching Facilities

The University is developing a sleep teaching facility by refurbishing an existing stand-alone building (11 Parkway). The refit of this building includes state-of-the-art sleep-monitoring equipment and will be completed by January 2009. All students (local and international) will be able to remotely access specialized sleep analysis software via a server housed within the new facility. The facility is close to the School of Anatomy & Human Biology, where additional teaching facilities and computing laboratories are available.

Potential Collaborators

Within UWA discussions have been held with Adjunct Clinical Professor Steve Stick, coordinator of the Graduate Certificate in Paediatric Sleep Science (Faculty of Medicine, Dentistry and Health Sciences) who is supportive of the proposed courses and has suggested the possibility of joint courses in the future. Discussions have also been held with Associate Professor David Morrison and Neil McLean, School of Psychology, to consider the future development of courses aimed at augmenting the current sleep disorders programme at the Robin Winkler Clinic (School of Psychology, 10-12 Parkway).

Discussions have also been held with several potential industry partners (ResMed Ltd; Compumedics Ltd; Respiration Inc) who have expressed a strong interest in being involved as collaborators in the course and have suggested that the course would be of interest to their employees for advanced training in sleep. Their involvement could also result in job placements for graduates.

Peter Eastwood
School of Anatomy & Human Biology
**PROPOSALS FOR NEW COURSES OR PROGRAMMES**

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

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

**CORE QUESTIONS FOR CHECKLISTS USED BY FACULTIES**

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

1. **Course Details**

   (1) Please provide the following information:

   (a) the proposed name of the course or programme: **Graduate Certificate in Adult Sleep Science**

   (b) the proposed abbreviated form of the course or programme name (see http://www.secretariat.uwa.edu.au/home/policies/degree_abbrev for policy on Degree Abbreviations); **Grad Cert (Ad Sleep Sci)**

   (c) the proposed annual intake to the course or programme (in student numbers); **12**

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

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

   (i) Research (by thesis) where the research represents 100% of the course requirements

   (ii) Research (by thesis and creative work) where the assessment is based on a thesis and a creative and/or performance component

   (iii) Research by creative work where the assessment is based on the creative work and/or performance

   (iv) Thesis and Coursework where the research component represents 66.6% or more of the degree requirements

   (v) Coursework and Dissertation where the research component represents less than 66.6% of the degree requirements

   (vi) Coursework where coursework is 100% of the degree requirements.

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

(f) entry requirements; **English literacy and bachelor's degree in a relevant subject area from this University, or equivalent qualifications from another institution or 2 years work experience in sleep science. Police clearance from country of residence.**

(g) total number of points required for completion; **24 pts**

(h) expected completion time for full-time student taking standard load; **6 months**

| (l) | (i) delivery mode (ie. Internal, external, multi-mode, online-only). **Multi-mode**
| (ii) are any units taught by any kind of non face-to-face instruction? **Yes, 2 units**
| *(Note: Where a course is delivered less than 75% face-to-face (i.e. more than 25% by distance learning or similar), there may be implications for international student visas. Please contact the International Centre for more information.)*
| (j) is any part of the course taught away from the Crawley campus? **Only the on-line units**
| (k) is any part of the course delivered by or taught in collaboration with another organisation? If yes, please state the name and address of the other organisation. **No**
| (l) is honours available in this course? If yes, please explain how students undertake honours study. Is study towards honours open to international students? **No** |
Please give a succinct summary of the academic objectives of the proposed new course/programme.

The initial learning objectives of the course focus on providing students with knowledge and comprehension of sleep biology and circadian physiology, the equipment and instrumentation needed to perform laboratory-based and portable sleep studies and an understanding of the different protocols using in sleep monitoring including the capacity to perform basic analysis and scoring of sleep studies. Application and synthesis of these outcomes will be achieved via practical units which will provide students with the practical competencies to prepare and calibrate all hardware and software required for laboratory-based or portable sleep studies, setup and monitor patients for sleep studies, score polysomnographic records and apply positive airway pressure therapy to patients.

Please summarise what teaching and learning practices will be used to realise the academic objectives.

- 2 units, each consisting of 6 modules will be delivered online. These units will be based on flexible teaching and learning and continuous assessment (including online multi-choice exams as well as written assignments) whereby students work through each module, and begin the next module, at their own pace. A variety of media will be utilised including video, animations, and powerpoint slides.

- 2 practical units, each consisting of 6 modules will be delivered intensively for 2 weeks in the winter break. Module content will be delivered using a combination of lectures emphasising the major learning outcomes, demonstrations, and student participation in scenarios and small group sessions. Students will also participate in overnight laboratory-based sessions, learning to set each other up as “patients” and visit a 9-bed Clinical Sleep Unit at Sir Charles Gairdner Hospital. Learning outcomes for each module will be continually assessed with quizzes and practical assessment whereby the student is required to demonstrate a required level of competency when performing a specific task.

Please advise what technologies (if any) will be required to support the teaching and learning practices.

- WebCT online education delivery software
- Students will have the capacity to dial in via internet to the new Sleep Facilities’ main server. This will permit limited access to the sites’ fully functional sleep diagnostic software.
- Students will undertake most of their practical training at the new 3-bed sleep facility at 11 Parkway. As best as possible the UWA facility has been designed to a clinical standard, thereby ensuring that students can transfer knowledge and skills obtained in this facility to the ‘real-world’ clinical environment.
- The facility is co-located with the School of Anatomy & Human Biology which can provide additional access to teaching and computing facilities
- The clinical facility at Sir Charles Gairdner Hospital will be an important partner, having agreed to provide access to the students to facilitate their training.
- While enrolled in the unit, students will be able to access the online version of Principles and Practice of Sleep Medicine, the major reference book for sleep medicine. The website is continuously updated and features the complete contents and illustrations from the book (fully searchable). The online version includes video clips, a slide atlas of images downloadable into PowerPoint®, self-assessment questions and links to related web sites.

Please outline what steps have been taken to ensure that any technologies to be used are readily available to staff and students.

See (4) above

Please indicate whether the proposal is the outcome of a school, course or other review.

- A recent internal review of School of Anatomy & Human Biology’s research & teaching highlighted the development of a sleep research facility concentrating initially on sleep apnoea as “an excellent example of research which integrates the clinical and basic sciences”. The review also highlighted the absence of any formal training available in Western Australia and only one other training program nationally for the technical staff of sleep science facilities. Currently there six clinical sleep facilities in WA and over 50 Australia-wide.
- The development of this unit will result in an increased interaction between teaching and research in the field of sleep science.
(7) Does this course complement any major research activities and/or centres?  X Yes  □ No
(If yes, please elaborate)

- The University has committed to developing a sleep teaching facility by refurbishing an existing stand-alone building. The refit of this building includes state-of-the-art sleep-monitoring equipment and will be completed by January 2009. The building is co-located with the School of Anatomy & Human Biology, where many of the daytime teaching and computing laboratories will take place. The School and Faculty are committed to providing administrative support for the courses.

- The course will be coordinated by A/Prof Peter Eastwood, Dr Jennifer Walsh, and Dr Jason Kirkness who are members of the staff of the School of Anatomy & Human Biology. A/Prof Peter Eastwood is a specialist in sleep disorders and a current staff member of the School of Anatomy & Human Biology. Dr Jennifer Walsh and Dr Jason Kirkness research fellows in the Western Australian Sleep Disorders Research Institute will also be involved in the course development. Dr Jason Kirkness, who has recently returned from undertaking postdoctoral studies in sleep physiology at Johns Hopkins University in the USA, will be recruited to provide teaching support. Dr Jennifer Walsh, a postdoctoral member of A/Prof Eastwood’s sleep research group will also be recruited to provide additional teaching support. The course has the support of sleep physicians in Western Australia, many of whom have indicated their willingness to be part of the teaching faculty of the course and have offered their practices (both public and private) for clinical placements.

- A recent internal review of School of Anatomy & Human Biology’s research & teaching noted that the existing research program was “an excellent example of research which integrates the clinical and basic sciences”. It is reasonable to expect that students from these courses, both domestic and overseas students, may consider becoming involved in the existing research programme.

2. Demand

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

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

(1) Estimate the annual number of sufficiently qualified applications expected for this course. Please state the number of Australian and international student admissions separately.

We anticipate that approximately 15 students per year will apply to enrol (10 International, 5 from Australia). We will limit enrolments to 12 in the first year but will double the enrolment quota in 2010 if demand exceeds this. It is likely that enrolments will be substantially less than this in the first few years, during which time a marketing/advertising program will result in the course becoming more widely recognised.

(2) What is the expected impact on applications for admission to other courses? Please provide separate figures for Australian and international students.

Nil

3. Employment Outcomes

What do you believe will be the principal employment destinations for graduates and on what basis have you estimated this?

- Sleep disorders are becoming an increasingly recognised public health concern in Australia and worldwide. Accompanying this recognition has been a rapid growth in the number of clinical sleep laboratories. In the absence of undergraduate or postgraduate courses in sleep science, training of the sleep technologists (sleep scientists) who work in these facilities has, to date, been provided by these clinical units themselves. There is no laboratory-based Sleep Science course in Australia.

- The UWA Masters degree in Sleep Science addresses this currently unmet need by providing vocational skills and knowledge in the professional area of sleep science. University-trained
sleep scientists would be a uniquely skilled and cost-effective allied health resource for any clinical sleep laboratory, and therefore be in substantial demand.

- While most metropolitan centres have several clinical sleep laboratories, these rarely exist in regional or outer metropolitan areas. The recent development of portable sleep monitoring systems makes it possible to objectively measure sleep behaviour in the rural and remote regions, however a lack of trained personnel represents a major impediment to the application of this technology in these settings. The UWA degrees in Sleep Science meet this demand by providing its graduates with skills in laboratory-based and portable sleep monitoring systems. This knowledge-based workforce will enable capacity building for assessment of sleep behaviour in regional and outer metropolitan settings.

- Currently no formal laboratory-based course for training staff in sleep science exists in Australia. Training of the sleep technologists (sleep scientists) who work in sleep clinics has, to date, been provided in the main by these clinical units themselves. The current Australian sleep technologist workforce is estimated at 500.

4. Consultation

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

(a) other schools of the University which may have an interest in the course, including relevant academic staff;

Discussions regarding the course, its purpose, structure and content have been held with:
- Adjunct Clinical Associate Professor Steve Stick, School of Paediatrics and Child Health, Faculty of Medicine, Dentistry & Health Sciences (course co-ordinator of the Graduate Certificate in Paediatric Sleep Science)
- Professor David Morrison (HOS), Dr Neil McLean, and Dr Romola Bucks of the School of Psychology.
- Professor Linc Schmitt (HOS), School of Anatomy & Human Biology.

(b) students and graduates; Nil

(c) employers and/or employer groups, and professional bodies;

Discussions regarding the course, its purpose, structure and content have been held with:
- All WA-based sleep physicians who work in the private or public sectors. The course has support from all of these individuals who have expressed an interest in employing staff who graduate from the course. They recognise that these graduates will have a unique skill set comprising both practical experience and theoretical knowledge in sleep science.
- Potential Industry partners (including Respirronics, Resmed, Compumedics) who see the UWA course as being attractive to training clients, particularly those from South East Asia.

(d) other universities in WA which offer courses in similar fields;

No university in Western Australia offers a course in Adult Sleep Science. The proposed course, its purpose, structure and content has been discussed with Adjunct Clinical Associate Professor Steve Stick, course co-ordinator of Paediatric Sleep Science at UWA. We see the potential for future collaboration between the two courses and the future development of joint-courses.

(e) leading universities in Australia and overseas which offer courses in similar fields; Nil

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

No university in Western Australia offers a course in Adult Sleep Science

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

The proposed course is very distinct from the online course in Paediatric Sleep Science at UWA. However following discussions with the course coordinator, Adjunct Clinical Associate Professor Steve Stick, we see the potential for future collaboration between the two courses and the future development of joint-courses.

5. **Fees**

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

(1) (a) Is the course to be registered on CRICOS as available to international fee-paying students on Student Visas?

NO

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

YES

(b) What fee per annum is proposed for international fee-paying students?

$9,000 ie. $375/point

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

(a) Is the course to be registered with DEEWR as available on a fee-paying basis to local students?

YES

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

$5,500 ie. $229.17/point

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

Being the only such course in Australia the fee was determined based upon consideration of fees for fully online and fully on-campus courses available at UWA.

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

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

It is planned the proposed Certificate course will be augmented by a Graduate Diploma and a Master of Adult Sleep Science to be introduced in 2010.

Together the courses will address:

- UWA OPP priority 9.1 *Teaching & Learning* by including practical skills in a dedicated facility, the first such course in Australia;

- UWA OPP priority 9.2 *Research and Research Training*

- and

- Life & Physical Sciences OPP *To enhance research through the formation of strategic alliances* by including up to date information in the field from current research, including that conducted in WA. Diploma and Masters graduates will be skilled in both the theory & practice of adult sleep science and have research skills and practice in the area. A recent internal review of School of Anatomy & Human Biology's has recognised sleep research as an area of research excellence. The proposed course and the existing research programme will provide opportunities for further collaborations with a range of other disciplines including clinical medicine, physiology, psychology, and neuroscience;

- UWA OPP priority 9.3 *External Relations* by developing and enhancing the relationships between UWA and health care providers and recipients, particularly clinicians and patients in the field of Sleep Science. Well trained sleep scientists will interact with the community and enhance relationships between the community and UWA;
7. **Information Flow**

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

* **External to the Faculty**

  - The Deans of all faculties which resource schools responsible for teaching units in the course/programme.
    - nil
  - The Head and relevant academic staff of any school which will be teaching in the course/programme.
    - nil
  - The Head and relevant academic staff of any school which is not involved in the course/programme, but which teaches in a cognate area.

    School of **Paediatrics and Child Health**
    - Date May 08

    - The Librarian
    - Date

    - Where the course proposed involves indigenous issues, the Dean of the School of Indigenous Studies
      - N/A
    - Date

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

    - Executive Officer, Admissions Committee
      (for new undergraduate courses only)
    - N/A
    - Date

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

* **Internal to the Faculty**

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

    School of **Anatomy and Human Biology**
    - Date

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

    School of **Psychology**
    - Date

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

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

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

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

Signature of Dean

Faculty of **Life & Physical Sciences**
8. **All courses – confirmation by Dean**

I confirm that the process leading to the proposal for the introduction of the following course/programme has included appropriate consultation with all other faculties with a potential interest in the proposed course and that the course will not overlap significantly with any existing course.

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

Signature of Dean

Faculty of  
Life & Physical Sciences

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

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

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

Name of course/programme

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

Signature of Dean of the School of Indigenous Studies

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

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

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

Name of course/programme  
Graduate Certificate in Adult Sleep Science

Signature of Director, International Centre (or delegate)
9.5.4 Graduate Certificate in Adult Sleep Science (XXXXX)

Applicability of the University General Rules for Academic Courses

9.4.11.1 The rules in 1.1 and 1.2 of the University General Rules for Academic Courses in this handbook apply to the Graduate Certificate in Adult Sleep Science except as set out in the rules which follow.

Applicability of the Science Faculties’ General Provisions

9.4.11.2 The Science Faculties’ General Provisions for Graduate Diplomas in 9.4.1 apply to the course.

Admission

9.4.11.4 The Faculty of Life and Physical Sciences may accept into the course for the certificate an applicant who—

(a)(i) has a bachelor's degree in a relevant subject area, from a recognised university;

or

(ii) has two years full time, (or equivalent), professional work experience in sleep science;

And

(b) has obtained certification of national police clearance

Course Structure

9.4.11.5 The course consists of units to a total value of 24 points comprising—

(a) all units in Table 9.4.11.(5) (Graduate Certificate in Adult Sleep Science Core Units)—24 points

Table 9.4.11.(5)—Graduate Certificate in Adult Sleep Science Core Units

All units have a value of six points unless otherwise stated.

<table>
<thead>
<tr>
<th>ANHB84XX</th>
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<tr>
<td>ANHB84XX</td>
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<td>ANHB84XX</td>
<td>Sleep Technology in Practice</td>
</tr>
<tr>
<td>ANHB84XX</td>
<td>Sleep Biology in Practice</td>
</tr>
</tbody>
</table>
PROPOSALS FOR NEW UNITS

Core Questions for Checklists used by Faculties

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

1. **Unit Details**

   (1) Please provide the following information:

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

      ANHB8XXX Fundamentals of Sleep Technology; ADSS8XXX FSleep Tech

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

      6 pts

   (c) a very brief description, not exceeding one line in length, of the content/area of the unit;

      Fundamentals of Sleep Technology will provide a theoretical background to the technical aspects of sleep science

   (d) the names of the degree, diploma and/or certificate courses in which you intend to offer the unit;

      Graduate Certificate in Adult Sleep Science;

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

      12 students

      In the first year (2009) we will limit intake to 12 students. This is due to the capacity to service the practical component of the next unit in the course *Sleep Technology in Practice* (ADSS8XXX). If demand exceeds this number we will increase the number of offerings of the practical unit in 2010, thereby doubling the maximum intake for *Fundamentals of Sleep Technology* (ADSS8XXX).

   (2) Please give a succinct summary of the academic objectives of the unit.

      o The unit's cognitive learning objectives will be focused on providing students with knowledge and comprehension of equipment and instrumentation utilised in laboratory-based and portable sleep monitoring systems and an understanding of the different protocols using in sleep monitoring as well as the capacity to perform basic analysis and scoring of sleep studies.

      o To provide students with the theoretical foundation for the practical unit *Sleep Technology in Practice* (ADSS8XXX).

   (3) Please summarise what teaching and learning practices will be used to realise the academic objectives.

      o This unit will be delivered online.

      o The unit will be separated into six modules, each designed to deliver specific competencies to the student.

      o The unit will be based on flexible teaching and learning and continuous assessment:

         ▪ Students will be able to work through each module, and begin the next module, at their own pace.

         ▪ Electronic quizzes with multiple choice questions will be automatically marked with immediate feedback.

         ▪ Written work will also be assessed and feedback provided. This feedback will reinforce the positive and focus on how performance can be improved in the future.

      o A variety of media will be used in the lectures including video, animations, and powerpoint slides.

      o Links will be provided to relevant websites.

   (4) Please advise what technologies (if any) will be required to support the teaching and learning practices.

      o WebCT online education delivery software
(5) Please outline what steps have been taken to ensure that any technologies to be used are readily available to staff and students.

See (4) above

(6) Please indicate whether the unit is the outcome of a school, course or other review.

(7) Please advise whether the unit utilises any material from existing units. If so, please provide details.

No

(8) Please advise whether the unit is to be offered within standard semester dates. (If it is not, please attach a proposal form for a non-standard semester unit.)

The successful completion of this unit is a prerequisite for the practical unit Sleep Technology in Practice (ADSS8XXX) which will be run over 2 weeks during the winter break. Therefore, to facilitate sufficient time to collate and record results in SIMS prior to starting the practical unit, this unit will be run in a non-standard semester time.

(9) Please advise whether lecture outline has been provided.

No, but please refer to “Specific Module Learning Outcomes” in the accompanying “Unit Template Form”

2. Demand

(1) What are the estimated annual enrolments?

We anticipate that approximately 15 students per year will apply to enrol (10 International, 5 from Australia). As stated in (1(e) above, we will limit enrolments to 12 in the first year but will double the enrolment quota in 2010 if demand exceeds this. It is likely that enrolments will be substantially less than this in the first few years, during which time a marketing/advertising program will result in the course becoming more widely recognised.

(2) How has the estimate in (1) been arrived at?

o Discussions with Industry (Respironics, Resmed, Compumedics), each of whom have expressed an interest in having their staff and clients attend such a course.

o Discussions with Adjunct Clinical Associate Professor Steve Stick (course co-ordinator of Graduate Certificate in Paediatric Sleep Science) who has enrolled an average of 6 international students annually in the Grad Cert in Paediatric Sleep Science. It is reasonable to expect that the demand for an Adult course will be greater than for the paediatric course, for both international and local students.

(3) From which other units are students likely to move?
There is currently no Adult Sleep Science Certificate or Diploma course available at UWA. It is therefore unlikely that students will move from any other unit.

3. Assessment

(1) Please advise how many examinations there will be for the unit and how long each will last. (Note: By Academic Council R16/94 the Examinations Office administers only standard examinations of 2 or 3 hours duration).

- A continuous assessment model will be utilised which will require students to complete a multiple-choice exam and a written assignment on completion of each of 6 modules.
- A final 90 minute online exam will be administered on completion of module 6. This exam will consist of multiple choice and short written answer tests and be worth 40% of the total grade.
- Feedback will be provided following both the quiz and written assignments and final exam in order to develop skills of independent learning by the students.

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

N/A

4. Grading Schema for Unit

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

- (i) units where the involvement of external assessors makes it difficult to compare students' performance in an equitable manner and provide appropriately graded results for the units (for example, in-country units, cross-institutional enrolments and practicum units);
- (ii) units involving group activity where the contribution of individual students cannot be distinguished (for example, participation in the University Chorale/Orchestra compulsory field tours);
- (iii) specific skill-acquisition only units, which may be taken to be completed merely by attendance and participation (for example, use of medical equipment, legal skills such as negotiation and mediation).

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

NO

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

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

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

5. Resource-related matters

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

The costs of the unit will be met by the School of Anatomy & Human Biology and the Faculty of Life and Physical Sciences.

(2) Please indicate whether the school intends to suppress another unit to release resources for this one.
No

(3) Please name the staff members who are able to teach the unit.

A/Prof Peter Eastwood
Dr Jason Kirkness
Dr Jennifer Walsh

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

In progress

(5) Will the introduction of this unit give rise to any accommodation needs other than standard lecture theatres, tutorial rooms or laboratory space (e.g. office space, new kinds of laboratory space) which cannot be met from the School's/Faculty's existing space allocation? Please ensure that your understanding is consistent with that of the Dean.

No

If YES, please confirm that you have attached a completed Accommodation Planning Form (http://www.secretariat.uwa.edu.au/home/policies/courseunit/proposals).

(6) Will there be any ancillary student fees/charges associated with this unit? If so, please confirm that you have submitted details of these to the Dean.
(See http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_students2/policies/asfc3)

No

6. Consultation

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

(a) heads of schools in cognate areas, which may have an interest in the unit content;

Discussions regarding the course, its purpose, structure and content have been held with:

- Adjunct Clinical Associate Professor Steve Stick, School of Paediatrics and Child Health, Faculty of Medicine, Dentistry & Health Sciences (course co-ordinator of the Graduate Certificate in Paediatric Sleep Science)
- Professor David Morrison (HOS), Dr Neil McLean, and Dr Romola Bucks of the School of Psychology.
- Professor Linc Schmitt (HOS), School of Anatomy & Human Biology.

(b) students and graduates;

Nil

(c) employers and/or employer groups and professional bodies;

Discussions regarding the course, its purpose, structure and content have been held with:

- All WA-based sleep physicians who work in the private or public sectors. The course has support from all of these individuals who have expressed an interest in employing staff who graduate from the course. They recognise that these graduates will have a unique skill set comprising both practical experience and theoretical knowledge in sleep science.
- Potential Industry partners (including Respironics, Resmed, Compumedics) who see the UWA course as being attractive to training clients, particularly those from South East Asia.

(d) other universities in WA which teach similar units;

No university in Western Australia offers a course in Adult Sleep Science. The proposed course, its purpose, structure and content has been discussed with Adjunct Clinical Associate Professor Steve Stick, course co-ordinator of Paediatric Sleep Science at UWA. We see the potential for future collaboration between the two courses and the future development of joint-courses.

(e) other leading universities in Australia or overseas which teach similar units.
Nil

7. **Information Flow**

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

- The Deans of all faculties involved, either through offering the unit in their degrees, or through resourcing your school.
  
  Faculty of ___________________________  □ Date 9/6/08

- The Head of any school which teaches in a cognate area (specify below).
  
  School of ___________________________  □ Date May 08
  School of ___________________________  □ Date May 08

- The Librarian ___________________________  □ Date

8. **Confirmation by Head of School**

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

___ ADSS8XXX Fundamentals of Sleep Technology ___ 

(Name of new unit)

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

Have any objections to this proposal been raised during the consultation process?

□ Yes  □ No

(If yes, please attach details of objection and response)

Signature of Head

______________________________

School of

______________________________

Anatomy & Human Biology

Academic Secretariat
April 2008
(New_Unit_Checklist)
PROPOSAL TO OFFER UNITS IN A NON-STANDARD SEMESTER

All proposals to offer units which do not conform to the University's standard semester dates require the approval of the relevant dean.

Notes:
1. The procedure is in 2 stages: (1) Dean to forward initial completed proposal form to Student Administration; (2) Dean to advise Student Administration by the end of September each year of the specific dates when the unit/s will be offered in the following year.
2. Where a faculty has been given approval by the Academic Board/Council to run a whole course on a non-standard semester basis (eg. a transnational course or the MBA trimester system), deans must complete the form below but at the level of the course rather than individual units. Deans must still advise Student Administration by the end of September each year of the dates when individual units will be offered.
3. A separate form and approval process applies to units to be offered in the summer session.

To be completed by Head of School

1. Please provide the following details.

   Unit code/s: ADSS84XX
   Unit name/s: Fundamentals of Sleep Technology
   Points value: 6

   Course(s) in which unit is offered:
   - Graduate Certificate in Adult Sleep Science;
   - Graduate Diploma in Adult Sleep Science

   Location (if other than Perth):

   Approximate start and end dates for teaching period (exact dates to be advised annually):
   Equivalent to Semester 1 start: End of week 12 of semester, with examination in week 13

   Total no. of contact hours:

   Method of delivery (eg. 13x3-hour seminars): On line

2. Please provide a rationale for this unit to be taught in a non-standard semester format.

   As the only such course offered in Australia, it will appeal to both interstate and international students. This unit is completely on-line and is a prerequisite for an intensive practical unit that is to be taught in the usual winter semester break. We require to complete the assessment and formally record the marks for this unit in time to allow international and interstate students to make final arrangements to come to Perth, with the sure knowledge that they can proceed to the next unit that starts in mid June.

To be completed by Dean of Faculty

I authorise the above unit(s) to be taught in a non-standard semester and confirm that the proposed approach to the teaching of this unit will ensure that academic standards are comparable to those for units taught in standard semesters.

I undertake to advise Student Administration by the end of September each year of the dates when the unit/s will be offered in the following year. If it is necessary to vary these dates after the end of September, the Faculty or relevant School will write to each student enrolled in the course to advise amended withdrawal dates.

Signature: ___________________________ Name: ___________________________
Faculty: ___________________________ Date: ___________________________

To be forwarded to Student Administration once signed by the Dean.
PROPOSALS FOR NEW UNITS

Core Questions for Checklists used by Faculties

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

1. **Unit Details**

   (1) Please provide the following information:

   (a) the proposed name of the unit; *(The character allowance for unit titles in Callista is 100 for long, 40 for short and 20 for abbreviated.)*
   
   \textbf{ANH8XXX Fundamentals of Sleep Biology; ADSS8XXX FSleep Biol}

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

   (c) a very brief description, not exceeding one line in length, of the content/area of the unit;  
   
   \textbf{Fundamentals of Sleep Biology will provide an introduction to the history of sleep, and the anatomy, physiology and neurobiology of sleep.}

   (d) the names of the degree, diploma and/or certificate courses in which you intend to offer the unit; 
   
   \textbf{Graduate Certificate in Adult Sleep Science;}

   (e) the proposed quota on intake to the unit, if any, and the nature of the constraint on intake. 
   
   12 students
   
   In the first year *(2009)* we will limit intake to 12 students. This is due to the capacity to service the practical component of the next unit in the course \textit{Sleep Biology in Practice} *(ADSS8XXX).* If demand exceeds this number we will increase the number of offerings of the practical unit in 2010, thereby doubling the maximum intake for \textit{Fundamentals of Sleep Biology} *(ADSS8XXX).*

   (2) Please give a succinct summary of the academic objectives of the unit.

   o The unit's cognitive learning objectives will be focused on providing students with knowledge and comprehension of sleep biology and circadian physiology and the social, scientific and medical history of sleep.

   o To provide students with the theoretical foundation for the practical unit \textit{Sleep Biology in Practice} *(ADSS8XXX).*

   (3) Please summarise what teaching and learning practices will be used to realise the academic objectives.

   o This unit will be delivered online.

   o The unit will be separated into six modules, each designed to deliver specific competencies to the student.

   o The unit will be based on flexible teaching and learning and continuous assessment:
     - Students will be able to work through each module, and begin the next module, at their own pace.
     - Electronic quizzes with multiple choice questions will be automatically marked with immediate feedback.
     - Written work will also be assessed and feedback provided. This feedback will reinforce the positive and focus on how performance can be improved in the future.

   o A variety of media will be used in the lectures including video, animations, and powerpoint slides.

   o Links will be provided to relevant websites.

   (4) Please advise what technologies *(if any)* will be required to support the teaching and learning practices.

   o WebCT online education delivery software
Students will also have the capacity to dial in via internet to the new Sleep Facilities' main server. This will permit limited access to the sites' fully functional sleep diagnostic software.

While enrolled in the unit, students will be able to access the online version of Principles and Practice of Sleep Medicine, the major reference book for sleep medicine. The website is continuously updated and features the complete contents and illustrations from the book (fully searchable). The online version includes video clips, a slide atlas of images downloadable into PowerPoint®, self-assessment questions and links to related web sites.

Other useful online text – specifically for technology

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

See (4) above

(6) Please indicate whether the unit is the outcome of a school, course or other review.

A recent internal review of School of Anatomy & Human Biology's research & teaching highlighted the development of a sleep research facility concentrating initially on sleep apnoea as "an excellent example of research which integrates the clinical and basic sciences". The review also highlighted the absence of any formal training available in Western Australia and only one other training program nationally for the technical staff of sleep science facilities. Currently there six clinical sleep facilities in WA and over 90 Australia-wide.

The development of this unit will result in an increased interaction between teaching and research in the field of sleep science.

(7) Please advise whether the unit utilises any material from existing units. If so, please provide details.

No

(8) Please advise whether the unit is to be offered within standard semester dates. (If it is not, please attach a proposal form for a non-standard semester unit.)

The successful completion of this unit is a prerequisite for the practical unit Sleep Technology in Practice (ADSS8XXX) which will be run over 2 weeks during the winter break. Therefore, to facilitate sufficient time to collate and record results in SIMS prior to starting the practical unit, this unit will be run in a non-standard semester time.

(9) Please advise whether lecture outline has been provided.

No, but please refer to "Specific Module Learning Outcomes" in the accompanying "Unit Template Form"

2. Demand

(1) What are the estimated annual enrolments?

We anticipate that approximately 15 students per year will apply to enrol (10 International, 5 from Australia). As stated in 1(e) above, we will limit enrolments to 12 in the first year but will double the enrolment quota in 2010 if demand exceeds this. It is likely that enrolments will be substantially less than this in the first few years, during which time a marketing/advertising program will result in the course becoming more widely recognised.

(2) How has the estimate in (1) been arrived at?

- Discussions with Industry (Respironics, Resmed, Compumedics), each of whom have expressed an interest in having their staff and clients attend such a course.
- Discussions with Adjunct Clinical Associate Professor Steve Stick (course co-ordinator of Graduate Certificate in Paediatric Sleep Science) who has enrolled an average of 6 international students annually in the Grad Cert in Paediatric Sleep Science. It is reasonable to expect that the demand for an Adult course will be greater than for the paediatric course, for both international and local students.
(3) From which other units are students likely to move?

There is currently no Adult Sleep Science Certificate or Diploma course available at UWA. It is therefore unlikely that students will move from any other unit.

3. Assessment

(1) Please advise how many examinations there will be for the unit and how long each will last. (Note: By Academic Council R16/94 the Examinations Office administers only standard examinations of 2 or 3 hours duration).

- A continuous assessment model will be utilised which will require students to complete a multiple-choice exam and a written assignment on completion of each of 6 modules.
- A final 90 minute online exam will be administered on completion of module 6. This exam will consist of multiple choice and short written answer tests and be worth 40% of the total grade.
- Feedback will be provided following both the quiz and written assignments and final exam in order to develop skills of independent learning by the students.

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

N/A

4. Grading Schema for Unit

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

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

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

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

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

NO

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

\(^1\)Results for supplementary assessment are recorded as Ungraded Pass or Ungraded Fail and the original mark remains. See University General Rule 1.2.1.25(3).

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

5. Resource-related matters

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

The costs of the unit will be met by the School of Anatomy & Human Biology and the Faculty of Life and Physical Sciences.

(2) Please indicate whether the school intends to suppress another unit to release resources for this one.
No

(3) Please name the staff members who are able to teach the unit.

A/Prof Peter Eastwood
Dr Jason Kirkness
Dr Jennifer Walsh

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

In progress

(5) Will the introduction of this unit give rise to any accommodation needs other than standard lecture theatres, tutorial rooms or laboratory space (e.g. office space, new kinds of laboratory space) which cannot be met from the School's/Faculty's existing space allocation? Please ensure that your understanding is consistent with that of the Dean.

No

If YES, please confirm that you have attached a completed Accommodation Planning Form (http://www.secretariat.uwa.edu.au/home/policies/courseunit/proposals).

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

6. Consultation

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

(a) heads of schools in cognate areas, which may have an interest in the unit content;

Discussions regarding the course, its purpose, structure and content have been held with:

- Adjunct Clinical Associate Professor Steve Stick, School of Paediatrics and Child Health, Faculty of Medicine, Dentistry & Health Sciences (course co-ordinator of the Graduate Certificate in Paediatric Sleep Science)
- Professor David Morrison (HOS), Dr Neil McLean, and Dr Romola Bucks of the School of Psychology.
- Professor Lin C. Schmitt (HOS), School of Anatomy & Human Biology.

(b) students and graduates;

Nil

(c) employers and/or employer groups and professional bodies;

Discussions regarding the course, its purpose, structure and content have been held with:

- All WA-based sleep physicians who work in the private or public sectors. The course has support from all of these individuals who have expressed an interest in employing staff who graduate from the course. They recognise that these graduates will have a unique skill set comprising both practical experience and theoretical knowledge in sleep science.
- Potential Industry partners (including Respiromics, Resmed, Compumedics) who see the UWA course as being attractive to training clients, particularly those from South East Asia.

(d) other universities in WA which teach similar units;

No university in Western Australia offers a course in Adult Sleep Science. The proposed course, its purpose, structure and content has been discussed with Adjunct Clinical Associate Professor Steve Stick, course co-ordinator of Paediatric Sleep Science at UWA. We see the potential for future collaboration between the two courses and the future development of joint-courses.

(e) other leading universities in Australia or overseas which teach similar units.
7. **Information Flow**

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

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

  Faculty of Life and Physical Sciences □ Date 9/6/08

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

  School of Psychology □ Date May 08
  School of Paediatrics and Child Health □ Date May 08

- The Librarian □ Date

8. **Confirmation by Head of School**

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

  _ADSS8XXX Fundamentals of Sleep Biology;__________ (Name of new unit)

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

Have any objections to this proposal been raised during the consultation process?

☐ Yes  ☐ No

*(If yes, please attach details of objection and response)*

Signature of Head

[Signature]

School of

Anatomy & Human Biology

Academic Secretariat
April 2008
(New_Unit_Checklist)
# PROPOSAL TO OFFER UNITS IN A NON-STANDARD SEMESTER

All proposals to offer units which do not conform to the University's standard semester dates require the approval of the relevant dean.

**Notes:**

1. The procedure is in 2 stages: (1) Dean to forward initial completed proposal form to Student Administration; (2) Dean to advise Student Administration by the end of September each year of the specific dates when the unit/s will be offered in the following year.
2. Where a faculty has been given approval by the Academic Board/Council to run a whole course on a non-standard semester basis (eg. a transnational course or the MBA trimester system), deans must complete the form below but at the level of the course rather than individual units. Deans must still advise Student Administration by the end of September each year of the dates when individual units will be offered.
3. A separate form and approval process applies to units to be offered in the summer session.

**To be completed by Head of School**

1. Please provide the following details.

<table>
<thead>
<tr>
<th>Unit code/s</th>
<th>Unit name/s</th>
<th>Points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADSL84XX</td>
<td>Fundamentals of Sleep Biology</td>
<td>6</td>
</tr>
</tbody>
</table>

Course(s) in which unit is offered:

- Graduate Certificate in Adult Sleep Science;
- Graduate Diploma in Adult Sleep Science

Location (if other than Perth):

Approximate start and end dates for teaching period (exact dates to be advised annually):

Equivalent to Semester 1 start: **End of week 12 of semester, with examination in week 13**

Total no. of contact hours:

Method of delivery (eg. 13x3-hour seminars): **On line**

2. Please provide a rationale for this unit to be taught in a non-standard semester format.

   **As the only such course offered in Australia, it will appeal to both interstate and international students. This unit is completely on-line and is a prerequisite for an intensive practical unit that is to be taught in the usual winter semester break. We require to complete the assessment and formally record the marks for this unit in time to allow international and interstate students to make final arrangements to come to Perth, with the sure knowledge that they can proceed to the next unit that starts in mid June.**

**To be completed by Dean of Faculty**

I authorise the above unit(s) to be taught in a non-standard semester and confirm that the proposed approach to the teaching of this unit will ensure that academic standards are comparable to those for units taught in standard semesters.

I undertake to advise Student Administration by the end of September each year of the dates when the unit/s will be offered in the following year. If it is necessary to vary these dates after the end of September, the Faculty or relevant School will write to each student enrolled in the course to advise amended withdrawal dates.

Signature: __________________________ Name: __________________________

Faculty: __________________________ Date: __________________________
PROPOSALS FOR NEW UNITS

Core Questions for Checklists used by Faculties

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

1. **Unit Details**

   (1) Please provide the following information:

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

   *ANHB84XX Sleep Technology in Practice; ADSS84XX Sleep Tech Prac*  

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

   *6 pts*  

   (c) a very brief description, not exceeding one line in length, of the content/area of the unit; *(Sleep Technology in Practice will focus on the practical aspects performing a laboratory-based or home-based sleep study)*  

   (d) the names of the degree, diploma and/or certificate courses in which you intend to offer the unit; *(Graduate Certificate in Adult Sleep Science)*  

   (e) the proposed quota on intake to the unit, if any, and the nature of the constraint on intake. *(12 students)*  

   In the first year (2009) we will limit intake to 12 students. This is due to the capacity to service the practical component of the unit in the new sleep facility. If demand exceeds this number we will increase the number of offerings of both the theoretical and practical units in 2010, thereby increasing the maximum intake.

   (2) Please give a succinct summary of the academic objectives of the unit.

   The unit's objectives are to provide students with the practical competencies to setup and monitor patients for sleep studies, including independently preparing and calibrating all hardware and software required for laboratory-based or portable sleep studies.

   (3) Please summarise what teaching and learning practices will be used to realise the academic objectives.

   o *Sleep Technology in Practice (ADSS8XXX)* is an intensive block training unit to be held over weeks 1 & 2 in the winter break, concurrently with *Sleep Biology in Practice (ADSS8XXX)*.

   o The unit will be separated into six modules, each configured to deliver specific competencies to the student.

     ▪ Module content will be delivered using a combination of lectures emphasising the major learning outcomes, demonstrations, and student participation in scenarios and small group sessions.

     ▪ Students will participate in overnight laboratory-based sessions, learning to set each other up as “patients”.

     ▪ Students will also be required to set each other up with portable sleep systems. On at least one occasion each student will be a “patient” for an overnight home-based sleep study. These data will be reviewed the following day.

     ▪ Students will also attend the Clinical Sleep Unit at Sir Charles Gairdner Hospital, a busy 8-bed facility located 10 minutes walk from the UWA facility.

   o Learning outcomes for each module will be continually assessed. Following completion of each module, specific competencies will be assessed with:

     ▪ an electronic quiz with multiple choice questions. These will be automatically marked with immediate feedback to the student.

     ▪ practical assessment whereby the student is required to demonstrate a required level of competency when performing a specific task.

   (4) Please advise what technologies (if any) will be required to support the teaching and learning practices.
Students will undertake most of their training at the new 3-bed sleep facility at 11 Parkway. As best as possible, the UWA facility has been designed to a clinical standard, thereby ensuring that students can transfer knowledge and skills obtained in this facility to the 'real-world' clinical environment.

The facility is co-located with the School of Anatomy & Human Biology which can provide additional access to teaching and computing facilities.

The clinical facility at Sir Charles Gairdner Hospital will be an important partner, having agreed to provide access to the students to facilitate their training.

WebCT online education delivery software

While enrolled in the unit, students will be able to access the online version of *Principles and Practice of Sleep Medicine*, the major reference book for sleep medicine. The website is continuously updated and features the complete contents and illustrations from the book (fully searchable). The online version includes video clips, a slide atlas of images downloadable into PowerPoint®, self-assessment questions and links to related web sites.

Please outline what steps have been taken to ensure that any technologies to be used are readily available to staff and students.

See (4) above

Please indicate whether the unit is the outcome of a school, course or other review.

A recent internal review of School of Anatomy & Human Biology's research & teaching highlighted the development of a sleep research facility concentrating initially on sleep apnoea as "an excellent example of research which integrates the clinical and basic sciences". The review also highlighted the absence of any formal training available in Western Australia and only one other training program nationally for the technical staff of sleep science facilities. Currently there six clinical sleep facilities in WA and over 90 Australia-wide.

The development of this unit will result in an increased interaction between teaching and research in the field of sleep science.

Please advise whether the unit utilises any material from existing units. If so, please provide details.

No

Please advise whether the unit is to be offered within standard semester dates. (If it is not, please attach a proposal form for a non-standard semester unit.)

This unit will be run over 2 weeks during the winter break. Therefore it will be run in a non-standard semester time.

Please advise whether lecture outline has been provided.

No, but please refer to "Specific Module Learning Outcomes" in the accompanying "Unit Template Form"

2. **Demand**

What are the estimated annual enrolments?

We anticipate that approximately 15 students per year will apply to enrol (10 International, 5 from Australia). As stated in 1(e) above, we will limit enrolments to 12 in the first year but will double the enrolment quota in 2010 if demand exceeds this. It is likely that enrolments will be substantially less than this in the first few years, during which time a marketing/advertising program will result in the course becoming more widely recognised.

How has the estimate in (1) been arrived at?

- Discussions with Industry (Respironics, Resmed, Compumedics), each of whom have expressed an interest in having their staff and clients attend such a course.
• Discussions with Adjunct Clinical Associate Professor Steve Stick (course co-ordinator of Graduate Certificate in Paediatric Sleep Science) who has enrolled an average of 6 international students annually in the Grad Cert in Paediatric Sleep Science. It is reasonable to expect that the demand for an Adult course will be greater than for the paediatric course, for both international and local students.

(3) From which other units are students likely to move?

There is currently no Adult Sleep Science Certificate or Diploma course available at UWA. It is therefore unlikely that students will move from any other unit.

3. Assessment

(1) Please advise how many examinations there will be for the unit and how long each will last. (Note: By Academic Council R16/94 the Examinations Office administers only standard examinations of 2 or 3 hours duration).

- The unit will be separated into six modules, each configured to deliver specific competencies to the student.
- Learning outcomes for each module will be continually assessed. Following completion of each module, specific competencies will be assessed with:
  - an electronic quiz with multiple choice questions. These will be automatically marked with immediate feedback to the student.
  - practical assessment whereby the student is required to demonstrate a required level of competency when performing a specific task.
- A final 90 minute practical exam will be administered on completion of module 6. This exam will be worth 40% of the total grade.

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

N/A

4. Grading Schema for Unit

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

(i) units where the involvement of external assessors makes it difficult to compare students' performance in an equitable manner and provide appropriately graded results for the units (for example, in-country units, cross-institutional enrolments and practicum units);
(ii) units involving group activity where the contribution of individual students cannot be distinguished (for example, participation in the University Chorale/Orchestra compulsory field tours);
(iii) specific skill-acquisition only units, which may be taken to be completed merely by attendance and participation (for example, use of medical equipment, legal skills such as negotiation and mediation).

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

NO

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

\(^1\)Results for supplementary assessment are recorded as Ungraded Pass or Ungraded Fail and the original mark remains. See University General Rule 1.2.1.2b(3).

\(^2\)Please see policy applying to ungraded passes and fails available at http://www.secretariat.uwa.edu.au/home/policies/courseunit
5. **Resource-related matters**

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

*The costs of the unit will be met by the School of Anatomy & Human Biology and the Faculty of Life and Physical Sciences.*

(2) Please indicate whether the school intends to suppress another unit to release resources for this one.

**No**

(3) Please name the staff members who are able to teach the unit.

*A/Prof Peter Eastwood  
Dr Jason Kirkness  
Dr Jennifer Walsh*

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

**In progress**

(5) Will the introduction of this unit give rise to any accommodation needs other than standard lecture theatres, tutorial rooms or laboratory space (e.g. office space, new kinds of laboratory space) which cannot be met from the School's/Faculty's existing space allocation? Please ensure that your understanding is consistent with that of the Dean.

**No**

If YES, please confirm that you have attached a completed Accommodation Planning Form (http://www.secretariat.uwa.edu.au/home/policies/courseunit/proposals).

(6) Will there be any ancillary student fees/charges associated with this unit? If so, please confirm that you have submitted details of these to the Dean.  
(See http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_students2/policies/asfc3)

**No**

6. **Consultation**

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

- **(a)** heads of schools in cognate areas, which may have an interest in the unit content;

**Discussions regarding the course, its purpose, structure and content have been held with:**

- Adjunct Clinical Associate Professor Steve Stick, School of Paediatrics and Child Health, Faculty of Medicine, Dentistry & Health Sciences (course co-ordinator of the Graduate Certificate in Paediatric Sleep Science)
- Professor David Morrison (HOS), Dr Neil McLean, and Dr Romola Bucks of the School of Psychology.
- Professor Linc Schmitt (HOS), School of Anatomy & Human Biology.

- **(b)** students and graduates;

**Nil**

- **(c)** employers and/or employer groups and professional bodies;

**Discussions regarding the course, its purpose, structure and content have been held with:**

- All WA-based sleep physicians who work in the private or public sectors. The course has support from all of these individuals who have expressed an interest in employing staff
who graduate from the course. They recognise that these graduates will have a unique skill set comprising both practical experience and theoretical knowledge in sleep science.

- Potential Industry partners (including Respironics, Resmed, Compumedics) who see the UWA course as being attractive to training clients, particularly those from South East Asia.

(d) other universities in WA which teach similar units;

No university in Western Australia offers a course in Adult Sleep Science. The proposed course, its purpose, structure and content has been discussed with Adjunct Clinical Associate Professor Steve Stick, course co-ordinator of Paediatric Sleep Science at UWA. We see the potential for future collaboration between the two courses and the future development of joint-courses.

(e) other leading universities in Australia or overseas which teach similar units.

Nil

7. Information Flow

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

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

  Faculty of Life and Physical Sciences □ Date 9/6/08

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

  School of Psychology □ Date May 08

  School of Paediatrics and Child Health □ Date May 08

- The Librarian □ Date

8. Confirmation by Head of School

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

_____ ADSS8XXX Sleep Technology in Practice_ (Name of new unit)

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

Have any objections to this proposal been raised during the consultation process?

□ Yes □ No

(If yes, please attach details of objection and response)

Signature of Head
School of

[Signature]
Anatomy & Human Biology

Academic Secretariat
April 2008
(New_Unit_Checklist)
PROPOSALS FOR NEW UNITS

Core Questions for Checklists used by Faculties

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

1. Unit Details

(1) Please provide the following information:

(a) the proposed name of the unit; (The character allowance for unit titles in Callista is 100 for long, 40 for short and 20 for abbreviated.)
   ANHB8XXX Sleep Biology in Practice; ADSS8XXX SI Biol Pr
(b) the proposed point value of the unit (NB. By Council Resolution 110/02, all units must have a points value of 6 unless granted exemption);
   6 pts
(c) a very brief description, not exceeding one line in length, of the content/area of the unit;
   Sleep Biology in Practice will focus on the practical aspects of scoring sleep studies and applying positive airway pressure therapy to patients.
(d) the names of the degree, diploma and/or certificate courses in which you intend to offer the unit;
   Graduate Certificate in Adult Sleep Science;
(e) the proposed quota on intake to the unit, if any, and the nature of the constraint on intake.
   12 students

In the first year (2009) we will limit intake to 12 students. This is due to the capacity to service the practical component of the unit in the new sleep facility. If demand exceeds this number we will increase the number of offerings of both the theoretical and practical units in 2010, thereby increasing the maximum intake.

(2). Please give a succinct summary of the academic objectives of the unit.

The unit’s cognitive and psychomotor learning objectives are to provide students with the practical competencies to score sleep studies and apply positive airway pressure therapy to patients.

(3) Please summarise what teaching and learning practices will be used to realise the academic objectives.

o Sleep Biology in Practice (ADSS8XXX) is an intensive block training unit to be held over weeks 1 & 2 in the winter break, concurrently with Sleep Technology in Practice (ADSS8XXX).

o The unit will be separated into six modules, each configured to deliver specific competencies to the student.

  ▪ Module content will be delivered using a combination of lectures emphasising the major learning outcomes, demonstrations, and student participation in scenarios and small group sessions.
  ▪ Students will participate in overnight laboratory-based sessions, learning to set each other up as “patients”.
  ▪ Students will also be required to set each other up with portable sleep systems. On at least one occasion each student will be a “patient” for an overnight home-based sleep study. These data will be reviewed the following day.
  ▪ Students will also attend the Clinical Sleep Unit at Sir Charles Gairdner Hospital, a busy 9-bed facility located 10 minutes walk from the UWA facility.

o Learning outcomes for each module will be continually assessed. Following completion of each module, specific competencies will be assessed with:

  ▪ an electronic quiz with multiple choice questions. These will be automatically marked with immediate feedback to the student.
  ▪ practical assessment whereby the student is required to demonstrate a required level of competency when performing a specific task.
(4) Please advise what technologies (if any) will be required to support the teaching and learning practices.

- Students will undertake most of their training at the new 3-bed sleep facility at 11 Parkway. As best as possible the UWA facility has been designed to a clinical standard, thereby ensuring that students can transfer knowledge and skills obtained in this facility to the ‘real-world’ clinical environment.

- The facility is co-located with the School of Anatomy & Human Biology which can provide additional access to teaching and computing facilities.

- The clinical facility at Sir Charles Gairdner Hospital will be an important partner, having agreed to provide access to the students to facilitate their training.

- WebCT online education delivery software.

- While enrolled in the unit, students will be able to access the online version of *Principles and Practice of Sleep Medicine*, the major reference book for sleep medicine. The website is continuously updated and features the complete contents and illustrations from the book (fully searchable). The online version includes video clips, a slide atlas of images downloadable into PowerPoint®, self-assessment questions and links to related web sites.

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

See (4) above.

(6) Please indicate whether the unit is the outcome of a school, course or other review.

- A recent internal review of School of Anatomy & Human Biology’s research & teaching highlighted the development of a sleep research facility concentrating initially on sleep apnoea as “an excellent example of research which integrates the clinical and basic sciences”. The review also highlighted the absence of any formal training available in Western Australia and only one other training program nationally for the technical staff of sleep science facilities. Currently there six clinical sleep facilities in WA and over 90 Australia-wide.

- The development of this unit will result in an increased interaction between teaching and research in the field of sleep science.

(7) Please advise whether the unit utilises any material from existing units. If so, please provide details.

No.

(8) Please advise whether the unit is to be offered within standard semester dates. (If it is not, please attach a proposal form for a non-standard semester unit.)

This unit will be run over 2 weeks during the winter break. Therefore it will be run in a non-standard semester time.

(9) Please advise whether lecture outline has been provided.

No, but please refer to “Specific Module Learning Outcomes” in the accompanying “Unit Template Form”

2. Demand

(1) What are the estimated annual enrolments?

We anticipate that approximately 15 students per year will apply to enrol (10 International, 5 from Australia). As stated in (1(e) above, we will limit enrolments to 12 in the first year but will double the enrolment quota in 2010 if demand exceeds this. It is likely that enrolments will be substantially less than this in the first few years, during which time a marketing/advertising program will result in the course becoming more widely recognised.

(2) How has the estimate in (1) been arrived at?
• Discussions with Industry (Respironics, Resmed, Compumedics), each of whom have expressed an interest in having their staff and clients attend such a course.

• Discussions with Adjunct Clinical Associate Professor Steve Stick (course co-ordinator of Graduate Certificate in Paediatric Sleep Science) who has enrolled an average of 6 international students annually in the Grad Cert in Paediatric Sleep Science. It is reasonable to expect that the demand for an Adult course will be greater than for the paediatric course, for both international and local students.

(3) From which other units are students likely to move?

There is currently no Adult Sleep Science Certificate or Diploma course available at UWA. It is therefore unlikely that students will move from any other unit.

3. Assesment

(1) Please advise how many examinations there will be for the unit and how long each will last. (Note: By Academic Council R16/94 the Examinations Office administers only standard examinations of 2 or 3 hours duration).

- The unit will be separated into six modules, each configured to deliver specific competencies to the student.
- Learning outcomes for each module will be continually assessed. Following completion of each module, specific competencies will be assessed with:
  - an electronic quiz with multiple choice questions. These will be automatically marked with immediate feedback to the student.
  - practical assessment whereby the student is required to demonstrate a required level of competency when performing a specific task.
- A final 90 minute practical exam will be administered on completion of module 6. This exam will be worth 40% of the total grade.

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

N/A

4. Grading Schema for Unit

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

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

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

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

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

NO

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

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

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

The costs of the unit will be met by the School of Anatomy & Human Biology and the Faculty of Life and Physical Sciences.

(2) Please indicate whether the school intends to suppress another unit to release resources for this one.

No

(3) Please name the staff members who are able to teach the unit.

A/Prof Peter Eastwood  
Dr Jason Kirkness  
Dr Jennifer Walsh

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

In progress

(5) Will the introduction of this unit give rise to any accommodation needs other than standard lecture theatres, tutorial rooms or laboratory space (e.g. office space, new kinds of laboratory space) which cannot be met from the School's/Faculty's existing space allocation? Please ensure that your understanding is consistent with that of the Dean.

No

If YES, please confirm that you have attached a completed Accommodation Planning Form (http://www.secretariat.uwa.edu.au/home/policies/courseunit/proposals).

(6) Will there be any ancillary student fees/charges associated with this unit? If so, please confirm that you have submitted details of these to the Dean. (See http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_students2/policies/asfc3)

No

6. **Consultation**

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

(a) heads of schools in cognate areas, which may have an interest in the unit content;

Discussions regarding the course, its purpose, structure and content have been held with:

- Adjunct Clinical Associate Professor Steve Stick, School of Paediatrics and Child Health, Faculty of Medicine, Dentistry & Health Sciences (course co-ordinator of the Graduate Certificate in Paediatric Sleep Science)
- Professor David Morrison (HOS), Dr Neil McLean, and Dr Romola Bucks of the School of Psychology.
- Professor Linc Schmitt (HOS), School of Anatomy & Human Biology.

(b) students and graduates;

Nil

(c) employers and/or employer groups and professional bodies;

Discussions regarding the course, its purpose, structure and content have been held with:
o All WA-based sleep physicians who work in the private or public sectors. The course has support from all of these individuals who have expressed an interest in employing staff who graduate from the course. They recognise that these graduates will have a unique skill set comprising both practical experience and theoretical knowledge in sleep science.

o Potential Industry partners (including Respironics, Resmed, Compumedics) who see the UWA course as being attractive to training clients, particularly those from South East Asia.

(d) other universities in WA which teach similar units;

No university in Western Australia offers a course in Adult Sleep Science. The proposed course, its purpose, structure and content has been discussed with Adjunct Clinical Associate Professor Steve Stick, course co-ordinator of Paediatric Sleep Science at UWA. We see the potential for future collaboration between the two courses and the future development of joint-courses.

(e) other leading universities in Australia or overseas which teach similar units.

Nil

7. Information Flow

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

- The Deans of all faculties involved, either through offering the unit in their degrees, or through resourcing your school.
  Faculty of Life and Physical Sciences ☐ Date 9/6/08

- The Head of any school which teaches in a cognate area (specify below).
  School of Psychology ☐ Date May 08
  School of Paediatrics and Child Health ☐ Date May 08

- The Librarian ☐ Date

8. Confirmation by Head of School

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

_ADSS84XX Sleep Biology in Practice (Name of new unit)_

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

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

Signature of Head

Academic Secretariat
April 2008
(New_Unit_Checklist)
PROPOSAL TO OFFER UNITS IN A NON-STANDARD SEMESTER

All proposals to offer units which do not conform to the University’s standard semester dates require the approval of the relevant dean.

Notes:
1. The procedure is in 2 stages: (1) Dean to forward initial completed proposal form to Student Administration; (2) Dean to advise Student Administration by the end of September each year of the specific dates when the unit/s will be offered in the following year.
2. Where a faculty has been given approval by the Academic Board/Council to run a whole course on a non-standard semester basis (eg. a transnational course or the MBA trimester system), deans must complete the form below but at the level of the course rather than individual units. Deans must still advise Student Administration by the end of September each year of the dates when individual units will be offered.
3. A separate form and approval process applies to units to be offered in the summer session.

To be completed by Head of School

1. Please provide the following details.

<table>
<thead>
<tr>
<th>Unit code/s</th>
<th>Unit name/s</th>
<th>Points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLSC84XX</td>
<td>Sleep Biology in Practice</td>
<td>6</td>
</tr>
</tbody>
</table>

Course(s) in which unit is offered:
Graduate Certificate in Adult Sleep Science;
Graduate Diploma in Adult Sleep Science

Location (if other than Perth):

Approximate start and end dates for teaching period (exact dates to be advised annually):
Equivalent to Monday of 1st week of Semester 1 exams: Mid July, 2 weeks later, with final practical exam on the final day

Total no. of contact hours: 40 hours, including examination time

Method of delivery (eg. 13x3-hour seminars): Seminars, practical/laboratory sessions

2. Please provide a rationale for this unit to be taught in a non-standard semester format.

This unit is an intensive practical unit that is to be taught in the usual winter semester break. We require to complete the assessment and formally record the marks for this unit in time to allow students to proceed to semester 2 units.

To be completed by Dean of Faculty

I authorise the above unit(s) to be taught in a non-standard semester and confirm that the proposed approach to the teaching of this unit will ensure that academic standards are comparable to those for units taught in standard semesters.

I undertake to advise Student Administration by the end of September each year of the dates when the unit/s will be offered in the following year. If it is necessary to vary these dates after the end of September, the Faculty or relevant School will write to each student enrolled in the course to advise amended withdrawal dates.

Signature: ____________________________  Name: ____________________________
Faculty: ____________________________  Date: ____________________________

To be forwarded to Student Administration once signed by the Dean.
9 June 2008

Ms Jenny Gamble
Faculty of Life & Physical Sciences
UWA

Dear Jenny,

Re Changes to Graduate Diploma in Science (Biological Arts) 50300 and Masters of Science (Biological Arts) 51570

We are reviewing our postgraduate coursework offerings, and we wish to restructure these two degrees.

We propose to

- make the course information and structure more readily understood by both local and international prospective students;
- enhance the course content by including offerings from visiting experts. SymbioticA is host to many visiting experts that both enhances its reputation and fosters relationships with other institutions and practitioners. We intend to further enhance these relationships by offering each year, an intensive unit taught by one of the visiting experts. The scope and area of interest taught will vary each year but provide a vital and varied offering.

The proposed changes and simplification of rules provides:

- more varied choice of elective units for the student. The original list of units has been found to be too restrictive and not sufficiently broad for individual students’ interests;
- inclusion of a special topic unit taught annually by visiting experts in residency at SymbioticA in both degrees;
- course progression regardless of whether students commence in first or second semester.
- proper articulation between the Graduate Diploma and Master of Science (Biological Arts)

Yours sincerely

Lincoln H Schmitt
Head of School
PROPOSALS FOR MAJOR CHANGES TO EXISTING COURSES

Major changes to existing courses include: the introduction of new majors or streams within existing courses; the introduction of new honours programmes within existing honours degree courses; and major restructuring of existing courses.

CORE QUESTIONS FOR CHECKLISTS USED BY FACULTIES

All faculties should use the questions below in their checklists for proposals for major alterations to existing courses. Faculties may add other questions as they see fit.

1. Details of the proposed change/s

Please provide the following information:

(a) the name of the existing course to which changes are proposed; Graduate Diploma in Science (Biological Arts)
(b) the nature of the proposed changes;
Simplification of rules to provide:
- proper articulation with Master of Science (Biological Arts)
- direction to students re required disciplines of study rather than provide an extensive but still limited list of units, that has not proved to be sufficiently broad
- inclusion of a special topic unit taught annually by visiting experts enjoying a residency at SymbioticA
(c) the rationale for the proposed changes, including reference to any review which may have given rise to the proposal;
We propose to
- make the course information and structure more readily understood by both local and international prospective students
- properly articulate the Graduate Diploma Course with the Master of Science (Biological Arts).
- International Students are often required to enrol in a Masters Course and could now exit after one year with a Graduate Diploma if their academic standard is too low to continue with the Masters Course.
- Enhance the course content by including offerings from visiting experts
(d) any change to the total number of points required for completion of the course; No.
(e) any change to expected time for full-time student taking standard load; No
(f) Any change to
   (i) the delivery model (ie. Internal, external, multi-mode, online only).
   (ii) Units should that there is any introduction of non face-to-face instruction?
   (Note: Where a course is delivered less than 75% face-to-face (ie more than 25% by distance learning or similar), there may be implications for international student visas. Please contact the International Centre for more information.)
   (iii) where the course is taught (ie any move away from the Crawley campus?
   (iv) Arrangements for the course – is it to be taught in collaboration with another organisation. If yes, please state the name and address of the other organisation.

2. Demand

If you are proposing a new major/stream/ honours programme:

(a) what is the estimated new annual intake?
(b) how has the estimated new annual intake figure been arrived at?
(c) which existing majorsstreams/honours programmes are likely to lose enrolments to the new major/stream/honours programme.
3. **Employment Outcomes**

If you are proposing a new major/stream/honours programme, what do you believe will be the principal employment destinations for graduates and on what basis have you estimated this?

4. **Consultation**

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

   (a) other schools within the University who may have an interest in the proposal, including relevant academic staff;

   Although this is an internal rearrangement of an existing course, we have circulated it to the Heads of Schools in the Faculty of Life & Physical Sciences.

   (b) students and graduates;

   Discussions were had with SymbioticA post graduate students as well as an undergraduate student who is doing an ALVA Special Topic unit through the auspices of SymbioticA. The expertise that exists in SymbioticA on an ongoing basis was deemed an attractive element to utilise in intensive explorations of a variety of art and biology subjects.

   (c) employers and/or employer groups and professional bodies;

   (d) other universities in WA which offer courses in similar fields;

   (e) leading universities in Australia and overseas which offer courses in similar fields.

   Ionat Zurr discussed opportunities of generating more interest with the course by offering Special Topic units with:

   - Dr Deborah Dixon, Geographer, University of Wales - Aberystwyth
   - Gail Wight - Associate Professor of Art, Stanford University

   SymbioticA has begun a dialogue with Stanford University and Royal College of Arts, London to start exchanges of students within our organisations and we consider the SymbioticA Special Topic unit a key opportunity to allow for short term exchanges for international students from other universities.

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

5. **Explain how the proposed changes enhance how the course fits with the University’s and the Faculty’s Strategic and Operational Priorities Plans**

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

The proposed changes will address:

UWA OPP priority 9.1 *Teaching & Learning* by simplifying the course rules, articulating the course properly with the Masters course and enhancing the course content by including offerings from visiting experts the course will appeal to more prospective students, and become more widely known internationally;

UWA OPP priority 9.2 *Research and Research Training* by including in the coursework up to date information in the field, from visiting experts, the research network will be both enhanced and expanded;

UWA OPP priority 9.6 *Management* by simplifying the course rules the course administration required is also simplified;

and Life & Physical Sciences OPP *Identify and develop coursework Master’s programs* by implementing changes to this course;

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

**External to the Faculty**

- The Deans of all faculties involved, including that of the faculty in which the course concerned is offered, that of any faculties which offer units in the course, and that of any faculties which offer this course as a component of a combined course.
  
  *nil*

- The Head and relevant academic staff of any school which will be teaching in the new major/stream/ honours programme/ revised courses (specify below).
  
  *nil*

- The Head and relevant academic staff of any school which is not involved in the new major/stream/ honours programme/revised course, but which teaches in a cognate area (specify below):
  
  *nil*

- The Librarian  
  
  □ Date ____________________

- Where the course involves indigenous issues, the Dean of the School of Indigenous Studies  
  
  *N/A*  
  
  □ Date ____________________

- Where the course is postgraduate and includes 66.6% or more research, the Pro Vice-Chancellor (Research and Research Training)  
  
  *N/A*  
  
  □ Date ____________________

- Where changes to admissions requirements are proposed, the Executive Officer, Admissions Committee (for undergraduate courses)  
  
  *N/A*  
  
  □ Date ____________________

**Internal to the Faculty**

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

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

  School of Biomedical, Biochemical and Chemical Sciences  
  
  □ Date ____________________

  School of Psychology  
  
  □ Date ____________________

  School of Physics  
  
  □ Date ____________________

  School of Sport Science, Exercise & Health  
  
  □ Date ____________________

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

□ yes

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

□ yes

(4) Please confirm, by ticking the box, that you have sent an amended course overview to Publications if this is needed.  

□

**Faculty to send when approved**

7. **Changes to combined courses only**

Where the proposal concerns the introduction of a new combined course, the relevant minute extract from both faculties must be attached as set out below:

*N/A*

8. **All courses – confirmation by Dean of originating faculty**
I confirm that the process leading to the proposed changes to the following course/programme

Name of course/programme: **Graduate Diploma in Science (Biological Arts)**

has included appropriate consultation with all other faculties with a potential interest in the proposed changes and that –

1. the proposed changes will not result in a significant overlap with an existing course; and

2. any implications for combined courses caused by changes to a single degree course have been discussed with the other faculties concerned and have been/will be addressed in a way acceptable to all faculties concerned.

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

Signature of Dean

Faculty of Life & Physical Sciences

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

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

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

Name of course/programme

have been discussed with me and I confirm the support of the School of Indigenous Studies for the changes.

Signature of Dean of the School of Indigenous Studies:

10. **Certification that the changes are acceptable to the International Centre**

Where the course is offered to international students, or offshore, the Director, International Centre (or delegate) must confirm the changes are acceptable to the International Centre.

I confirm that the International Centre has been consulted on the changes to this course/programme, and supports the changes.

Name of course/programme: **Graduate Diploma in Science (Biological Arts)**

Signature of Director, International Centre (or delegate):

April 2007
Checklist_Major_Change
9.5.2B Graduate Diploma in Science (Biological Arts) (50300) (PG-BIOLA)

Applicability of the University General Rules for Academic Courses

9.5.2B.1 The rules in 1.1 and 1.2 of the University General Rules for Academic Courses in this handbook apply to Graduate Diploma in Science (Biological Arts) except as set out in the rules which follow.

Applicability of the Science Faculties' General Provisions

9.5.2B.2 The Science Faculties' General Provisions for Graduate Diplomas in 9.5.1 apply to the course.

Applicability of the Faculty General Provisions

9.5.2B.3 The Faculty of Life and Physical Sciences' General Provisions for the Graduate Diploma in Science (50300) in 9.5.2 apply to the course.

Articulation

9.5.2B.4 The course articulates with the Master of Science (Biological Arts).

Admission

9.5.2B.5 The Faculty of Life and Physical Sciences, on the recommendation of the Head of the School of Anatomy and Human Biology, may accept into the course for the Graduate Diploma in Science (Biological Arts) an applicant who has a Bachelor of Science, Bachelor of Arts or Bachelor of Fine Arts degree from this University, or equivalent as recognised by the Faculty.

Course Structure

9.5.2B.6 The course consists of units to a total value of 48 points comprising—

(a) the core unit:

ANHB84XX SymbioticA Special Topic —6 points

(ab) one unit from Group A in Table 9.5.2B(1) [Graduate Diploma in Science (Biological Arts) Options]—12 points;

and

(b,c) units at any level, to the value of at least 6 points chosen in consultation with the course coordinator from the human sciences 1.

- Group B Table 9.5.2B(1) [Graduate Diploma in Science (Biological Arts) Options]; —6 points;

and
(ed)(i) for students who have completed a Bachelor of Arts or Bachelor of Fine Arts background from this University, or equivalent, units at any level to the value of at least 24.18 points chosen in consultation with the course co-ordinator from biological, earth and physical sciences;  

- those offered by the Faculty of Life and Physical Sciences and the Faculty of Natural and Agricultural Sciences;

or

(d)(ii) for students who have completed a Bachelor of with a Science background from this University or equivalent, units at any level to the value of at least 24.18 points chosen in consultation with the course co-ordinator from the fine arts, humanities and performance.

1 Units exploring human science include anthropology, science communication, philosophy, psychology, integrated human studies, economics or related fields.

2 Units, exploring biological, earth and physical sciences include biology, physics, chemistry, geology, geography, anatomy & human biology, human movement, biochemistry, botany, physiology, genetics, microbiology or related fields.

3 Units exploring fine arts, humanities and performance include fine arts, English, history, classics, politics, performance or related fields.

those offered by the Faculty of Arts, Humanities and Social Sciences and the Faculty of Architecture, Landscape and Visual Arts;

or

(iii) for students who have completed both a Bachelor of Science and a Bachelor of Arts or Bachelor of Fine Arts from this University or equivalent, units to the value of 24 points chosen in consultation with the course co-ordinator from those offered by the Faculty of Arts, Humanities and Social Sciences, the Faculty of Architecture, Landscape and Visual Arts, the Faculty of Life and Physical Sciences or the Faculty of Natural and Agricultural Sciences.

Table 9.5.2B(1)—Graduate Diploma in Science (Biological Arts) Options

All units have a value of six points unless otherwise stated:

Group A
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANHB8510</td>
<td>Advanced Aesthetic Crossovers of Art and Science (12 points)</td>
</tr>
<tr>
<td>ANHB8511</td>
<td>Advanced Art and Life Manipulation (12 points)</td>
</tr>
<tr>
<td><strong>Group B</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH2238</td>
<td>Environmental Anthropology</td>
</tr>
<tr>
<td>COMM3303</td>
<td>Science Communication for Change in Industry and Community</td>
</tr>
<tr>
<td>COMM7403</td>
<td>Science Communication—Community Presentations</td>
</tr>
<tr>
<td>COMM7702</td>
<td>Science Communication—Displays and Exhibits</td>
</tr>
<tr>
<td>COMM7703</td>
<td>Science and the Media</td>
</tr>
<tr>
<td>PHIL1106</td>
<td>Introduction to Critical Thinking</td>
</tr>
<tr>
<td>PHIL1126</td>
<td>Key Topics in Philosophy</td>
</tr>
<tr>
<td>PHIL2201</td>
<td>Social Ethics: Life and Death</td>
</tr>
<tr>
<td>PHIL2203</td>
<td>Social Ethics: An Introduction</td>
</tr>
<tr>
<td>PHIL2270</td>
<td>Philosophy of Science</td>
</tr>
<tr>
<td>PSYC1102</td>
<td>Psychology: Behaviour in Context</td>
</tr>
<tr>
<td>PSYC2203</td>
<td>Psychological Research Methods</td>
</tr>
</tbody>
</table>
PROPOSALS FOR MAJOR CHANGES TO EXISTING COURSES

Major changes to existing courses include: the introduction of new majors or streams within existing courses; the introduction of new honours programmes within existing honours degree courses; and major restructuring of existing courses.

CORE QUESTIONS FOR CHECKLISTS USED BY FACULTIES

All faculties should use the questions below in their checklists for proposals for major alterations to existing courses. Faculties may add other questions as they see fit.

1. **Details of the proposed change/s**

   Please provide the following information:

   (a) the name of the existing course to which changes are proposed; 
   Masters of Science (Biological Arts)

   (b) the nature of the proposed changes; 
   Simplification of rules to provide: 
   - proper articulation with Master of Science (Biological Arts) 
   - direction to students re required disciplines of study rather than 
     provide an extensive but still limited list of units, that has not 
     proved to be sufficiently broad 
   - inclusion of a special topic unit taught annually by visiting 
     experts enjoying a residency at SymbioticA

   (c) the rationale for the proposed changes, including reference to any review which 
   may have given rise to the proposal; 
   We propose to 
   - make the course information and structure more readily 
     understood by both local and international prospective students 
   - properly articulate the Graduate Diploma Course with the 
     Master of Science (Biological Arts). 
   - Enhance the course content by including offerings from visiting 
     experts and make this unit available at either level 1 or level 2 
   - Modify the unit structure to give a semester enrolment of 18 – 
     30 points regardless of the semester in which the student 
     commences, to enable International students to commence in 
     either semester 1 or semester 2 

   (d) any change to the total number of points required for completion of the course; 
   No.

   (e) any change to expected time for full-time student taking standard load; No 

   (f) Any change to 
   (i) the delivery model (ie. Internal, external, multi-mode, online only). 
   (ii) Units should that there is any introduction of non face-to-face 
     instruction? 

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

   (iii) where the course is taught (ie any move away from the Crawley campus? 

   (iv) Arrangements for the course – is it to be taught in collaboration with 
     another organisation. If yes, please state the name and address of the 
     other organisation.

2. **Demand**

   If you are proposing a new major/stream/ honours programme:

   (a) what is the estimated new annual intake? 
   (b) how has the estimated new annual intake figure been arrived at? 
   (c) which existing majorsstreams/honours programmes are likely to lose 
     enrolments to the new major/stream/honours programme.
3. Employment Outcomes

If you are proposing a new major/stream/honours programme, what do you believe will be the principal employment destinations for graduates and on what basis have you estimated this?

4. Consultation

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

(a) other schools within the University who may have an interest in the proposal, including relevant academic staff;

   Although this is an internal rearrangement of an existing course, we have circulated it to the Heads of Schools in the Faculty of Life & Physical Sciences.

(b) students and graduates;

   Discussions were had with SymbioticA post graduate students as well as an undergraduate student who is doing an ALVA Special Topic unit through the auspices of SymbioticA. The expertise that exists in SymbioticA on an ongoing basis was deemed an attractive element to utilise in intensive explorations of a variety of art and biology subjects.

(c) employers and/or employer groups and professional bodies;

(d) other universities in WA which offer courses in similar fields;

(e) leading universities in Australia and overseas which offer courses in similar fields.

   Ionat Zurr discussed opportunities of generating more interest with the course by offering Special Topic units with:
   - Dr Deborah Dixon, Geographer, University of Wales - Aberystwyth
   - Gail Wight - Associate Professor of Art, Stanford University

   SymbioticA has begun a dialogue with Stanford University and Royal College of Arts, London to start exchanges of students within our organisations and we consider the SymbioticA Special Topic unit a key opportunity to allow for short term exchanges for international students from other universities

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

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

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

   The proposed changes will address:
   UWA OPP priority 9.1 Teaching & Learning by simplifying the course rules, articulating the course properly with the Masters course and enhancing the course content by including offerings from visiting experts the course will appeal to more prospective students, and become more widely known internationally;

   UWA OPP priority 9.2 Research and Research Training by including in the coursework up to date information in the field, from visiting experts, the research network will be both enhanced and expanded;

   UWA OPP priority 9.6 Management by simplifying the course rules the course administration required is also simplified;

   and Life & Physical Sciences OPP Identify and develop coursework Master's programs by implementing changes to this course;

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

**External to the Faculty**

- The Deans of all faculties involved, including that of the faculty in which the course concerned is offered, that of any faculties which offer units in the course, and that of any faculties which offer this course as a component of a combined course.
  - nil

- The Head and relevant academic staff of any school which will be teaching in the new major/stream/honours programme/revised courses (specify below).
  - nil

- The Head and relevant academic staff of any school which is not involved in the new major/stream/honours programme/revised course, but which teaches in a cognate area (specify below):
  - nil

- The Librarian
  - Date

- Where the course involves indigenous issues, the Dean of the School of Indigenous Studies  N/A
  - Date

- Where the course is postgraduate and includes 66.6% or more research, the Pro Vice-Chancellor (Research and Research Training)
  - N/A
  - Date

- Where changes to admissions requirements are proposed, the Executive Officer, Admissions Committee (for undergraduate courses)
  - N/A
  - Date

**Internal to the Faculty**

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

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

  School of Biomedical, Biochemical and Chemical Sciences
  - Date

  School of Psychology
  - Date

  School of Physics
  - Date

  School of Sport Science, Exercise & Health
  - Date

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

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

(4) Please confirm, by ticking the box, that you have sent an amended course overview to Publications if this is needed.
  - Faculty to send when approved

7. **Changes to combined courses only**

Where the proposal concerns the introduction of a new combined course, the relevant minute extract from both faculties must be attached as set out below:

N/A

8. **All courses – confirmation by Dean of originating faculty**
I confirm that the process leading to the proposed changes to the following course/programme

Name of course/programme: Masters of Science (Biological Arts)

has included appropriate consultation with all other faculties with a potential interest in the proposed changes and that —

(1) the proposed changes will not result in a significant overlap with an existing course; and

(2) any implications for combined courses caused by changes to a single degree course have been discussed with the other faculties concerned and have been/will be addressed in a way acceptable to all faculties concerned.

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

Signature of Dean

Faculty of: Life & Physical Sciences

9. Confirmation by Dean of the School of Indigenous Studies

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

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

Name of course/programme: ____________________________

have been discussed with me and I confirm the support of the School of Indigenous Studies for the changes.

Signature of Dean of the School of Indigenous Studies: ____________________________

10. Certification that the changes are acceptable to the International Centre

Where the course is offered to international students, or offshore, the Director, International Centre (or delegate) must confirm the changes are acceptable to the International Centre.

I confirm that the International Centre has been consulted on the changes to this course/programme, and supports the changes.

Name of course/programme: Masters of Science (Biological Arts)

Signature of Director, International Centre (or delegate):

April 2007
Checklist: Major Change
9.6.2B1 Master of Science (Biological Arts) (51570)

Applicability of the University General Rules for Academic Courses

9.6.2B1.1 The rules in 1.1 and 1.2 of the University General Rules for Academic Courses in this handbook apply to the Master of Science (Biological Arts) except as set out in the rules which follow.

Applicability of the Science Faculties' General Provisions

9.6.2B1.2 The Science Faculties' General Provisions in 9.6.1 apply to the course.

Mode of Study

9.6.2B1.3 The course may be taken by way of coursework and dissertation only.

Articulation

9.6.2B1.4 This course articulates with the Graduate Diploma in Science (Biological Arts)

Admission

9.6.2B1.4-5 The Faculty of Life and Physical Sciences, on the recommendation of the Head of the School of Anatomy and Human Biology, may accept into the course for the degree an applicant who—

(a) has a Bachelor of Science, Bachelor of Arts or Bachelor of Fine Arts degree from this University, or equivalent as recognised by the Faculty;

or

(b) has a Graduate Diploma in Science (Biological Arts) from this University, or equivalent as recognised by the Faculty.

Course Structure

9.6.2B1.5-6 The course consists of units to a total value of 96 points comprising—

(a) all units in Table 9.6.2B1(1) [Master of Science (Biological Arts) Core Units]—60 points

and

(b) units to a total value of 36 points, chosen in consultation with the course coordinator. Note some units have prerequisites or
assumed knowledge, from Table 9.6.2B1(2) [Master of Science (Biological Arts) Options]—Comprising—

(i) units at any level, to the value of at least 6 points from the human sciences

Group A in Table 9.6.2B1(2) [Master of Science (Biological Arts) Options]

and

(ii) A. for students who have completed a Bachelor or with an Arts or Bachelor of Fine Arts from this University, or equivalent background, four units at any level, to the value of at least 18 points units from biological, earth and physical sciences

Group B in Table 9.6.2B1(2) [Master of Science (Biological Arts) Options]—24 points

or

(ii) B. for students who have completed a Bachelor or with a Science background, units at any level, to the value of at least 18 points from this University, or equivalent, four units from Group C fine arts, humanities and performance

1 Human science units include anthropology, science communication, philosophy, psychology, integrated human studies, economics or related fields.

2 Biological, earth and physical sciences units include biology, physics, chemistry, geology, geography, anatomy & human biology, human movement, biochemistry, botany, physiology, genetics, microbiology or related fields.

3 Fine arts, Humanities and Performance units include fine arts, English, history, classics, politics, performance or related fields.

in Table 9.6.2B1(2) [Master of Science (Biological Arts) Options]—24 points.

Table 9.6.2B1(1)—Master of Science (Biological Arts) Core Units

All units have a value of 12 points unless otherwise stated.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANHB8510</td>
<td>Advanced Aesthetic Crossovers of Art and Science</td>
</tr>
<tr>
<td>ANHB8511</td>
<td>Advanced Art and Life Manipulation</td>
</tr>
<tr>
<td>ANHB8542XX</td>
<td>SymbioticA Project Unit: Research Unit (6 points)</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>ANHB8513</td>
<td>Major Project and Dissertation (24 points)</td>
</tr>
<tr>
<td>ANHB8XXX</td>
<td>SymbioticA Special Topic (6 points)</td>
</tr>
</tbody>
</table>

All units have a value of six points unless otherwise stated.

**Group A**

- **ANTH2238**  Environmental Anthropology
- **COMM2205**  Science Communication—Community Presentations
- **COMM3303**  Science Communication for Change in Industry and Community
- **COMM7702**  Science Communication—Displays and Exhibits
- **COMM7703**  Science and the Media
- **PHIL1105**  Introduction to Critical Thinking
- **PHIL1125**  Key Topics in Philosophy
- **PHIL2201**  Social Ethics: Life and Death
- **PHIL2203**  Social Ethics: An Introduction
- **PHIL2270**  Philosophy of Science
- **PSYC1102**  Psychology: Behaviour in Context
- **PSYC2203**  Psychological Research Methods

**Group B**

- **ANHB1101** Human Biology I
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANHB1102</td>
<td>Human Biology II</td>
</tr>
<tr>
<td>ANIM3312</td>
<td>Animal Ethics and Welfare</td>
</tr>
<tr>
<td>ANTH1101</td>
<td>Being Human: Culture, Identity and Society</td>
</tr>
<tr>
<td>BIOL1130</td>
<td>Core Concepts in Biology</td>
</tr>
<tr>
<td>BIOL1131</td>
<td>Plant and Animal Biology</td>
</tr>
<tr>
<td>BIOL2261</td>
<td>Introduction to Conservation Biology</td>
</tr>
<tr>
<td>EART1105</td>
<td>Earth and Environment: Dynamic Planet</td>
</tr>
<tr>
<td>EART1110</td>
<td>Earth and Environment: Terrestrial Ecosystems</td>
</tr>
<tr>
<td>EART2201</td>
<td>Introduction to Geographic Information Systems</td>
</tr>
<tr>
<td>ENVT2250</td>
<td>Introduction to Ecology</td>
</tr>
<tr>
<td>FNSC2200</td>
<td>Mysteries of Forensic Science</td>
</tr>
<tr>
<td>GENE2204</td>
<td>Principles of Genetics</td>
</tr>
<tr>
<td>GENE2240</td>
<td>Introduction to Genetics</td>
</tr>
<tr>
<td>MICR2203</td>
<td>Introductory Immunology</td>
</tr>
<tr>
<td>PHYL2255</td>
<td>Physiology of Human-Body Systems</td>
</tr>
<tr>
<td>PLNT2201</td>
<td>Plant Physiology: Plants in Action</td>
</tr>
<tr>
<td>PLNT2203</td>
<td>Aquatic Botany</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>PLNT2204</td>
<td>Land-Plant Diversity and Systematics</td>
</tr>
<tr>
<td>PLNT3334</td>
<td>Plants in Managed Landscapes</td>
</tr>
<tr>
<td>SCIE1106</td>
<td>Molecular Biology of the Cell</td>
</tr>
<tr>
<td>SCIE1109</td>
<td>Nanotechnology</td>
</tr>
<tr>
<td>SCIE1110</td>
<td>Agriculture, Environment and Society</td>
</tr>
<tr>
<td>SCIE2204</td>
<td>Introduction to Marine Science</td>
</tr>
</tbody>
</table>

**Group C**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISA2207 / VISA3307</td>
<td>Art of the Counter-Reformation</td>
</tr>
<tr>
<td>VISA2217 / VISA3317</td>
<td>Art after Theory</td>
</tr>
<tr>
<td>VISA2218 / VISA3318</td>
<td>Art Backwards: Painting into Film</td>
</tr>
<tr>
<td>VISA2219 / VISA3319</td>
<td>Studies in the Renaissance</td>
</tr>
<tr>
<td>VISA2232 / VISA3332</td>
<td>Art of Drawing 2</td>
</tr>
<tr>
<td>VISA2237 / VISA3337</td>
<td>Art in Nineteenth-century Britain</td>
</tr>
<tr>
<td>VISA2243 / VISA3343</td>
<td>Film: Imagist Avant-Garde</td>
</tr>
<tr>
<td>VISA2248 / VISA3348</td>
<td>Art in Twentieth-century USA</td>
</tr>
<tr>
<td>VISA2250 / VISA3350</td>
<td>The Body in Art</td>
</tr>
<tr>
<td>VISA2252</td>
<td>Art, Alchemy and Shamanism</td>
</tr>
</tbody>
</table>

**Credit**

9.6.2B1.7 In the case of a student admitted to the course who also has:
(a) a Bachelor of Science, Bachelor of Arts or Bachelor of Fine Arts degree with honours from this University, or equivalent as recognised by the Faculty;

or

(b) a Graduate Diploma in Science (Biological Arts) from this University, or equivalent as recognised by the Faculty.

the Faculty may grant credit of up to 48 points.

**Award of Graduate Diploma in Science (Biological Arts)**

9.6.2B1.8 A student who withdraws from the Master of Science (Biological Arts) before qualifying for the degree but after satisfying the requirements of the Graduate Diploma in Science Biological Arts may apply to the Faculty to take out the diploma.
proposals for new UNITs

Core Questions for Checklists used by Faculties

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

1. **Unit Details**

   (1) Please provide the following information:

<table>
<thead>
<tr>
<th>(a)</th>
<th>the proposed name of the unit; (The character allowance for unit titles in Callista is 100 for long, 40 for short and 20 for abbreviated.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANHB85XX SymbioticA Special Topic ANHB85XX SymbASpecTop</td>
</tr>
<tr>
<td>(b)</td>
<td>the proposed point value of the unit (NB. By Council Resolution 110/02, all units must have a points value of 6 unless granted exemption);</td>
</tr>
<tr>
<td></td>
<td>6 points</td>
</tr>
<tr>
<td>(c)</td>
<td>a very brief description, not exceeding one line in length, of the content/area of the unit;</td>
</tr>
<tr>
<td></td>
<td>A research project unit in the field of art and science.</td>
</tr>
<tr>
<td>(d)</td>
<td>the names of the degree, diploma and/or certificate courses in which you intend to offer the unit;</td>
</tr>
<tr>
<td></td>
<td>Graduate Diploma (Biological Arts) 50300 and Master of Science (Biological Arts) 51570</td>
</tr>
<tr>
<td>(e)</td>
<td>the proposed quota on intake to the unit, if any; and the nature of the constraint on intake.</td>
</tr>
</tbody>
</table>

   (2) Please give a succinct summary of the academic objectives of the unit.

   This unit introduces students to special topics in Art and Science or Art and Biology related fields, that are developed by visiting lecturers and which will be supplemented with independent study associated with the activities in SymbioticA. Students will be introduced to the background and context of the special topic, participate in workshops and present findings of independent study to a group of peers. The special topics might include: Art and Ethics/ Ecological Art Survey/ Animals in Art/developing biological toolkits for artists etc.

   (3) Please summarise what teaching and learning practices will be used to realise the academic objectives.

   The students will be guided and instructed by a visiting lecturer/resident of SymbioticA and will need to fulfil an agreed research project/task (devised by visiting lecturer in consultation with course supervisor). The students will then present their findings to a group of peers as well as the course coordinator.

   (4) Please advise what technologies (if any) will be required to support the teaching and learning practices.

   Pending the specific topic of research.

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

   This will be done in consultation with the visiting lecturer and the course coordinator. In case of a need for a specialised technology, access to the technology will be arranged prior to (and pending) the course beginning.

   (6) Please indicate whether the unit is the outcome of a school, course or other review. The unit is the outcome of a realisation that SymbioticA students can benefit from the national and international academics and researchers already visiting SymbioticA.

   (7) Please advise whether the unit utilises any material from existing units. If so, please provide details.

   NII
Please advise whether the unit is to be offered within standard semester dates. (If it is not, please attach a proposal form for a non-standard semester unit.)

The units will be offered within standard semester dates (mostly in a condensed time period).

Please advise whether lecture outline has been provided.

This will be provided by the visiting lecturer, if needed.

2. **Demand**

1. What are the estimated annual enrolments?
   15

2. How has the estimate in (1) been arrived at?
   Students doing the Graduate Diploma in Science (Biological Arts) – 3 to 4
   Students from UWA Extension – 8 to 10

3. From which other units are students likely to move?
   Nil

3. **Assessment**

1. Please advise how many examinations there will be for the unit and how long each will last. (Note: By Academic Council R16/94 the Examinations Office administers only standard examinations of 2 or 3 hours duration).
   There will be no examination but rather an assessment of the student project (whether in a written form or as a project) and oral presentation to peers and course coordinator.

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

4. **Grading Schema for Unit**

1. Schools are required to ensure that final results¹ for units in courses at all levels be produced as both percentage marks and letter grades wherever possible. However, a number of categories of unit² are exempt from this requirement. The following exemptions categories are pertinent for this checklist.

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

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

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

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

   YES (Please delete as appropriate)

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

   The unit will involve the instruction and assessment of an external person (i) above. It may be conducted as a group project (ii) above, and may, in some cases, be based on a specific skill acquisition (iii) above.

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

² Please see policy applying to ungraded passes and fails available at http://www.secretariat.uwa.edu.au/home/policies/courseunit
Please advise whether all the costs of the unit (e.g. including, if appropriate, those associated with teaching at the Albany Centre such as Library/computer software resources) will be met from school resources or whether the proposal is the subject of application for other funding (e.g. University Initiatives Fund).

The costs will be met through School Resources and potentially SymbioticA Special Initiative fund.

Please indicate whether the school intends to suppress another unit to release resources for this one. Yes, ANHB8512 Project Unit Research 12 points is being restructured and replaced with two 6 point units including ANHB85XX SymbioticA Special Project (this unit) and ANHB85XX SymbioticA Research Project Unit

Please name the staff members who are able to teach the unit.
Co-ordinated by Ionat Zurr

Please confirm that you have attached a completed Library Consultation Form.
Yes

Will the introduction of this unit give rise to any accommodation needs other than standard lecture theatres, tutorial rooms or laboratory space (e.g. office space, new kinds of laboratory space) which cannot be met from the School's/Faculty's existing space allocation? Please ensure that your understanding is consistent with that of the Dean.
No

If YES, please confirm that you have attached a completed Accommodation Planning Form (http://www.secretariat.uwa.edu.au/home/policies/courseunit/proposals).

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

6. Consultation

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

(a) heads of schools in cognate areas, which may have an interest in the unit content;
It was recognised by the LPS Faculty Manager that the interdisciplinary nature of the course SymbioticA offers, and the scope of international people we attract as residents, might be co-ordinated to offer a Special Topic unit. The opportunity was also discussed with ANHB School Manager.

(b) students and graduates;
Discussions were also had with SymbioticA post graduate students as well as an undergraduate student who is doing an ALVA Special Topic unit through the auspices of SymbioticA. The expertise that exists in SymbioticA on an ongoing basis was deemed an attractive element to utilise in intensive explorations of a variety of art and biology subjects.

(c) employers and/or employer groups and professional bodies;

(d) other universities in WA which teach similar units;

(e) other leading universities in Australia or overseas which teach similar units.

Ionat Zurr discussed opportunities of generating more interest with the course by offering Special Topic units with:
Dr Deborah Dixon, Geographer, University of Wales - Aberystwyth
Gail Wight - Associate Professor of Art, Stanford University

SymbioticA has begun a dialogue with Stanford University and Royal College of Arts, London to start exchanges of students within our organisations and we consider the SymbioticA Special Topic unit a key opportunity to allow for short term exchanges for international students from other universities.

7. Information Flow

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

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

<table>
<thead>
<tr>
<th>Faculty of</th>
<th>LPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>9/6/08</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School of</th>
<th></th>
<th>Date</th>
</tr>
</thead>
</table>

The Librarian

8. Confirmation by Head of School

I confirm that the process leading to the proposal for the introduction of ANHB85XX SymbioticA Special Topic (Name of new unit)

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

Have any objections to this proposal been raised during the consultation process?

Yes

No

(If yes, please attach details of objection and response)

<table>
<thead>
<tr>
<th>Signature of Head</th>
<th>[Signature]</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School of</th>
<th>Anatomy &amp; Human Biology</th>
</tr>
</thead>
</table>

Academic Secretariat
April 2008
(New_Unit_Checklist)
PROPOSAL TO OFFER UNITS IN A NON-STANDARD SEMESTER

All proposals to offer units which do not conform to the University's standard semester dates require the approval of the relevant dean.

Notes:
1. The procedure is in 2 stages: (1) Dean to forward initial completed proposal form to Student Administration; (2) Dean to advise Student Administration by the end of September each year of the specific dates when the unit/s will be offered in the following year.
2. Where a faculty has been given approval by the Academic Board/Council to run a whole course on a non-standard semester basis (eg. a transnational course or the MBA trimester system), deans must complete the form below but at the level of the course rather than individual units. Deans must still advise Student Administration by the end of September each year of the dates when individual units will be offered.
3. A separate form and approval process applies to units to be offered in the summer session.

To be completed by Head of School

1. Please provide the following details.

<table>
<thead>
<tr>
<th>Unit code/s</th>
<th>Unit name/s</th>
<th>Points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANHB85XX</td>
<td>SymbioticA Special Topic</td>
<td>6 points</td>
</tr>
</tbody>
</table>

Course(s) in which unit is offered: Master of Science (Biological Arts) 51570 and Grad Dip in Science (Biological Arts) 50300

Location (if other than Perth): 

Approximate start and end dates for teaching period (exact dates to be advised annually): 1-20 July 2008 (mid semester break)

Total no. of contact hours: ~36

Method of delivery (eg. 13x3-hour seminars): 4x4 hour workshop/ 5 x 1 hour lectures/ 6 x 1 hour tutorials/ 3 hour presentations/ 3x2 hour studio.

2. Please provide a rationale for this unit to be taught in a non-standard semester format.

This unit relies on expertise of individuals who are associated with international universities (Stanford, USA, Royal College of Arts, London) and will fit within the European and North American semester breaks. It is also timed to ensure students are not overworked during semester.

To be completed by Dean of Faculty

I authorise the above unit(s) to be taught in a non-standard semester and confirm that the proposed approach to the teaching of this unit will ensure that academic standards are comparable to those for units taught in standard semesters.

I undertake to advise Student Administration by the end of September each year of the dates when the unit/s will be offered in the following year. If it is necessary to vary these dates after the end of September, the Faculty or relevant School will write to each student enrolled in the course to advise amended withdrawal dates.

Signature: 
Name: 
Faculty: Life & Physical Sciences 
Date: 

To be forwarded to Student Administration once signed by the Dean.
proposals for new UNITS

Core Questions for Checklists used by Faculties

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

1. Unit Details

   (1) Please provide the following information:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>the proposed name of the unit; <em>(The character allowance for unit titles in Callista is 100 for long, 40 for short and 20 for abbreviated.)</em></td>
</tr>
<tr>
<td></td>
<td><strong>ANHB85XX – SymbioticA Project Research Unit</strong></td>
</tr>
<tr>
<td>(b)</td>
<td>the proposed point value of the unit <em>(NB. By Council Resolution 110/02, all units must have a points value of 6 unless granted exemption)</em></td>
</tr>
<tr>
<td></td>
<td><strong>6 points</strong></td>
</tr>
<tr>
<td>(c)</td>
<td>a very brief description, not exceeding one line in length, of the content/area of the unit; Students develop the final proposal and a detailed research plan for the major project and dissertation to be accomplished.</td>
</tr>
<tr>
<td>(d)</td>
<td>the names of the degree, diploma and/or certificate courses in which you intend to offer the unit; <strong>Master of Science (Biological Arts) 51570</strong></td>
</tr>
<tr>
<td>(e)</td>
<td>the proposed quota on intake to the unit, if any, and the nature of the constraint on intake.</td>
</tr>
</tbody>
</table>

   (2) Please give a succinct summary of the academic objectives of the unit.

   This unit provides students with access to laboratories and expert personal supervision relevant to their field of research. The unit also provides them with regular contact with their supervisor for assistance in writing their research proposal.

   (3) Please summarise what teaching and learning practices will be used to realise the academic objectives.

   The unit is dedicated to finalising a written proposal for a project to be realised in the subsequent final semester of the Master of Science (Biological Arts). This includes a written proposal, literature review, plan for the final project realisation and all health and safety and ethics clearances if applicable.

   (4) Please advise what technologies (if any) will be required to support the teaching and learning practices.

   Students will require library, internet, SymbioticA resources and in some cases the student may need to gain competency with specific technology relevant for the final project (such as microscopy, tissue culture techniques etc.) This requirement of the project will be assessed in consultation with the course coordinator.

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

   As the unit is dependent on the student’s research, the technologies and expertise will be reviewed in consultation with the Course Co-ordinator.

   (6) Please indicate whether the unit is the outcome of a school, course or other review.

   The unit is to partly to replace the 12 point **ANHB8512 Project Unit Research** which will be suppressed. The project preparation content will belong to this proposed unit. We propose the discipline content will be replaced by another 6 point offering **ANHB84XX SymbioticA Special Topic**.

   (7) Please advise whether the unit utilises any material from existing units. If so, please provide details, **ANHB8512 Project Unit Research**, which will be suppressed.
Please advise whether the unit is to be offered within standard semester dates. (If it is not, please attach a proposal form for a non-standard semester unit.)

Y

Please advise whether lecture outline has been provided.
N/A

2. Demand

(1) What are the estimated annual enrolments?

Currently 3. The course is establishing itself and we anticipate greater numbers once some graduates exit the system and begin their professional artistic practice. We estimate in the next few years 5 students enrolled in this course per year. The numbers are relatively low due to the very specialised nature of the course.

(2) How has the estimate in (1) been arrived at?

Current enrolments and prospective course enquiries.

(3) From which other units are students likely to move?

Unit is only available to students who are enrolled into the Masters of Science (Biological Arts) so it would not impinge on other enrollments.

3. Assessment

(1) Please advise how many examinations there will be for the unit and how long each will last. (Note: By Academic Council R16/94 the Examinations Office administers only standard examinations of 2 or 3 hours duration).

Assessment by submission of literature review and project proposal.

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

4. Grading Schema for Unit

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

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

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

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

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

NO

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

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

2Please see policy applying to ungraded passes and fails available at
5. **Resource-related matters**

(1) Please advise whether all the costs of the unit (e.g. including, if appropriate, those associated with teaching at the Albany Centre such as Library/computer software resources) will be met from school resources or whether the proposal is the subject of application for other funding (e.g. University Initiatives Fund).
   
   YES

(2) Please indicate whether the school intends to suppress another unit to release resources for this one. **ANHB8512 Project Unit Research, will be suppressed.**

(3) Please name the staff members who are able to teach the unit.
   
   Ionat ZURR

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

(5) Will the introduction of this unit give rise to any accommodation needs other than standard lecture theatres, tutorial rooms or laboratory space (e.g. office space, new kinds of laboratory space) which cannot be met from the School's/Faculty's existing space allocation? Please ensure that your understanding is consistent with that of the Dean.

   If YES, please confirm that you have attached a completed Accommodation Planning Form (http://www.secretariat.uwa.edu.au/home/policies/courseunit/proposals).
   
   NO

(6) Will there be any ancillary student fees/charges associated with this unit? If so, please confirm that you have submitted details of these to the Dean.

   (See http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_students2/policies/asfc3)
   
   NO

6. **Consultation**

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

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

The unit takes its content from part of ANHB8512 Project Unit Research, which will be suppressed, and was discussed in depth with students and Faculty in 2005. This reduction of unit weighting will be reflected in the requirements of the project submission.

7. **Information Flow**

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

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

<table>
<thead>
<tr>
<th>Faculty of</th>
<th>Life and Physical Sciences</th>
<th>Date</th>
<th>9/6/08</th>
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<tr>
<td>Faculty of</td>
<td>Date</td>
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<td>Date</td>
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The Head of any school which teaches in a cognate area (specify below).

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<th>School of</th>
<th>Date</th>
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The Librarian ________________________________ Date __________________________

D26
8. Confirmation by Head of School

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

ANHB85XX – SymbioticA Project Research Unit ____________ (Name of new unit)

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

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

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<th>Signature of Head</th>
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<tr>
<th>School of</th>
<th>Anatomy &amp; Human Biology</th>
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Academic Secretariat
April 2008
(New_Unit_Checklist)