The next meeting of the Teaching & Learning Committee will be held on **Thursday, 18th February** commencing at 3:00 pm in the Science Boardroom.

Members are reminded that only those apologies received before or at the meeting will be recorded as such.

**Fiona Birt**  
Manager (Education)
AGENDA

1. WELCOME

2. APOLOGIES

Apologies have been received from:
- Troy Visser (Donna Bayliss will be in attendance)
- Nicki Mitchell (Jon Evans will be in attendance)

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

Members are asked to indicate any potential or perceived conflicts of interest.

4. MINUTES (NOVEMBER 2015)

Members are asked to confirm the Minutes of the Meeting of the Teaching & Learning Committee of 26th November 2015 as a true and correct record of that meeting. The minutes and relevant attachments to the minutes are attached (ATTACHMENT A) and also available from the Faculty’s intranet at: http://www.science.uwa.edu.au/staff/committee/faculty-of-science-committees/science-teaching-and-learning-committee

5. ACTIONS IN PROGRESS

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<td>All members</td>
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PART I: ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC

6. INFORMATION FLOW BETWEEN TEACHING & LEARNING/CURRICULUM/EDUCATION COMMITTEES

This standing item was introduced to improve the information flow and awareness in the Teaching & Learning/Education space for members of the committee.

- University Education Committee: No meetings have yet been held this year.
- University Curriculum Committee: Minutes have not yet been released however items on the agenda for the meeting held on the for 10th February 2016 were:
- 2016 Meeting dates
- Curriculum Committee Constitution
- Modus Operandi for the Curriculum Committee
- Academic Governance: Streamlining of Academic Council Decision-making Processes
- Curriculum Management Timelines

- University Education Futures Strategy Group: No meetings have yet been held this year.
- Faculty of Science Committees

7. CONSTAWA 2016 CALL FOR PRESENTERS

CONSTAWA is the Science Teachers’ Association of Western Australia’s oldest Conference.

CONSTAWA 35 will be held on Friday 13th and Saturday 14th May 2016 at Central Institute of Technology, 140 Royal St, East Perth and are calling for presenters to offer 60 minute workshops on Saturday, 14th May 2016 for secondary science teachers. Joint or team presentations are welcome. The Presenters online form is available at: https://stawa.wufoo.com/forms/constawa-2016-call-for-presenters/
The closing date is 22nd February 2016.

8. UWA SESSIONAL STAFF ASSOCIATION

The UWA Sessional Staff Association released a Report on the former UWA Postgraduate Teaching Internship Scheme. The Report, ‘Reflecting on the UWA Postgraduate Teaching Internship Scheme’, details the outcomes of a survey of former UWA postgraduate teaching interns. The survey sought to determine elements of the Internship Scheme that former interns perceived as being most influential in the development of their teaching skills. Given the role the Teaching and Learning Committees have in considering the interests of sessional staff, and in maintaining the high quality of teaching across the university, the Report results may be of interest to you.

The results of the survey indicate that former interns believe the university should be assisting PhD students with developing their teaching skills, in addition to research skills, if the university is to appropriately skill postgraduates to be future academics. Former interns indicated that opportunities to tutor/demonstrate and lecture were most important in contributing to their development as teachers, and that each postgraduate should have the opportunity to undertake paid tutoring/lecturing. Additionally, the peer-to-peer interaction between sessional staff, and in particular between sessional staff in different faculties, was deemed important. Former interns highlighted the benefits of undertaking SPOTs, SURFs, Peer Review processes, developing a teaching portfolio and undertaking coursework, whilst having consistent access to pedagogical staff. Former interns also highlighted that being able to demonstrate completion of a competitively-placed, comprehensive teaching course was of benefit to their future employment. Interns identified benefits to the University through higher quality teaching, increased presence at pedagogical forums (in particular the WA Teaching and Learning Forum) and lamented the loss of the award-winning PTIS.

The UWA Sessional Staff Association, in conjunction with the UWA Postgraduate Students’ Association, hopes that all faculties and schools will consider the recommendations of the report when developing their teaching-related professional development programs. In particular, the Sessional Staff Association would like to see collaboration between faculties/schools to assist the university with delivering equal access to professional development opportunities to all postgraduates across the university.

The Report can be found via http://tinyurl.com/PTISReview2016 and under the ‘News’ heading at the UWA Sessional Staff Association webpage (uwasessionalstaffassociation.wordpress.com).

9. TRANSFORMING TEACHING FOR LEARNING

All UWA staff with a role in teaching and learning are invited to apply for a unit called ‘Transforming Teaching for Learning’ (TTL), offered by the Centre for Education Futures. Transforming Teaching for Learning replaces the Foundations of University Learning and Teaching unit.
First 2016 Dates: Module 1 commences on 14 March and continues until 8 April. Modules 2 and 3 follow shortly afterwards on 11 April and 9 May. TTL is a unit consisting of three discrete modules that can be taken sequentially, or one module at a time with gaps in between. All three modules will offered again later in the year. The modules are free at the point of registration to all eligible staff but staff must ensure that they have suitable time set aside to commit to completing each module in the unit. Access will be 24/7 over the four weeks of the modules, paced on a week by week basis. The study workload is 150 study hours for the whole unit: approximately 10 hours a week for all study and assessment activities (including thinking) for each of the four week modules, plus 30 hours for completing the final portfolio submission.

The unit is essential for new staff in academic roles at the Perth and Albany campuses. It will also be of interest to experienced staff seeking fresh inspiration and the opportunity to work with others to reflect on their teaching. We also welcome professional staff with responsibility for contributions to student learning in any form.

The unit is also available to selected sessional staff. We can offer a maximum of five places per Faculty for the first run of unit, starting on 14 March. If you are member of sessional staff, i.e. on a casual or short term contract, please approach your supervisor or Head of School.

The unit is available entirely digitally through the Blackboard LMS (Learning Management System) with optional Collaborate and face-to-face meetings. The course is based on groups of staff working together, with a group online moderator.

Completion of a full Carpe Diem learning design process (face to face workshop) can substitute for Module 2, although the assessment requirements must be met. Completion of the overall learning and assessment portfolio for the unit will constitute credit towards one of the four units that make up UWA’s Graduate Certificate in Tertiary Teaching.

For more information about the content and approach of the unit, there is an eight minute video here. To register go here.

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

10. REVISION TO THE RICHARD G. BARNES BURSARY IN HYDROGEOLOGY

The Richard G. Barnes Bursary in Hydrogeology has not been awarded since 2010 and the conditions need to be updated.

The Committee currently mentioned in the conditions cannot be called to meet as those positions no longer exist and there has been a change of structure to the undergraduate courses. Associate Professor Ryan Vogwill and the donor have reviewed and updated the conditions which are reflected in the track change document attached (ATTACHMENT B).

For approval

PART III: ITEMS FOR DISCUSSION AND DECISION

11. INFORMATION FLOW BETWEEN SCHOOL AND FACULTY TEACHING & LEARNING COMMITTEES

Faculty Teaching & Learning representatives will be asked to provide a verbal update from their schools regarding Teaching & Learning matters.

For information

12. ASSOCIATE DEAN, TEACHING & LEARNING REPORT

The ADTL will report on a number of ongoing items relating to SPOT, Turnitin and Blackboard (Blackboard App for mobile devices, Collaborate Ultra, Learning Networks).
13. UNIVERSITY POLICY ON ASSESSMENT

All Schools will be required to adopt and implement the new University Policy on Assessment during 2016 and 2017. A proposed timeline for this implementation has been developed by the Dean of Coursework Studies, taking account of the limitations imposed by the Annual Change Process, technicalities of digital submission of assignments etc. (see ATTACHMENT C). As previously discussed at T&L Committee, the Faculty will have the opportunity to influence how the new policy is implemented, particularly in relation to required grade distributions and the mechanisms used to address non-compliance in this regard. It is critical that we embrace this role to ensure strong arguments are developed for local variations in grade distributions where required.

The immediate challenges presented by the new policy are:
- Establishment of a representative Faculty Board of Examiners (BoE);
- Development of a tool for analysis of grade distributions and submission of results to the Faculty BoE;
- Changes to assessment mechanisms for non-compliant units during 2016 and 2017.

For discussion and decision

14. SUPPLEMENTARY ASSESSMENT

Changes to the assessment policy will have an impact on how we apply supplementary assessment. The new policy states that supplementary assessment is permitted in the case of a bachelor's pass degree student who has obtained a mark of 45 to 49 in the final unit needed to complete their degree and may be available for units with failed component(s). The Faculty will have to fully comply with the new policy by December 2017.

Currently in the Faculty of Science, supplementary assessment is permitted for students in Level One units regardless of whether it is their final unit or there is a Failed Component. The Science Student Office proposes that:
1. Supplementary assessment is removed from Level One units via the 2016 annual change process except where schools have successfully sought approval for an exemption;
2. Unit coordinators will have to seek approval, via the 2016 Annual Change process, to permit supplementary assessment for a unit with a failed component.

For discussion

15. HONOURS DEFERRALS

Admissions has approached faculties with the aim of developing a policy around the deferral of offers to honours programs; currently there is no University policy or approved honours deferral process and students are generally advised to re-apply at a later date if they are not able to take up their current offer. Within the policy, Admissions is seeking delegated authority to approve deferral requests according to a set of guidelines prepared in consultation with faculties. It has been noted that any policy would be accompanied by a schedule of exceptions, as is the case for existing deferral policies for undergraduate and postgraduate coursework courses.

Based on initial response from faculties, Admissions have advised that they will apply the following business process for the current cohort whilst a University policy is being developed and approved:
- Electronic deferrals will not be permitted; i.e., all deferrals will be at the student’s specific request outside the standard procedures.
- Any deferral request will be referred to the Faculty office for consideration if there is no prior agreement. The following guidelines have been identified to date:
  - Provisional deferral for majors administered by Arts & ECM;
  - No approval for Business and Psychology majors;
  - All other requests to the faculty for individual consideration.
- Any deferral will only be for the next available intake within a twelve month period (i.e., no mid-year deferrals for specialisations that do not allow it – this process is already in place for the relevant PG courses).
Members are asked to consider the concept of honours deferral to determine an agreed, standard approach across the majority of science disciplines, noting that there will be some exceptions (i.e., Psychology has a quota and Geology has no mid-year admission to honours).

For discussion and decision

16. HONOURS STUDENT ACTIVITY PRIOR TO SEMESTER COMMENCEMENT

Some schools offer activities to commencing honours students prior to the official commencement of semester. Members will be asked to report on their school’s activities in this space.

For discussion

17. ANY OTHER BUSINESS

18. NEXT MEETING

The next meeting of this Committee is scheduled for the 21st April 2016 at 3:00 pm in the Science Boardroom (G108), Ground Floor, Agriculture Central Building.
1. **PRESENT**

A/Professor Peter Hammond; Prof Brendan Waddell; Ms Fiona Birt; Dr Anthony Bakker; Dr Nicola Mitchell; Dr Martha Ludwig; Dr Julian Clifton; A/Professor Paul Abbott; Dr Troy Visser; Mr Martin Anderson; Dr James Fogarty (representing A/Prof Steven Schilizzi); Dr Megan Ellyard; Dr Barbara Goodwin; Mr Alex Tsaknis; Ms Genevieve Simpson; Ms Michelle Bailey; Ms Merrilee Albatis, Mr Thomas Wimmler (representing Ms Molly Ireland); Mr Julian Bocking.

2. **APOLOGIES**

Apologies were received from:
- A/Prof Steven Schilizzi

3. **WELCOME**

The Chair welcomed members of the committee to the meeting.

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

No potential or perceived conflicts of interest were received.

5. **MINUTES**

Members were asked to confirm the minutes of the 22nd October 2015 meeting.

It was

**RESOLVED 102/2015**

to confirm the minutes of the meeting of the Science Teaching & Learning Committee held on 22nd October 2015, and its attachments, as a true and correct record of that meeting.

6. **ACTIONS IN PROGRESS**

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<td>Inbound Study Abroad Short Term Research Training</td>
<td>SAO Curriculum</td>
<td>Ongoing: Any suggestions / ideas on ways to promote research to study abroad students should be sent to the Senior Administrative Officer, Curriculum</td>
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<td>Sessional Staff &amp; the Good Practice Guide</td>
<td></td>
<td>According to the Minutes of the Education Committee, unlike a University Policy that is binding on all staff, the Guide is to be viewed as an informing document to ensure consistency in practice, where relevant, with regard to managing, supporting and</td>
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developing sessional staff. The Faculty of Science could attempt to ‘fill the gap’ in services/opportunities provided by the former CATL, including through encouraging postgraduate sessional staff to: undertake curriculum development projects; undertake pedagogical research; apply for teaching and learning grants; and attend the WA Teaching and Learning Forum.

The Deputy Dean raised this issue at the Faculty of Science Executive Committee Meeting on the 24th November. An email would be sent to Schools to identify a single staff member to look after sessional staff. CEF would run biannual training sessions/programs for sessional staff; a program was currently being put together and would have input from a sessional staff member. Genevieve Simpson agreed to assist in this role. A postgraduate student representative who was also a sessional staff member would be included as a committee member.

7. INFORMATION FLOW BETWEEN TEACHING & LEARNING/CURRICULUM/EDUCATION COMMITTEES

- **University Education Committee**: [minutes of the meeting of 13th November 2015](#). Items were:
  1. Project Black Swan: Progress Report
  2. Education Committee Budget
  3. University Policies
  4. Academic Policies Streamlining and Simplification Project
  5. UWA Academic Calendar

- **University Curriculum Committee**: [noting of decisions by circular, 23rd October and 9th November 2015](#)
  1. Proposals for New University Prizes
  2. Changes to Postgraduate Curriculum for 2016
  4. New Undergraduate Unattached Elective Units
  5. Changes to Undergraduate Curriculum 2016
  6. Changes to Postgraduate Curriculum from 2016
  7. Rescission of Postgraduate Units from 2016
  8. Rescission of Pre-2012 Courses from 2016

- **University Education Futures Strategy Group**: [minutes of special meeting of 9th November 2015](#)
  1. Centre For Education Futures (CEF) – Annual Report
  2. Project Black Swan – Progress Report
  3. Proposal to Establish the UWA Learning & Teaching Innovation Awards Selection Group
  4. UWA Academic Calendar
  5. Faculty Response to SURF Analysis
  6. Futures Observatory
  7. Reid Library Learning Space

- Faculty of Science Committees

8. REDESIGN OF SURF UNSATISFACTORY UNITS TEMPLATE (FACULTY INPUT REQUESTED BY DVCE & DCS)

In August 2015, the DVCE circulated a template for unit coordinators to complete as part of the review of units classified by the DVCE’s Office as unsatisfactory in SURF. The Faculty of Science was asked, through the T&L Committee to propose changes to this template so that it better addresses the issues faced in low SURF score units.

The Chair requested feedback from the Committee on the DVC template. This should be emailed to him.
9. INFORMATION FLOW BETWEEN SCHOOL AND FACULTY TEACHING & LEARNING COMMITTEES

Faculty Teaching & Learning representatives were asked to provide a verbal update from their schools regarding Teaching & Learning matters.

Chemistry & Biochemistry
- Reviewing units for Cycle 2 and noticing big differences between performance of international and local students; international students not doing as well generally.
- Timetabling issues related to assessment, content and scheduling of units. There were a number of issues with Syllabus Plus whereby data has been lost and had to be re-input.
- Discussions surrounding a 3-term year – pros and cons, could help with tweaking Master’s.

Animal Biology
- Grade distribution had been raised as an issue following the recent BoE meeting; there were a number of discussions over assessment and queries regarding giving bonus marks under the new assessment policy. A working party had been established to review Level 3 assessments and a further one would be established to review Level 2.

Physics:
- Assessment policies were being reviewed as they were not compliant with future guidelines. Work was in progress to align these.
- Currently working on an Education Futures Seed Funding Grant for a staff member developing computing modules to embed in the Physics major. Matthew Young would discuss this with other Unit Coordinators in Science in order to determine whether this could be used across Faculty.

Anatomy, Physiology & Human Biology
- Reviewing assessment in line with new policy: noted that grades in one unit included all Distinctions and High Distinctions.
- Developed new process to encourage all written assessment through Turnitin; plagiarism problems had increased tenfold, with 20 cases identified over the previous week.

Sports Science & Exercise Health
- Timetabling issues which are being worked through.
- Grade distribution: There were no guidelines re: grade distributions at higher levels and concerns have been raised from a pedagogical perspective. It was noted that grades did not have to be made to fit expected grade distributions, but school BoEs would need to provide reasonable explanation and it could not become a pattern.
- The section covering Assessment marking keys and rubrics indicated that students must have access to exam rubrics.

It was noted that any concerns or queries should be submitted through the Assoc. Dean Teaching & Learning for clarification by the Dean of Coursework Studies.

Agriculture and Resource Economics
- Concerns were raised with the timing of the November round of scholarships ranking as not all marks had yet been submitted. Members of the Committee suggested that a possible solution to obtaining these marks was that students alert Unit Coordinators of their intent to apply for a scholarship so that their exams and honours’ thesis could be marked as a priority.

10. ASSOCIATE DEAN, TEACHING & LEARNING REPORT

The ADTL reported on a number of ongoing discussions relating to TISC, SPOT, SURF and 2+2 International Teaching agreements.

- A meeting had been scheduled with the Centre for Education Futures (UWA Blackboard team) regarding the e-environment for teaching in the 2+2 International structures associated with the Faculty of Science and some other faculties across the University. This e-environment may also be appropriate for the structuring of electronic teaching materials at other Levels within our majors to help facilitate the construction of conversion units (see Item 11) in the LMS using existing LMS.
There were issues with the 2017 TISC guide for school leavers whereby prerequisite subjects had been removed by Admissions without consulting the Faculty. This was currently being reviewed. TISC have asked Universities to encourage students to take more challenging Maths units rather than take easier units to achieve higher marks.

SPOT had been tested using Blackboard. The Faculty was currently awaiting the outcomes of the trial and feedback had been requested.

SURF scores were now available for all semester 2 units.

There were a number of international agreements (2+2 articulations) where lecturers from UWA would go to China (for example) to teach with the expectation that a reasonable cohort of those students would come to UWA. A member queried as to how information in the UWA LMS would be made accessible in the China LMS. Four faculties were involved in these articulations and there would be a Working Group meeting to discuss arrangements in further detail in two weeks.

11. CONVERSION UNITS

Members noted that the Cycle 2 Masters structure now allowed for 24 points of conversion units to provide an interface between the prior study of students and their 72-96 point Master’s program. These conversion units are required to supplement or update any skills and knowledge areas that were deemed lacking. The conversion units currently being offered were existing Level 2 or 3 units in the B.Sc. course, but accessing these was often problematic due to semester availability and/or timetable clashes along with a need to cater for the mid-year intake.

An alternate way of making these units available in the required time period for Cycle 2 students was for pre-existing LMS material from B.Sc. units to be made available, either as complete units, or as “mix-and-match” topics bundled into a conversion unit structure. Regular tutorial face-to-face discussions with students become a key core component in the teaching approach for such conversion units.

A draft outline plan for Flexible Delivery of Conversion Units had been prepared by the Science Student Office and was attached to the meeting agenda for Members’ consideration.

The following questions / concerns were raised:

- A number of international students were struggling with Level 4 units due to insufficient background knowledge; there was a possibility these students would suffer if appropriate conversion units were not offered.
- Professor Martha Ludwig was reviewing moveable modules of content to provide specific learning material for conversion. Students could be given access to these materials as appropriate, but tutorial support would still be required.
- The use of current Level 2 and 3 units as conversion units meant that students would often need to wait for up to 6 months until specific content was available based on scheduling.
- There was a demand on level 3 and 4 units with enrolments of 5-10 students. Generating special units and timetabling units for small class sizes raised issues and concerns. Some schools taught twice a semester. It was pointed out that units could become flexible once online and that conversion units were a necessity to be able to provide students with an appropriate pathway between previous studies and masters’ units; this model was meant to facilitate a flexible mode of delivery to address some of the current limitations.

Members were asked to review the draft document and provide feedback.

12. UNIVERSITY POLICY ON ASSESSMENT

The Deputy Dean reported on the administrative and amendment progress of the University Policy on Assessment. Changes to the Policy that had arisen from the various forums and feedback opportunities provided by the University in the last few months were highlighted.

The following Issues were raised with Academic Council and had been revised based on feedback:

- Honours and Postgraduate units had been taken out of the grading distribution.
- Supplementary assessments would be available for units which represent the last 6 points in a degree. They would also be available for units with failed components, which previously only
applied to level one units but could now be applied to all levels at school discretion.

- Penalty for late submission of an assessment item had been reduced to 5% per day, previously 10%, reducing to 0 marks after 7 days.
- Anonymous marking had been removed as a requirement and had become discretionary where practical.
- Assignment word limits: Where an assignment exceeded the word limit, a penalty of 1% of the total mark allocated for the assessment task would apply for each 1% in excess of the word limit, or the marking could cease once the word limit was reached.

13. REVIEW OF COURSES

The Review Panel that had been convened to consider the Review of Courses feedback provided by a wide range of University stakeholders had met the previous week. During that week the Panel interviewed the Associate Dean, Teaching & Learning, the Senior Student Adviser (Undergraduate) from the Science Student Office and a range of Major Coordinators to comment on the New Courses 2012 structure and its benefits and weaknesses.

The feedback was currently being reviewed by the Review Panel and recommendations would be made to the Vice-Chancellor and referred to Academic Council in due course.

14. ACADEMIC YEAR

The Deputy Dean outlined the discussion document prepared by the DVCE relating to possible changes to the Academic Year. (Attachment E of the agenda referred.)

He advised members that there had been a considerable amount of disagreement. A working party would be formed in the New Year; the terms of reference would be sent to Deans for review once they have been agreed upon, following which the working party would be established.

- The three 12-week term option was favoured with dates yet to be proposed, however there were concerns that staff would be required to teach all the time; it would be important for academic staff to have one teaching-free term for research activities.
- A potential objective would be to allow students the ability to graduate in 2 years; however, this would result in units having to be offered more frequently.
- There would also need to be a demonstrated efficient use of resources, and this would be a key term of reference for the working party.
- A 5-term year would require a total reorganisation of courses and was not favoured.

15. ORIENTATION EVENTS (O-WEEK: 22nd - 26th FEBRUARY 2016)

Undergraduate (‘Prospect’)

‘Prospect’ orientation involved a series of academic-preparedness activities that were facilitated by the Faculty. For the upcoming semester, a minimum of 10 academic staff would be required to facilitate orientation activities to accommodate approximately 1500 commencing students. Members were asked to seek staff in their respective schools who would be willing to facilitate an activity. The activities had already been designed, so there would be minimal preparation involved.

A minimum of 10 academic staff would be required to make this event successful. Nominations should be received by Friday, 11th December.

Staff could select from the following two shifts:

- Wednesday February 24th; 2pm-4pm
- Thursday February 25th; 9:30am-12pm

Schools that intended to provide a school tour were asked to consider scheduling this on the afternoon of Thursday, 25th February while students were on campus and where there was no clash with central orientation activities. Members were asked to contact Megan Ellyard to advertise the school tour via the UniStart website.
**Postgraduate & Honours**
The Faculty Orientation for Postgraduate Students would be held on Tuesday 23rd February 2016; 10:30am – 2:45pm. If schools intended to hold school-specific induction/orientation activities for Postgraduate students, it would be advisable to schedule these from 3pm on the same day, whilst students are already on campus. Members were asked to contact Megan Ellyard to advertise the school events via the UniStart website. All postgraduate course coordinators would be strongly encouraged to attend a lunch to meet the commencing students from 12:15pm – 1pm on **Tuesday 23rd February**. An outlook meeting request would be sent to relevant staff members closer to the time.

One school representative advised that there would be clashes with the Masters’ and Honours’ students on Tuesday as their classes would commence that Monday.

**SCoReS**
Science Communication and Research Skills (SCoReS) was a resource developed to provide generic science communication materials to science students; for example, scientific writing, presenting data and how to articulate graduate skills. SCoReS was an opt-in resource that was made available via the LMS.

SCoReS had not been released since transitioning to Blackboard. With considerable assistance from the Library, SCoReS would soon contain all content that was previously housed in Moodle. However, Blackboard did not have formative quizzes or the ‘tutorial’ functionality which was key to student self-evaluation and learning. Furthermore, SCoReS content was due to be reviewed and updated, and aesthetically enhanced to suit Blackboard. As such, re-developing SCoReS in Blackboard to optimise the value of this resource would require a substantial investment of time. Library staff have offered their assistance to re-develop this resource, although it would be important to maintain Faculty staff involvement to ensure the content remained consistent with teaching staff expectations.

16. **ANY OTHER BUSINESS**

There was no other business.

The Deputy Dean thanked members, and especially the Associate Dean, Teaching & Learning, for their contribution to teaching and learning in 2015.

17. **NEXT MEETING**

The next meeting of this Committee is scheduled for the **18th February 2016** at **3:00 pm** in the Science Boardroom (G108), Ground Floor, Agriculture Central Building.
Richard G. Barnes Bursary in Hydrogeology [F7867]

Members of his family and members of the International Association of Hydrogeologists having donated a sum of money in memory of the late Richard G. Barnes to provide an annual bursary for the purpose of supporting research in the science of hydrogeology in Western Australia, a fund is established for that purpose and is administered in accordance with the following regulations.

1. The bursary, to be known as the Richard G. Barnes Bursary in Hydrogeology, consists of the annual income of the fund after capitalisation in accordance with Senate policy.

2. Those eligible for the bursary are students enrolled in an honours or masters degree at a Western Australian university and undertaking research studies in hydrogeology.

3. (1) Written applications for the bursary must be lodged with the Senior Administrative Officer, Faculty of Science, by 31 January–March in the year for which the bursary is sought.

   (2) Applications must include:

   (a) a complete academic record of the applicant’s tertiary education;

   (b) a statement of approximately 500 words on the proposed area of research; and

   (c) a statement from the applicant’s supervisor confirming the proposed area of research.

4. The bursary is awarded by the R. G. Barnes Bursary Award Committee which comprises the Deputy Dean of the Faculty of Science or nominee, the Head of the School of Earth and Environment or nominee and, a nominee of the Western Australian branch of the International Association of Hydrogeologists and one member nominated from and by the Faculty of Science Faculty Board.

5. The bursary is awarded on the basis of—

   (a) the merit of the proposed research; and

   (b) academic merit.

6. The first half of the bursary is paid at the start of first semester and the second on receipt of a mid-year report from the supervisor that the recipient is making satisfactory progress.

7. If in any year the bursary is not awarded, the unexpended income is distributed at the discretion of the committee between the capital fund and the sum available for a bursary in the following year.

8. Any thesis or publication resulting from research under the Richard G. Barnes Bursary in Hydrogeology must acknowledge the assistance of the bursary.
New UWA Assessment Policy: Cheat Sheet

The following information is provided as a rough guide to the new UWA University Policy on Assessment. Implementation will take the form of two phases. Phase 1, from January to December 2016, will mostly involve things we already do, but will require some unit coordinators and teaching staff to make some adjustments. Phase 2 is a longer phase of implementation from January 2016 to December 2017, allowing teaching staff two years to make adjustments to approved units if necessary to comply with the new policy and to improve their skills with digital assessment. Semester 1, 2018 is the target for full implementation of the new policy.

The new policy is a great opportunity to reduce your workload by doing less assessment and to learn how to utilise digital approaches to assessment.

Phase 1: January 2016 – December 2016
Phase 1 mostly includes things we already do. Aspects of the new Assessment Policy for academic staff to be aware of for 2016:

• Criterion-referenced assessment
• Feedback on assessment items – within 15 University working days
• Marking scheme or rubric provided to students either before or after assessment to enable and support student learning
• Exam feedback is required by the unit coordinator and may take the form of a report provided to students or the publication of the marking key in LMS
• Penalties for late submission 5% per day; after 7 days a mark of ‘0’ is awarded
• No assignment submission in the study period prior to exams
• Anonymous marking where possible and practical: We trust the professionalism of staff to implement anonymous marking when appropriate to guard against unintentional bias.
• Moderation of marking- unit coordinators should work with tutors within units to ensure consistency of marking practices. The frequency and type of moderation is each unit coordinator’s decision depending on the nature of the unit.

Formal exams all 2 hours. While we encourage academic staff to reduce the length of exams by reducing the amount of content in their exams, there are ways to work with the two hour standard for the official University exam timetable, especially in 2016 when this part of the policy is first introduced. For example:

• Faculties can administer three-hour exams themselves if they feel there is strong justification
• Provide reading materials, such as case studies, to students prior to the exam. This will reduce stress and the time needed to read during the exam
• Split the exam into two and conduct a mid-semester or end of semester one-hour in-class test and then a two-hour exam in the official exam period
• Conduct separate prac and University administered exams.

Phase 2: January 2016 – December 2017; Full implementation by Semester 1 2018
Phase 2 may include adjustments to the approved unit and will require all unit coordinators to utilize some digital aspects of assessment. Two years, 2016 and 2017, will be available
for unit coordinators and other University teaching staff to redesign their units where necessary and become adept at the required technology.

Changes to approved units many include:

- 2-3 summative assessment items (note: one assessment item can be ‘quizzes’ with several quiz tasks that students need to complete). Take this opportunity to reduce your workload by doing less assessment!
- Formative feedback must be provided within 5 weeks of the unit commencing
- Each assessment item weighting is between 10-70%
- Group assessment tasks must be 30% maximum weighting
- Exams must be >= 40% weighting
- Grades in Level 1-3 – 50% max D+HD: Academic staff need to carefully adjust their unit outcomes, assessment criteria, assessment items and/or marking keys or rubrics so that their units will comply with the limit of 50% D&HD.

Phase 2 will include the use of digital aspects of assessment, for example:

- Unit outlines will be published via LMS
- Text-based assessments are to be submitted by students via LMS
- Marks will be entered via LMS – secure repository (Grade Centre)

The exact mechanisms for these digital developments will be widely publicised once the technical aspects have been completed. Training will be provided via the Centre for Education Futures.

There will be a lot of support available, particularly for the digital approaches to assessment. Please contact the Centre for Education Futures for advice.

Grady Venville
Dean of Coursework Studies
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