The next meeting of the Teaching & Learning Committee will be held in the Faculty Meeting Room 158 on Tuesday 14 April 2009 at 2pm. All members are expected to attend or ensure that a representative from the School will attend on their behalf.

1. MINUTES
   Confirmation of the minutes of the meeting of the Teaching and Learning Committee held on Tuesday 10 March 2009.

2. DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICT OF INTEREST
   The Chair invites members to declare interest in relation to any item on the agenda.
### 3. ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING

<table>
<thead>
<tr>
<th>Item/Business in Progress</th>
<th>Progress Update</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning Guide for Faculty Staff.</td>
<td>Draft to be checked by Faculty Student Advisor and Faculty Manager prepared by Ms Heather Morton</td>
<td>On hold</td>
</tr>
<tr>
<td>Formal request to SIMS for standardised marks. Request has been submitted for the position in cohort (percentage) which is easier to calculate.</td>
<td>It has not been possible for SIMS to create a program that generates standardised marks, however, they have developed a program that identifies the student's place in the class and number of students in class. This was used this year in determining prize winners for 'faculty' prizes</td>
<td>Completed</td>
</tr>
<tr>
<td>The specification of learning outcomes for courses and majors offered in the Faculty.</td>
<td>Audit to be undertaken by Teaching and Learning Co-ordinator. School to recommend major/s sequence</td>
<td>In progress</td>
</tr>
<tr>
<td>Audit of each major sequence to determine whether English Language Competency Skills are shown in at least one unit in each year level.</td>
<td>Audit to be undertaken by Teaching and Learning Co-ordinator. School to recommend major/s sequence</td>
<td>In progress</td>
</tr>
<tr>
<td>Faculty Operational Priorities Plan (OPP) implementation strategies and targets.</td>
<td>Faculty Manager has updated implementation strategies and targets and distributed them to members for consideration</td>
<td>In progress</td>
</tr>
<tr>
<td>Should students at PSB be offered a 1) BSc Science and Technology or 2) BSc with selected majors.</td>
<td>Academic Student Advisor to report</td>
<td>In progress</td>
</tr>
<tr>
<td>New grade for failed component (FC); is it appropriate to have a supplementary assessment in all components of a unit.</td>
<td>School representatives to report</td>
<td>In progress</td>
</tr>
<tr>
<td>Master of Science Thesis – Faculty positional statement on completion by papers.</td>
<td>Representative from the Graduate Research School to attend May meeting</td>
<td>In progress</td>
</tr>
</tbody>
</table>

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

There are no items for inclusion Part I

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

There are no items for inclusion Part II
Part III – Items for Discussion and Decision

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

5. TEACHING AND LEARNING INDICATORS
At the last meeting members were given a copy of the 2009 Teaching and Learning Indicators and were asked to consider this within their schools for discussion at the April meeting.

6. UNIVERSITY POLICY SPECIAL CONSIDERATION
At its last meeting the Teaching and Learning Committee considered a report from its Assessment Standing Committee on special consideration (Attachment A). Members are asked to consider the report and provide feedback by Monday, 18 May 2009.

7. TAYLORS COLLEGE: PREPARATION FOR UNIVERSITY EDUCATION- ENTRY REQUIREMENTS
The representative from offshore programs is concerned about students entering science degree programs without adequate mathematics background and would like to discuss this with members.

8. UNDERGRADUATE RESEARCH OPPORTUNITY
The Review of Course Structures emphasized the importance of research skills and research-based learning in the undergraduate curriculum. It is timely to begin a discussion on how the Faculty could implement a research opportunity for undergraduate students (Attachment B).

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

10. TEACHING AND LEARNING CO-ORDINATOR REPORT
Teaching and Learning Co-ordinator will report on current Teaching and Learning issues.

11. STUDENT REPRESENTATIVE REPORT
Postgraduate and Undergraduate representatives will report on any issue or concerns from the student body.

12. OTHER ITEMS OF BUSINESS
At its last meeting held on Thursday, 5th March 2009, the Teaching and Learning Committee considered a report from its Assessment Standing Committee on Special Considerations at UWA. Following discussion, the Committee Resolved (R03/09):

"RESOLVED - 3

i) to note the Report from the Assessment Standing Committee on special consideration at UWA, as attached to the agenda;
ii) to endorse in principle the proposed University Policy on Special Consideration, as attached to the agenda;
iii) to request that members of the Teaching and Learning Committee forward the Report and proposed University Policy on Special Consideration to their relevant constituents, including faculties, schools and sections, for consideration and feedback;
iv) to request the Assessment Standing Committee to organise formulation of a budgeted proposal to undertake the additional work associated with the policy, including:
- development of a comprehensive set of procedures to accompany the policy;
- development of a matrix to determine appropriate adjustment of marks in relation to special consideration;
- development of an authoritative website providing information on special consideration;
- development of training material, including an information package.
v) that the Teaching and Learning Committee revisit the proposed University Policy on Special Consideration in light of feedback and clarity on accompanying procedures and the matrix."

As can be seen all members (including standing invitees) are asked to action R03(iii). The Report and proposed University Policy on Special Consideration were attached to the agenda and are, therefore, available on the website at http://committees.intranet.uwa.edu.au/page/41118.

Attachment G.
The full minute extract from the item is also available on the web at http://www.teachingandlearning.uwa.edu.au/page/74636.
It would be appreciated, therefore, if you could ensure that this matter is discussed within your area, specifically at Faculty Teaching and Learning Committees, and feedback focussing on the proposed University Policy be provided. If you could let me have your feedback, no later than Monday, 18th May. It is anticipated that feedback will be considered by the Assessment Standing Committee at its meeting in early June, following which the item will again be referred back to the Teaching and Learning Committee.

Kind regards
Sue
An undergraduate research opportunity (URO)

This sketches some background to introducing an undergraduate research opportunity (URO) into the curriculum. Following practice in some North American universities, the Faculty could allow students to work on a ‘contained’ project in a research laboratory for credit. Selection into the program would have to be competitive and restricted to high-achieving students. (It would not be possible to offer a sufficient number of projects to cater for all students, nor would all students want to take the opportunity.) Staff offering research opportunities should be allowed to select participants and might require relevant prior practical experience.

If a URO could be run as a six-point unit across both semesters (to avoid time pressure) 20 projects would give a research opportunity for about 60 students each year (it would be desirable to have at least two students working on each project). I have made no attempt to estimate the number of projects that would be offered, but this could be done through an email survey.

The consensus of experience elsewhere is that the sooner students are introduced to ‘authentic’ research in their undergraduate career the better. In a sense this inverts the traditional teaching sequence: instead of teaching the fundamentals of a discipline before letting students loose on an innovative research project, it introduces the research project early as a stimulus and a context for students to learn the disciplinary fundamentals. The URO could be made available to students in either their second or third year of study.

The demands of running a URO should not be burdensome for those with active research programs with Honours and PhD students. Of course, some research areas may be unsuitable for safety reasons or because of the technical demands or resource limitations.

Expectations and responsibilities of staff and students in URO:

Staff

What would I have to do?

- Write a project description (no more than one page) for posting on a web page
- Ensure that enrolling students have a supportive lab environment (Honours students, PhDs, and maybe post-docs willing to advise)
- Grade reports of participating students as pass or fail (the report could be a poster presentation of the research project)

What would I expect to get from it?

- Participation of one or a few bright and motivated students in your research
- Teaching credit in School workload model
- Some funding (say to a maximum of $250) to cover project costs including lab consumables and subject costs; not all projects would need funding
- No inflexible demands on own time; run throughout year for 6 points
What positive outcomes might happen?

Research that leads to a paper or conference presentation
Increased enrolments in Honours and PhD

Students

What would I have to do?

The tasks specified as part of the research project
Be an active member of the research group and participate in lab activities
Prepare a project report (maybe present a poster at a session)

What would I expect to get from it?

An understanding of key ideas, techniques, and ways of analyzing data in an area of current research
An understanding of how research gets done; immersion in a research environment
Interaction with academics and senior students
Credit towards degree with flexible time commitments
Opportunities to meet with other undergraduates taking a research opportunity

What positive outcomes might happen?

Co-authorship on a research publication or conference presentation
Develop interest in a research career

Faculty and Schools

What has to be done?

Administer a new 6-point unit (graded as pass/fail?)
Recruit projects and maintain a web page listing the projects
Organize end-of-semester or end-of-year poster session
Fund the projects as required; the initiative will be financially sustainable if it increases retention rates and encourages students into research degrees.

Geoff Hammond

March 2009