MEMBERS OF THE FACULTY BOARD OF LIFE AND PHYSICAL SCIENCES

The following items are circulated for members' consideration, with recommendations from the Chair. If you do not agree with any of the recommendations or would prefer that an item/s be referred to the next meeting for discussion, please advise me by no later than close of business on Thursday 23 July 2009.

If no comments/suggestions/objections are received by the date specified above, the items will be processed in the normal way and the recommendations will be recorded as resolutions of the Board in the next set of minutes.

Imelda Ooi
Administrative Officer

1. PROPOSED ESTABLISHMENT OF MARGARET LOMAN-HALL SCHOLARSHIP REF:

The School of Anatomy and Human Biology has advised that the late Dr Margaret Loman-Hall has bequested some funds to the School for the establishment of undergraduate scholarships. The purpose of the scholarship is to encourage and assist eligible students who have completed a major in Anatomy and Human Biology to undertake the Bachelor of Science honours program in the School. The Dean has approved the draft conditions, a copy of which is attached (Attachment A).

For noting

ITEMS FOR CONSIDERATION BY CIRCULAR

2. ITEMS FROM THE BOARD OF STUDIES CIRCULATED ON 7 JULY 2009

A copy of the noting of decisions taken by circulation to the Board of Studies on 7 July 2009 is attached (Attachment B). As no major concerns were raised, the Chair recommends the following:

a. PROPOSED CHANGE TO RULES FOR BSc HONOURS IN PSYCHOLOGY REF: F6294

that with effect from 2010, the proposed changes to the BSc honours in Psychology be approved and the rules amended accordingly to reflect the changes.

b. BACHELOR OF SCIENCE / BACHELOR OF ENGINEERING REF: F6294

that the majors anatomy & human biology; biochemistry, pharmacology and physiology, currently available with Electronic Engineering be standard options with the BE programs in (a) Mechanical Engineering, and (b) Mechatronics.

c. LIMIT ON BIOLOGICAL UNITS AT LEVEL 1 REF: F5075

that a footnote be included in Table 9.2.2a Recognised Units for the Bachelor of Science advising that students are permitted to take up to four of the five biological units offered at level 1.

d. PROPOSED CHANGE TO RULES FOR BSc (SPORT SCIENCE) PROGRAM REF: F6294

that the proposed changes to the rules for BSc (Sport Science) program be approved and the rules be amended accordingly to reflect the changes.
e. PROPOSED CHANGE TO RULES FOR BSc HONOURS IN PHARMACOLOGY REF: F6294

that the proposed change to the rules for the BSc honours in Pharmacology be approved.

f. BACHELOR OF SCIENCE/BACHELOR OF COMMERCE (51020) BACHELOR OF SCIENCE/BACHELOR OF ECONOMICS (51010) REF: 6294

that STAT1520 Economic & Business Statistics be approved as an alternative unit to STAT1400 Statistics for Science and STAT2210 Biometrics I in the combined BSc/BCom and BSc/BEc courses.

3. DELETION OF BSc (SCIENTIFIC COMPUTATION) PROGRAM REF: F6294, F5075

The School of Physics has advised that the BSc (Scientific Computation) program has not achieved the expected enrolment numbers and requested that it be rescinded with effect from 2010.

The following units will be deleted:
- SCIE2230 Scientific Modelling
- SCIE2233 Foundation of Scientific Computation I
- SCIE2234 Foundation of Scientific Computation II
- SCIE3330 Advanced Scientific Modelling
- SCIE3331 Special Topics in Scientific Computation
- SCIE3334 High Performance Computing I
- SCIE3335 High Performance Computing II

A covering letter from the Head of School is attached (Attachment C).

*The Chair recommends that the BSc (Scientific Computation) program be rescinded from 2010.*

4. PROPOSED MINOR AMENDMENT TO ADMISSION REQUIREMENTS FOR GRADUATE CERTIFICATE IN ADULT SLEEP SCIENCE REF: REF: F6294

The School of Anatomy & Human Biology is proposing a minor change to the admission requirements for the Graduate Certificate in Adult Sleep Science in order so that entry into the course is more flexible. The School proposes to change the rule from –

9.4.1A.3
(a)(i) has a bachelor’s degree in a relevant subject area from a recognized university;

... to

(a)(i) has a bachelor’s degree with subjects in the biomedical sciences discipline and/or psychology in a relevant subject area from a recognized university;

...

*The Chair recommends that the admission requirements for the Graduate Certificate in Adult Sleep Science be amended as shown above.*

5. PROPOSED MODIFICATION TO CORE UNITS FOR THE GRADUATE DIPLOMA IN INTEGRATED HUMAN STUDIES, MASTER OF INTEGRATED HUMAN STUDIES REF:

The School of Anatomy & Human Biology is proposing the following:

(a) modification of units in the Graduate Diploma in Integrated Human Studies and Master of Integrated Human Studies; and
(b) introduction of a Graduate Certificate in Integrated Human Studies
(a) modification of units in the Graduate Diploma in Integrated Human Studies and Master of Integrated Human Studies

The unit modifications will:
- present existing content in discrete 6-point units (in line with the University’s standardization of units) to increase accessibility and flexibility;
- provide blended learning and fully online modes of delivery to enable distance learning opportunities nationally and internationally; and
- entail arranging the unit content more coherently and using names chosen to better reflect their focus and objectives.

The following new units will be introduced:
- IHST88XX Dimensions of the Human Experience (6 points) - replacing ANHB8404 Project Analysis with more focused content and allows online delivery
- IHST88XX Technologies, Economies and Ecologies of the 21st Century (6 points) - replacing ANHB8405 Project Design with more focused content and allows online delivery
- IHST88XX Global Values and Lifestyles in the 21st Century (6 points) and IHST88XX Action, Innovation and Leadership for the 21st Century (6 points). Both units will provide an online alternative to the 12-point unit IHST8804 in discrete 6-point units
- IHST88XX Collaborative Online Inquiry into 21st Century Challenges (12 points) – unit will provide an online alternative to IHST8803

The following units will be renamed:
- IHST8801 Orientation to Integrated Human Studies (6 points) – name changed from IHST8801 Orientation to Integrated Human Studies Part 1 (6 points)
- IHST8802 Emergence of 21st Century Humanity (6 Points) – name changed from IHST8802 Orientation to Integrated Human Studies Part 2 (6 points)
- IHST8805 Principles and Practice of Integrated Human Studies (6 points) – name changed from IHST8805 Principles and Practice of Integrated Human Studies Part 1 (6 points)
- IHST8806 Modes of Inquiry in Integrated Human Studies (6 points) – name changed from IHST8806 Principles and Practice of Integrated Human Studies Part 2 (6 points)

The new unit proposals and amended rules for the Graduate Diploma in Integrated Human Studies and Master of Integrated Human Studies are attached (Attachment D1-30).

The Chair recommends that the following be approved with effect from 2010:
(i) introduction of the new units listed above; and
(ii) renaming of the units as outlined above

(b) introduction of a Graduate Certificate in Integrated Human Studies

In response to a number of enquiries from potential students and advice from Open Universities Australia, the School is proposing a Graduate Certificate in Integrated Human Studies which will comprise the first four units (24 points) of the Graduate Diploma in Integrated Human Studies.

The new course proposal and draft rules are attached (Attachment D31-34).

The Chair recommends that the introduction of the Graduate Certificate in Integrated Human Studies (51XXX) be approved with effect from 2010.
1 July 2009

Ms Jenny Gamble
Faculty Manager
Faculty of Life and Physical Sciences

Dear Jen

**RE: Margaret Loman-Hall Scholarship conditions**

The late Dr Margaret Loman-Hall established a bequest of funds to the School of Anatomy and Human Biology to establish undergraduate scholarships.

The School is seeking approval to provide a number of honours scholarships each year to eligible students in Anatomy & Human Biology. The number of scholarships available each year will vary depending upon the return on the investment funds.

The draft conditions which have received a preliminary edit from the Academic Secretariat are attached.

Yours Sincerely

Dr Ron Swann

[Signature]

**Dean, Faculty of Life & Physical Sciences**
Dr Margaret Loman-Hall Scholarship* [FXXXXX]

An asterisk (*) indicates that this scholarship is governed by conditions.

This scholarship is governed by the General Conditions for Scholarships for Coursework Students except as set out in the conditions that follow.

Note: These terms and conditions are subject to final drafting and approval by University Committees.

The late Dr Margaret Loman-Hall bequeathed a sum of money to The University of Western Australia ("the University") to establish a fund to provide scholarships to encourage eligible undergraduate students who have completed a major in Anatomy and Human Biology to undertake the Bachelor of Science Honours Programme in the School of Anatomy and Human Biology, leading to a Bachelor of Science (Honours) degree. The scholarship is established and administered in accordance with the following conditions.

Title
1. The scholarship is called the Dr Margaret Loman-Hall Scholarship.

Purpose
2. The purpose of the scholarship is to encourage and assist eligible students to undertake the Anatomy and Human Biology Honours Programme leading to the Bachelor of Science (Honours) degree in the Faculty of Life and Physical Sciences at the University.

Number and Value
3. (1) The number of scholarships available from time to time is determined by the Head of the School of Anatomy and Human Biology in the Faculty of Life and Physical Sciences.

(2) The value of each scholarship is $7,500 comprised of –
(a) $6,000 paid directly to the recipient; and
(b) $1,500 as a research allowance paid directly to the University on the recipient’s behalf.

Eligibility Requirements
4. (1) To be eligible to apply for a scholarship the applicant must be -
(a) a citizen or permanent resident of Australia; and
(b) eligible to enrol in the Bachelor of Science Honours degree programme in the School of Anatomy and Human Biology at the University.

(2) To be eligible to take up the scholarship, the successful applicant must be enrolled in the Bachelor of Science Honours Programme in Anatomy and Human Biology.
Body responsible for selection
5. The selection committee for the scholarship comprises:
(a) the Head of the School of Anatomy & Human Biology (as Chair), or nominee; and
(b) the Deputy Head of the School of Anatomy and Human Biology, or nominee; and
(c) the Honours programme coordinator of the School of Anatomy and Human Biology, or nominee.

Selection criteria
6. The scholarship is awarded by the selection committee to the applicant who, in its opinion, best demonstrates:
(a) academic achievement as evidenced by their academic record; and
(b) potential to achieve excellence in their chosen project as evidenced by the academic referee’s report

Selection process
7. (1) Selection of the recipient is made by the selection committee having regard to the applicants’ academic records and completed application forms, including referees’ reports.
(2) The selection committee may interview shortlisted applicants.

Awarding body
8. The scholarship is awarded by the School of Anatomy and Human Biology in the Faculty of Life and Physical Sciences on the recommendation of the selection committee.

Method of payment
9. (1) The scholarship is paid in two equal instalments.
(2) One instalment is paid on or after the census date in each semester.
(3) Payment of the second instalment is subject to the recipient making satisfactory progress in accordance with the rules of the course for which the scholarship is awarded.

Duration of award
10. The scholarship is tenable for two semesters which are normally consecutive.

Concurrent Awards
11. The scholarship may be held concurrently with another award provided that the conditions of the concurrent award so permit.

Application procedure
12. (1) Written applications are called for annually by the School of Anatomy and Human Biology and must be submitted to the School Manager by the advertised closing date.
(2) Applications must be made on the application form available from the School of Anatomy and Human Biology and accompanied by:
(a) a brief written academic referee’s report addressing the selection criteria (clause 6);
and
(b) for applicants who have undertaken study at a tertiary institution other than the University, a certified copy of the applicant's academic transcript from that institution.

.(3) If there are fewer awardees than scholarships available a second round of applications may be called.

Administering body
13. The scholarship is administered by the School of Anatomy and Human Biology in the Faculty of Life and Physical Sciences.

Publications
14. Any thesis, dissertation or other publications resulting from research undertaken by the recipient while in receipt of the Dr Margaret Loman-Hall Scholarship must acknowledge the support of the scholarship and carry the School of Anatomy & Human Biology, University of Western Australia byline.

Intellectual property
15. Intellectual property is governed by the university's intellectual property policy available on the University's website.
MINUTES OF THE BOARD OF STUDIES IN SCIENCE
BY CIRCULATION

Noting of Decisions taken by circular 7th July 2009

MINUTES - Ref: F4845

1. PROPOSED CHANGE TO RULES FOR BSc HONOURS IN PSYCHOLOGY REF:
The Head of the School of Psychology requested changes to the 4th year in Psychology. The proposed changes were –

- Deletion of optional units:
  PSYC7412 Psychology as a Profession I: Assessment of Individuals and Systems; and
  PSYC7419 Psychological Methods 2: Specialist Research Methods

- Renaming of the following units:

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC7413 Psychology as a Profession II: Effecting Change</td>
<td>PSYC7413 Psychological Research and Practice</td>
</tr>
<tr>
<td>PSYC7416 Psychological Approaches to Understanding</td>
<td>PSYC7416 Psychological Research and Theory</td>
</tr>
<tr>
<td>PSYC7418 Psychological Methods 1: Analysis of Complex Data</td>
<td>PSYC7418 Psychological Research and Data</td>
</tr>
</tbody>
</table>

The School proposed that in 2010, students enrolled in the BSc Honours in Psychology will complete the following:

PSYC7413 Psychological Research and Practice
PSYC7416 Psychological Research and Theory
PSYC7418 Psychological Research and Data.
PSYC7422 Honours Research Project (30 points)

It was
RESOLVED – 20/09
to recommend to the Faculty Board of the Faculty of Life and Physical Sciences that the proposed changes to BSc Honours in Psychology be approved and the rules amended accordingly to reflect the changes.

2. BACHELOR OF SCIENCE / BACHELOR OF ENGINEERING REF:
The Board of Studies of Science agreed to some additions to the list of approved combinations of engineering programs and science majors. On the recommendation of the Associate Dean (Students) of the Faculty of Engineering, Computing & Maths two further additions were recommended, namely the majors in the biomedical area currently available with Electronic Engineering become standard options also with the BE programs in (a) Mechanical Engineering, and (b) Mechatronics. These combinations offer possible career outcomes in the field of biomedical engineering and have been requested by some students in past years. The science majors in question are:

- Anatomy & Human Biology
- Biochemistry
- Pharmacology
- Physiology

Dr Jane Emberson advised that other combinations, not explicitly listed in the rules, remain possible if approved by both faculties for an individual student.

It was
RESOLVED – 21/09
to recommend to the Faculty Board of the Faculty of Life and Physical Sciences that the majors Anatomy & Human Biology, Biochemistry, Pharmacology and Physiology, currently available with Electronic Engineering be standard options with the BE programs in (a) Mechanical Engineering, and (b) Mechatronics.
3. LIMIT ON BIOLOGICAL UNITS AT LEVEL 1 REF:

There was general agreement that when SCIE1106 Molecular Biology of the Cell was introduced, it was agreed by all parties that students should be permitted to take up to four of the five biological units offered at level 1:

- ANHB1101 Human Biology 1
- ANHB1102 Human Biology 2
- BIOL1130 Core Concepts in Biology
- BIOL1131 Plant & Animal Biology
- SCIE1106 Molecular Biology of the Cell

This restriction is included as a note in the Science Courses booklet but is not stipulated in the Science Rules. Dr. Embrison proposed to add it to the Science Rules in the form of a footnote to Table 9.2.2a Recognised Units for the Bachelor of Science.

It was
RESOLVED – 22/09
to recommend to the Faculty Board of the Faculty of Life and Physical Sciences that a footnote be included in the Table 9.2.2a Recognised Units for the Bachelor of Science advising that students are permitted to take up to four of the five biological units offered at level 1.

4. PROPOSED CHANGE TO RULES FOR BSc (SPORT SCIENCE) PROGRAM REF:

The School of Sport Science, Exercise and Health requested minor changes to units for the BSc (Sport Science) program offered offshore in Singapore.

The proposed changes were:
(i) Replacement of HMES3387 Human Performance in Industry with HMES3301 Exercise Prescription for Health and Fitness which is a core unit for onshore students and is also a required unit to satisfy accreditation requirements;
(ii) Replacement of HMES3346 Skill Acquisition and Performance in Sport with HMES3345 Motor Skill Development. This is because HMES3346 is not being offered onshore in 2009 and is likely to be phased-out; and
(iii) Splitting of HMES3390 Professional Practice Part 1 and HMES3391 Professional Practice Part 2 over four teaching periods so that the required number of hours of practical experience can be undertaken within the time limit imposed by the structure offshore. As HMES3390/339 will still be taken by onshore students, it has been agreed that new unit codes be created for the units taught over the four teaching periods as follows:

- HMES 3381 Professional Practice Part 1 (1.5 points)
- HMES 3382 Professional Practice Part 2 (1.5 points)
- HMES 3383 Professional Practice Part 3 (1.5 points)
- HMES 3384 Professional Practice Part 4 (1.5 points)

It was
RESOLVED – 23/09
to recommend to the Faculty Board of the Faculty of Life and Physical Sciences that the proposed changes to the rules for the BSc (Sport Science) program be approved and the rules be amended accordingly to reflect the changes specified above.

5. PROPOSED CHANGE TO RULES FOR BSc HONOURS IN PHARMACOLOGY

The current rule for the BSc honours in Pharmacology states:

Prerequisites
9.2.8A.40 Students must have achieved an average mark of at least 65 per cent in a major in Pharmacology, or equivalent as recognised by the Faculty.

The discipline of Pharmacology wished to accept some candidates who have not completed a major in pharmacology but who wish to undertake an honours project in research areas with which Pharmacology staff are associated. This applies particularly to external candidates whose undergraduate degree does not closely match any of our BSc majors.

The proposed new rule would be:
Prerequisites

9.2.8A.40(1) Subject to (2) and (3), students must have achieved an average mark of at least 65 per cent in a major in Pharmacology, or equivalent as recognised by the Faculty.

(2) Students who have not completed a major in Pharmacology may be considered for entry provided they have—
   (a) completed another major with an average of at least 65 per cent;

   and

   (b) completed at least one unit in pharmacology at Level 3, with a mark of at least 65 per cent;

   and

   (c) appropriate academic background for their chosen project, as recognised by the Faculty.

(3) Students who do not meet the requirements of (1) or (2) above may be considered for entry to the Bachelor of Science (Biomedical Science) Honours programme with enrolment in units in Pharmacology.

Dr Emberson advised that Clause 2 above is based on an equivalent rule already in place for Honours in Pathology. Clause 3 allows for candidates who have no prior study of pharmacology at third-year level, but who’s major and proposed project are not clearly stated in another discipline in science and are considered appropriate for supervision in the discipline of Pharmacology. The prerequisite for Honours in Biomedical Science is an average of at least 65% in 24 points judged by the Faculty to be most closely related to the area of their chosen honours project. The program coordinator for Biomedical Science would have a role in advising the Faculty on these admissions.

It was

RESOLVED – 24/09

to recommend to the Faculty Board of the Faculty of Life and Physical Sciences that the proposed change to the rules for the BSc Honours in Pharmacology as outlined above be approved.

6. BACHELOR OF SCIENCE/BACHELOR OF COMMERCE (51020)
BACHELOR OF SCIENCE/BACHELOR OF ECONOMICS (51010) REF: 6294

The Board of Studies in Science agreed to approve STAT1400 Statistics for Science as a replacement for STAT1510 Statistics A in these combined courses. The rules for these courses require a pair of maths/statistics units at level 1 (12 points), plus 102 science points and 102 commerce/economics points; that is, the maths/statistics units are considered to count equally towards both degree components.

Dr Jane Emberson pointed out that previously, STAT1520 Economic & Business Statistics, had not been an approved unit in these courses but would be appropriate to include as an approved alternative to STAT1400 Statistics for Science and STAT2210 Biometrics 1, as both these units are slanted towards science. The Sub-dean of the UWA Business School, Mr Paul Lloyd, advised that, although STAT1400 is acceptable for all commerce/economics majors in the combined course, STAT1520 is slightly more appropriate for some majors, e.g. investment finance or quantitative economics.

Dr Emberson advised students transferring from one of these combined courses to the single BSc after first year would be slightly disadvantaged by having taken STAT1520, as it would still be a non-science unit and is subject to the rule limiting non-science credit at level 1 to twelve points. For students transferring from the single BCom or BEcons to the combined course after first year it would slightly simplify the granting of credit towards the combined course.

It was

RESOLVED – 25/09

to endorse the recommendation for approval by the Faculty Board of the Faculty of Life and Physical Sciences and the Faculty Management Committee of the Faculty of Natural and Agricultural Sciences that STAT1520 Economic & Business Statistics, be approved as an alternative unit to STAT1400 Statistics for Science and STAT2210 Biometrics 1 in the combined BSc/BCom and BSc/BEc courses.

7. MEETING SCHEDULE

All meetings at 2pm in the Economics Commerce Conference Room

Tuesday 4th August 2009
Tuesday 1st September 2009
July 13, 2009

Professor George Stewart
The Dean
Faculty of Life and Physical Sciences
The University of Western Australia

Withdrawal of the Scientific Computation Programme

Dear George,

Due to lack of enrolments, the School of Physics requests the withdrawal of the Scientific Computation Programme in the Bachelor of Science. The Programme has failed to draw the minimum enrolment numbers since its inception.

The specific units involved in the Programme are SCIE2233 Foundation of Scientific Computation I, SCIE2234 Foundation of Scientific Computation II, SCIE3330 Advanced Scientific Modelling, SCIE3331 Special Topics in Scientific Computation, SCIE3334 High Performance Computing I, SCIE3335 High Performance Computing II.

Yours sincerely,

[Signature]
Professor Ian McArthur
HEAD OF SCHOOL

Cc Dr Jane Emberson
16 July 2009

Ms Jenny Gamble
Faculty Manager
Faculty of Life and Physical Sciences

Dear Jenny,

Please find attached:

1) Proposals for modification of some of the core units our Graduate Diploma in Integrated Human Studies and Master of Integrated Human Studies programs.

2) A proposal for a 24-point Graduate Certificate in Integrated Human Studies, comprising the first four units of the Diploma in Integrated Human Studies, to which it articulates.

Modification of Core Units in the Diploma and Master programs (Integrated Human Studies)

The rationale, objectives and student outcomes of the courses and units will not be affected.

The unit modifications will:

1) Present existing content in discrete 6-point units where possible to accord with the stated UWA aim of standardising on 6-point units, and to increase accessibility and flexibility.

2) Provide blended learning and fully online modes of delivery for pedagogical and financial reasons, and to enable distance learning opportunities nationally and internationally. Once accredited, the programs can be marketed as fully online units for distance education through Open Universities Australia (currently under negotiation) and other distance education providers. These opportunities should significantly increase student numbers and the financial viability of the programs.

3) Arrange the content more coherently within the 6-point units and use names chosen to better reflect their focus and objectives.

Details of modifications

Changes to name of units only:

- IHST8801 Orientation to Integrated Human Studies (6 points): name change from IHST8801 Orientation to Integrated Human Studies Part 1 (6 points)
- IHST8802 Emergence of 21st Century Humanity (6 Points): name change from IHST8802 Orientation to Integrated Human Studies Part 2 (6 points)
- IHST8805 Principles and Practice of Integrated Human Studies (6 points): name change from IHST8805 Principles and Practice of Integrated Human Studies Part 1 (6 points)
• IHST8806 Modes of Inquiry in Integrated Human Studies (6 points): name change from IHST8806 Principles and Practice of Integrated Human Studies Part 2 (6 points)

Modifications to units (documents attached):
• IHST88XX Dimensions of the Human Experience (6 points): replaces ANHB8404 Project Analysis with more focused content and allows online delivery
• IHST88XX Technologies, Economies and Ecologies of the 21st Century (6 points): replaces ANHB8405 Project Design with more focused content and allows online delivery
• IHST88XX Global Values and Lifestyles in the 21st Century (6 points) and IHST88XX Action, Innovation and Leadership for the 21st Century (6 points) together: provide a content-focused, online alternative to the 12-point unit IHST8804 in discrete 6-point units
• IHST88XX Collaborative Online Inquiry into 21st Century Challenges (12 points): provides an online alternative to IHST8803

Proposed Certificate in Integrated Human Studies
The 24-point Certificate articulates with the Diploma in Integrated Human Studies and comprises the first four units of the Diploma. Please see the attached table for details of the units included in the certificate course.

Rationale: Anticipated increased student enrolments (based on advice from Open Universities Australia and student enquiries).

I am happy to answer any questions or elaborate on any of the above proposals.

Kindest regards

LINCOLN H SCHMITT
Head of School

NEVILLE BRUCE
Director, Centre for Integrated Human Studies
9.5.34 Graduate Diploma in Integrated Human Studies (51370)

Applicability of the University General Rules for Academic Courses
9.5.34.1 The rules in 1.1 and 1.2 of the University General Rules for Academic Courses in this handbook apply to the Graduate Diploma in Integrated Human Studies except as set out in the rules which follow.

Applicability of the Science Faculties' General Provisions
9.5.34.2 The Science Faculties’ General Provisions in 9.5.1 apply to the course.

Articulation
9.5.34.3 The course articulates with the Master of Integrated Human Studies.

Admission
9.5.34.4 The Faculty of Life and Physical Sciences may accept into the course for the Graduate Diploma in Integrated Human Studies an applicant who has a bachelor’s degree in a relevant subject area from this University, or equivalent as recognised by the Faculty.

Course Structure
9.5.33.5 The course consists of units to a total value of 48 points comprising all units in Table 9.5.34a (Graduate Diploma in Integrated Human Studies Core Units.)

Table 9.5.34a—Graduate Diploma in Integrated Human Studies Core Units

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

<table>
<thead>
<tr>
<th>S1, S2</th>
<th>ANHB8404</th>
<th>Project Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1, S2</td>
<td>ANHB8405</td>
<td>Project Design</td>
</tr>
<tr>
<td>S1, S2</td>
<td>IHST88XX</td>
<td>Dimensions of the Human Experience</td>
</tr>
<tr>
<td>S1, S2</td>
<td>IHST88XX</td>
<td>Technologies, Economies and Ecologies of the 21st Century</td>
</tr>
<tr>
<td>S1, S2</td>
<td>IHST8801</td>
<td>Orientation to Integrated Human Studies Part 1</td>
</tr>
<tr>
<td>S1, S2</td>
<td>IHST8802</td>
<td>Orientation to Integrated Human Studies Part 2</td>
</tr>
<tr>
<td>S1, S2</td>
<td>IHST8803</td>
<td>Integrated Human Studies Project Part 1 (12 points)</td>
</tr>
<tr>
<td>S1, S2</td>
<td>IHST8804</td>
<td>Integrated Human Studies Project Part 2 (12 points)</td>
</tr>
<tr>
<td>S1, S2</td>
<td>IHST88XX</td>
<td>Global Values and Lifestyles in the 21st Century</td>
</tr>
<tr>
<td>S1, S2</td>
<td>IHST88XX</td>
<td>Action, Innovation and Leadership for the 21st Century</td>
</tr>
<tr>
<td>S1, S2</td>
<td>IHST88XX</td>
<td>Collaborative Online Inquiry into 21st Century</td>
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<tr>
<td></td>
<td></td>
<td>Challenges (12 points)</td>
</tr>
</tbody>
</table>

D3
9.6.41 Master of Integrated Human Studies (52570)

Applicability of the University General Rules for Academic Courses
9.6.41.1 The rules in 1.1 and 1.2 of the University General Rules for Academic Courses in this handbook apply to the Master of Integrated Human Studies except as set out in the rules which follow.

Applicability of the Science Faculties’ General Provisions
9.6.41.2 The Science Faculties’ General Provisions in 9.6.1 apply to the course.

Articulation
9.6.41.3 The Graduate Diploma in Integrated Human Studies articulates with the course.

Mode of Study
9.6.41.4 The programme may be taken by way of coursework and dissertation only.

Admission
9.6.41.5 The Faculty of Life and Physical Sciences may accept into the course for the Master of Integrated Human Studies an applicant who has—
(a) a bachelor’s degree in a relevant subject area from this University, or equivalent as recognised by the Faculty;

or

(b) a bachelor’s degree with honours in a relevant subject area from this University, or equivalent as recognised by the Faculty;

or

(c) a Graduate Diploma in Integrated Human Studies or a graduate diploma in another relevant subject area from this University, or equivalent as recognised by the Faculty.

Course Structure
9.6.41.6 The course consists of units to a total value of 96 points comprising all units in Table 9.6.41a (Master of Integrated Human Studies Core Units).

Credit
9.6.41.7 Students who are admitted under 9.6.41.5(b) or (c) will be credited with 48 points towards the course.

Award of Graduate Diploma in Integrated Human Studies
9.6.41.8 A student who withdraws from the Master of Integrated Human Studies before qualifying for the degree but after satisfying the requirements of the Graduate Diploma in Integrated Human Studies may apply to the Faculty to be awarded the diploma.
Table 9.6.41a—Master of Integrated Human Studies Core Units

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1, S2</td>
<td>ANHB8404</td>
</tr>
<tr>
<td>S1, S2</td>
<td>ANHB8405</td>
</tr>
<tr>
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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.)*
   Dimensions of the Human Experience
   Dimensions of the Human Experience (short title)
   Human Experience (abbreviated)

   (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 points

   (c) a very brief description, not exceeding one line in length, of the content/area of the unit;
   An interdisciplinary investigation of the diversity of human natures and cultures and their relevance in the 21st century

   (d) the names of the degree, diploma and/or certificate courses in which you intend to offer the unit;
   Certificate in Integrated Human Studies, Diploma in Integrated Human Studies, Master of Integrated Human Studies

   (e) the proposed quota on intake to the unit, if any, and the nature of the constraint on intake.
   No quota

   (2) Please give a succinct summary of the academic objectives of the unit.
   *What does it mean to be a human? Humans uniquely have shaped their environment on planet Earth with potentially disastrous consequences. This unit investigates the body, mind and psyche of the human being and considers how individual and group human needs and desires have shaped outcomes in a range of cultural settings and against a background of religious and economic diversity.*

   (3) Please summarise what teaching and learning practices will be used to realise the academic objectives.
   *Students will use student-centred, collaborative inquiry modes of learning. Facilitated tutorials will encourage critical thinking, and online delivery will give practice in and familiarity with emerging technologies and up-to-date research skills. Communication skills and intercultural literacy will be enhanced by collaborative learning modes. Assessment methods such as e-portfolio presentation will encourage reflection about content and learning behaviour to encourage deep learning.*

   (4) Please advise what technologies (if any) will be required to support the teaching and learning practices.
   *Students will collaborate online and use online resources among others to research the topics. They will use an interdisciplinary approach, analytical tools and quantitative and qualitative methods to assess issues, and Web 2.0 elements of the virtual learning environment to discuss and propose solutions. They will present their findings using existing (e.g. PowerPoint and open source equivalent) and emerging (e.g. Skype, etc) communication technologies.*

   (5) Please outline what steps have been taken to ensure that any technologies to be used are readily available to staff and students.
   *Software to be used is open source to enable equity of access.*

   (6) Please indicate whether the unit is the outcome of a school, course or other review.
   *This 6-point unit substitutes for a previous generic unit (ANHB8404) with content more relevant to the focus of the course.*

   (7) Please advise whether the unit utilises any material from existing units. If so, please provide details.
   *It utilises some of the material from ANHB8404 and other components of the original Diploma.*
(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.)

Yes

(9) Please advise whether lecture outline has been provided.
No; this is a graduate unit based on assignments, tutorial work and current issue-based inquiry.

(10) (a) Please list the intended student learning outcomes.

Students will (1) gain an understanding of human diversity from an individual and social perspective, (2) recognise the importance of cultural and environmental influences on individual, group and national development; (3) become competent in collaborative online inquiry and (4) use interdisciplinary analytical tools.

(b) Is assessment explicitly tailored to such outcomes? ✓ Yes   No

Assessment is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). This reflects the emphasis on active student learning.

(Note: by resolution R23/08 the Academic Council endorsed the requirement that all new unit and course checklists should include the listing of intended student outcomes and affirmation that assessment is explicitly tailored to such outcomes).

2. Demand

(1) What are the estimated annual enrolments? 10-20

(2) How has the estimate in (1) been arrived at?
Estimate from student enquiries prior to targeted marketing and advice from Open Universities Australia (OUA)

(3) From which other units are students likely to move?
None. This unit forms part of a unique graduate program and is expected to attract new students.

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).
No scheduled formal examination. Assessment is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). Supplementary assessment is not available in this unit.

(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.
See above.

4. Grading Schema for Unit
NA

(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    □ 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 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).
   All costs will be met from School Resources. The costs are minimal and mainly relate to maintenance of a website (covered by the Centre for Integrated Human Studies).

(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.
   Professor Neville Bruce
   Steve Johnson

(4) Please confirm that you have attached a completed Library Consultation Form.
   NA. All standard reading resources can be found on the world wide web (open source) or on the unit website.

(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.
   NO
   (See http://www.teachingandlearning.uwa.edu.au/lt4/for_uwa_students2/policies/asfc3)

6. Consultation

Please provide details of the consultations you have had with various groups and individuals during the development of this proposal indicating whether or not any issues have been raised. Consultation includes the following:

This unit comprises various components of the existing Diploma course for which all of the groups below were consulted. Further consultation has continued with prospective students. No issues have been raised.

(a) heads of schools in cagnate 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.

D8
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.  
**A copy will be sent to all UWA Deans**

  Faculty of ____________________________  □ Date ____________
  Faculty of ____________________________  □ Date ____________
  Faculty of ____________________________  □ Date ____________

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

  School of ____________________________  □ Date ____________
  School of ____________________________  □ Date ____________
  School of ____________________________  □ Date ____________

- The Librarian **NA see 5 (4) above** ____________________________  □ Date ____________

8. **Confirmation by Head of School**

I confirm that the process leading to the proposal for the introduction of **Dimensions of the Human Experience** _________ *(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, UWA

Academic Secretariat
October 2009
*(New_Unit_Checklist)*
The availability of units in Semester 1, 2, etc. was correct at the time of going to press but may be subject to change.

**Credit:** 6 points **Availability:** Semester 1, Semester 2  (see Timetable)

**Outcomes:** Students will (1) gain an understanding of human diversity from an individual and social perspective; (2) recognise the importance of cultural and environmental influences on individual, group and national development; (3) become competent in collaborative online inquiry; and (4) use interdisciplinary analytical tools.

**Content:** What does it mean to be a human? Humans uniquely have shaped their environment on planet Earth with potentially disastrous consequences. This unit investigates the body, mind and psyche of the human being and considers how individual and group human needs and desires have shaped outcomes in a range of cultural settings and against a background of religious and economic diversity.

**Assessment:** This is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). Supplementary assessment is not available in this unit.

**Unit Co-ordinator(s):** Professor Neville Bruce  
**Location:** UWA (Crawley)  
**Mode:** On-campus (blended learning) and off-campus (online).

**Unit Rules:**
**Prerequisites:** A bachelor degree from UWA or equivalent. This unit requires completion of or concurrent enrolment in IHST88** Orientation to Integrated Human Studies.

**Contact hours:** Online: no formal contact hours: students are able to seek assistance by email or phone and interact through discussion groups on the unit website. On-campus (blended learning) students may substitute tutorials for the discussion group online interaction. Students are expected to spend approximately 40 hours working through the online learning modules, readings and group interaction. Some additional study time is recommended.


Assistance with study skills, including English language skills, is available free of charge from Student Services for all enrolled students (see [http://www.studysmarter.uwa.edu.au/](http://www.studysmarter.uwa.edu.au/)). Student Services location: Second Floor, South Wing, Guild Village; telephone: 6488 2423.
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.)*
   
   Technologies, Economics and Ecologies of the 21st Century
   
   21st Century Technologies (short title)
   
   Technologies (abbreviated)

   (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 points

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

   An investigation of technologies, economies and ecologies, with emphasis on disciplinary skills and paradigms

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

   Certificate in Integrated Human Studies, Diploma in Integrated Human Studies, Master of Integrated Human Studies

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

   No quota

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

   The 21st century will be one of massive transition. This unit explores some of the major drivers of change and their likely impact on human lifestyles and the environment. It uses an interdisciplinary approach to investigate the influence of various kinds of technologies in human history, differing paradigms for national economies, and how these have intersected with the natural world to create issues and opportunities in the 21st century.

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

   Students will use student-centred, collaborative inquiry modes of learning. Facilitated tutorials will encourage critical thinking, and online delivery will give practice in and familiarity with emerging technologies and up-to-date research skills. Communication skills and intercultural literacy will be enhanced by collaborative learning modes. Assessment methods such as e-portfolio presentation will encourage reflection about content and learning behaviour to encourage deep learning.

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

   Students will collaborate online and use online resources among others to research the topics. They will use an interdisciplinary approach, analytical tools and quantitative and qualitative methods to assess issues, and Web 2.0 elements of the virtual learning environment to discuss and propose solutions. They will present their findings using existing (e.g. PowerPoint and open source equivalent) and emerging (e.g. Skype, etc) communication technologies.

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

   Software to be used is open source to enable equity of access.

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

   This 6-point unit substitutes for ANHB8405 with content more relevant to the focus of the course.

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

   It utilises some of the material from ANHB8405 and other components of the original Diploma.
(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.)

Yes

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

No; this is a graduate unit based on assignments, tutorial work and current issue-based inquiry.

(10) (a) Please list the intended student learning outcomes.

Students will (1) gain an understanding of the importance of technological change on human wellbeing and global sustainability, (2) recognise the impact of major transitions on individual and group values; (3) become competent in collaborative online inquiry and (4) use interdisciplinary analytical tools.

(b) Is assessment explicitly tailored to such outcomes? √ Yes □ No

Assessment is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). This reflects the emphasis on active student learning.

(Note: by resolution R23/08 the Academic Council endorsed the requirement that all new unit and course checklists should include the listing of intended student outcomes and affirmation that assessment is explicitly tailored to such outcomes).

2. Demand

(1) What are the estimated annual enrolments?

10-20

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

Estimate from student enquiries prior to targeted marketing and advice from Open Universities Australia (OUA)

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

None. This unit forms part of a unique graduate program and is expected to attract new students.

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).

No scheduled formal examination. Assessment is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). Supplementary assessment is not available in this unit.

(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.

See above.

4. Grading Schema for Unit

NA

(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   √ 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 1.2.1.25(3).

2Please 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).

All costs will be met from School Resources. The costs are minimal and mainly relate to maintenance of a website (covered by the Centre for Integrated Human Studies).

(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.

Professor Neville Bruce
Steve Johnson

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

NA. All standard reading resources can be found on the world wide web (open source) or on the unit website.

(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.

NO.

(See http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_students2/policies/asfc3)

6. **Consultation**

Please provide details of the consultations you have had with various groups and individuals during the development of this proposal indicating whether or not any issues have been raised. Consultation includes the following:

This unit comprises various components of the existing Diploma course for which all of the groups below were consulted. Further consultation has continued with prospective students. No issues have been raised.

(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.
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.  
  **A copy will be sent to all UWA Deans**

  Faculty of ___________________________  ☐ Date ____________
  Faculty of ___________________________  ☐ Date ____________
  Faculty of ___________________________  ☐ Date ____________

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

  School of ___________________________  ☐ Date ____________
  School of ___________________________  ☐ Date ____________
  School of ___________________________  ☐ Date ____________

- The Librarian **NA see 5 (4) above** ___________________________  ☐ Date ____________

8. **Confirmation by Head of School**

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

**Technologies, Economies and Ecologies of the 21st Century**___________ *(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, UWA

Academic Secretariat  
October 2008  
(New_Unit_Checklist)
The availability of units in Semester 1, 2, etc. was correct at the time of going to press but may be subject to change.

**Credit:** 6 points **Availability:** Semester 1, Semester 2 (see Timetable)

**Outcomes:** Students will (1) gain an understanding of the importance of technological change on human wellbeing and global sustainability; (2) recognise the impact of major transitions on individual and group values; (3) become competent in collaborative online inquiry; and (4) use interdisciplinary analytical tools.

**Content:** The 21st century will be one of massive transition. This unit explores some of the major drivers of change and their likely impact on human lifestyles and the environment. It uses an interdisciplinary approach to investigate the influence of various kinds of technologies in human history, differing paradigms for national economies, and how these have intersected with the natural world to create issues and opportunities in the 21st century.

**Assessment:** This is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). Supplementary assessment is not available in this unit.

**Unit Co-ordinator(s):** [Professor Neville Bruce](mailto:neville.bruce@uwa.edu.au)

**Location:** UWA (Crawley)

**Mode:** On-campus (blended learning) and off-campus (online).

**Unit Rules:**

**Prerequisites:** A bachelor degree from UWA or equivalent. This unit requires completion of or concurrent enrolment in IHST88** Orientation to Integrated Human Studies.

**Contact hours:** Online: no formal contact hours: students are able to seek assistance by email or phone and interact through discussion groups on the unit website. On-campus students (blended learning) may substitute tutorials for the discussion group online interaction. Students are expected to spend approximately 40 hours working through the online learning modules, readings and group interaction. Some additional study time is recommended.


Assistance with study skills, including English language skills, is available free of charge from Student Services for all enrolled students (see [http://www.studysmarter.uwa.edu.au/](http://www.studysmarter.uwa.edu.au/)). Student Services location: Second Floor, South Wing, Guild Village; telephone: 6488 2423.
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.)*
      Global Values and Lifestyles in the 21st Century
      Global Values and Lifestyles (short title)
      Global Lifestyles (abbreviated)

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

      (c) a very brief description, not exceeding one line in length, of the content/area of the unit;
      *An interdisciplinary investigation of global values and lifestyles with emphasis on future equity*

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

      (e) the proposed quota on intake to the unit, if any, and the nature of the constraint on intake.
      *No quota*

   (2) Please give a succinct summary of the academic objectives of the unit.
      *Burgeoning population growth, environmental pollution and overuse of world resources are forcing\n        changes to how we live and what we value. This unit considers world values and motivations and\n        what lifestyles are possible for the 6.8 billion inhabitants of the planet. It investigates quality of\n        life indices and prospects for equitable access to resources in the 21st century.*

   (3) Please summarise what teaching and learning practices will be used to realise the academic objectives.
      *Students will use student-centred, collaborative inquiry modes of learning. Facilitated tutorials\n        will encourage critical thinking, and online delivery will give practice in and familiarity with\n        emerging technologies and up-to-date research skills. Communication skills and intercultural\n        literacy will be enhanced by collaborative learning modes. Assessment methods such as e-\n        portfolio presentation will encourage reflection about content and learning behaviour to encourage\n        deep learning.*

   (4) Please advise what technologies (if any) will be required to support the teaching and learning practices.
      *Students will collaborate online and use online resources among others to research the topics. They\n        will use an interdisciplinary approach, analytical tools and quantitative and qualitative methods to assess issues, and Web 2.0 elements of the virtual learning environment to discuss and propose solutions. They will present their findings using existing (e.g. PowerPoint and open source equivalent) and emerging (e.g. Skype, etc) communication technologies.*

   (5) Please outline what steps have been taken to ensure that any technologies to be used are readily available to staff and students.
      *Software to be used is open source to enable equity of access.*

   (6) Please indicate whether the unit is the outcome of a school, course or other review.
      *This 6-point unit comprises a part-replacement, and an online alternative to, the previous 12-point unit IHST8804 and includes content more relevant to the focus of the course.*

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

   (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.)
      *Yes*
Please advise whether lecture outline has been provided.

No; this is a graduate unit based on assignments, tutorial work and current issue-based inquiry.

(a) Please list the intended student learning outcomes.

Students will (1) apply various disciplinary tools to quantify and qualitatively appreciate human wellbeing, (2) apply various disciplinary measures of global sustainability; (3) become competent in collaborative online inquiry; and (4) develop scenarios for future lifestyle change.

(b) Is assessment explicitly tailored to such outcomes?  

Yes  No

Assessment is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). This reflects the emphasis on active student learning.

(Note: by resolution R23/08 the Academic Council endorsed the requirement that all new unit and course checklists should include the listing of intended student outcomes and affirmation that assessment is explicitly tailored to such outcomes).

2. Demand

(1) What are the estimated annual enrolments?

10-20

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

Estimate from student enquiries prior to targeted marketing and advice from Open Universities Australia (OUA).

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

None. This unit forms part of a unique graduate program and is expected to attract new students.

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).

No scheduled formal examination. Assessment is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). Supplementary assessment is not available in this unit.

(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.

See above.

4. Grading Schema for Unit

NA

(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.
- Yes □ 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/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). All costs will be met from School Resources. The costs are minimal and mainly relate to maintenance of a website (covered by the Centre for Integrated Human Studies).

(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.
- Professor Neville Bruce
- Steve Johnson

(4) Please confirm that you have attached a completed Library Consultation Form. NA. All standard reading resources can be found on the world wide web (open source) or on the unit website.

(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. NO.

(See http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_students2/policies/asfc3)

6. **Consultation**

Please provide details of the consultations you have had with various groups and individuals during the development of this proposal indicating whether or not any issues have been raised. Consultation includes the following:
This unit comprises various components of the existing Diploma course for which all of the groups below were consulted. Further consultation has continued with prospective students. No issues have been raised.

- (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.
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. **A copy will be sent to all UWA Deans**

  Faculty of ___________________________ □ Date ____________
  Faculty of ___________________________ □ Date ____________
  Faculty of ___________________________ □ Date ____________

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

  School of ___________________________ □ Date ____________
  School of ___________________________ □ Date ____________
  School of ___________________________ □ Date ____________

- The Librarian **NA see 5 (4) above**_________________________ □ Date ____________

8. **Confirmation by Head of School**

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

**Global Values and Lifestyles in the 21st Century**_________ (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, UWA

Academic Secretariat
October 2008
(New_Unit_Checklist)
IHST 88XX  Global Values and Lifestyles of the 21st Century

The availability of units in Semester 1, 2, etc. was correct at the time of going to press but may be subject to change.

Credit: 6 points Availability: Semester 1, Semester 2 (see Timetable)

Outcomes: Students will (1) apply various disciplinary tools to quantify and qualitatively appreciate human wellbeing; (2) apply various disciplinary measures of global sustainability; (3) become competent in collaborative online inquiry; and (4) develop scenarios for future lifestyle change.

Content: Burgeoning population growth, environmental pollution and overuse of world resources are forcing changes to how we live and what we value. This unit considers world values and motivations and what lifestyles are possible for the 6.8 billion inhabitants of the planet. It investigates quality of life indices and prospects for equitable access to resources in the 21st century.

Assessment: This is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). Supplementary assessment is not available in this unit.

Unit Co-ordinator(s): Professor Neville Bruce
Location: UWA (Crawley)
Mode: On-campus (blended learning) and off-campus (online).

Unit Rules:
Prerequisites: A bachelor degree from UWA or equivalent. This unit requires completion of or concurrent enrolment in IHST88** Orientation to Integrated Human Studies and normally follows completion of IHST88** Emergence of 21st Century Humanity; IHST88** Dimensions of the Human Experience; IHST88** Technologies; and IHST88** Economies and Ecologies of the 21st Century.
Contact hours: Online: no formal contact hours: students are able to seek assistance by email or phone and interact through discussion groups on the unit website. On-campus (blended learning) students may substitute tutorials for the discussion group online interaction. Students are expected to spend approximately 40 hours working through the online learning modules, readings and group interaction. Some additional study time is recommended.

Unit Outline: http://www.unitoutlines.science.uwa.edu.au/Units/IHST88**

Assistance with study skills, including English language skills, is available free of charge from Student Services for all enrolled students (see http://www.studysmarter.uwa.edu.au/). Student Services location: Second Floor, South Wing, Guild Village; telephone: 6488 2423.
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 Calista is 100 for long, 40 for short and 20 for abbreviated.)*
   
   Action, Innovation and Leadership for the 21st Century  
   Action for the 21st Century (short title)  
   21st Century Action (abbreviated)

   (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 points

   (c) a very brief description, not exceeding one line in length, of the content/area of the unit;  
   An interdisciplinary approach to practical ways to achieve positive outcomes for the 21st century

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

   (e) the proposed quota on intake to the unit, if any, and the nature of the constraint on intake.  
   No quota

   (2) Please give a succinct summary of the academic objectives of the unit.  
   This unit is an introduction to future studies. Challenges of the 21st century demand major innovative and effective responses from concerned citizens and leaders. This unit researches tools for action, management and influence, and considers the roles of individuals, agencies, governments and corporations in creating a sustainable future.

   (3) Please summarise what teaching and learning practices will be used to realise the academic objectives.  
   Students will use student-centred, collaborative inquiry modes of learning. Facilitated tutorials will encourage critical thinking, and online delivery will give practice in and familiarity with emerging technologies and up-to-date research skills. Communication skills and intercultural literacy will be enhanced by collaborative learning modes. Assessment methods such as e-portfolio presentation will encourage reflection about content and learning behaviour to encourage deep learning.

   (4) Please advise what technologies (if any) will be required to support the teaching and learning practices.  
   Students will collaborate online and use online resources among others to research the topics. They will use an interdisciplinary approach, analytical tools and quantitative and qualitative methods to assess issues, and Web 2.0 elements of the virtual learning environment to discuss and propose solutions. They will present their findings using existing (e.g. PowerPoint and open source equivalent) and emerging (e.g. Skype, etc) communication technologies.

   (5) Please outline what steps have been taken to ensure that any technologies to be used are readily available to staff and students.  
   Software to be used is open source to enable equity of access.

   (6) Please indicate whether the unit is the outcome of a school, course or other review.  
   This 6-point unit comprises a part-replacement of, and online alternative to, the previous 12-point unit IHST8804 and includes content more relevant to the focus of the course.

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

   (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.)*  
   Yes
(9) Please advise whether lecture outline has been provided. 
No; this is a graduate unit based on assignments, tutorial work and current issue-based inquiry.

(10) (a) Please list the intended student learning outcomes.

Students will (1) recognise the importance of major political and social change at local, national and global levels; (2) consider the role of emerging communication technologies for creating change; (3) reflect on their personal involvement and capacity for leadership and action; and (4) develop their competence in collaborative online action.

(b) Is assessment explicitly tailored to such outcomes?  
\( \checkmark \) Yes  \( \square \) No

Assessment is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). This reflects the emphasis on active student learning.

(Note: by resolution R23/08 the Academic Council endorsed the requirement that all new unit and course checklists should include the listing of intended student outcomes and affirmation that assessment is explicitly tailored to such outcomes).

2. Demand

(1) What are the estimated annual enrolments?
10-20

(2) How has the estimate in (1) been arrived at?
Estimate from student enquiries prior to targeted marketing and advice from Open Universities Australia (OUA)

(3) From which other units are students likely to move?
None. This unit forms part of a unique graduate program and is expected to attract new students.

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).

No scheduled formal examination. Assessment is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). Supplementary assessment is not available in this unit.

(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.
See above.

4. Grading Schema for Unit

NA

(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.
   □ Yes       ✓ 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/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).

All costs will be met from School Resources. The costs are minimal and mainly relate to maintenance of a website (covered by the Centre for Integrated Human Studies).

(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.
   Professor Neville Bruce
   Steve Johnson

(4) Please confirm that you have attached a completed Library Consultation Form.
   NA. All standard reading resources can be found on the world wide web (open source) or on the unit website.

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

6. Consultation

Please provide details of the consultations you have had with various groups and individuals during the development of this proposal indicating whether or not any issues have been raised. Consultation includes the following:

This unit comprises various components of the existing Diploma course for which all of the groups below were consulted. Further consultation has continued with prospective students. No issues have been raised.

(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.
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. **A copy will be sent to all UWA Deans**

  Faculty of ________________________________ ☐ Date ______________
  Faculty of ________________________________ ☐ Date ______________
  Faculty of ________________________________ ☐ Date ______________

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

  School of ___________________________________ ☐ Date ______________
  School of ___________________________________ ☐ Date ______________
  School of ___________________________________ ☐ Date ______________

- The Librarian **NA see 5 (4) above** ________________________________ ☐ Date ______________

8. **Confirmation by Head of School**

I confirm that the process leading to the proposal for the introduction of **Action, Innovation and Leadership for the 21st Century** (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, UWA

Academic Secretariat
October 2009
 Neue_Unit_Checklist

D 24
IHST 88XX  Action, Innovation and Leadership for the 21st Century

The availability of units in Semester 1, 2, etc. was correct at the time of going to press but may be subject to change.

Credit: 6 points  Availability: Semester 1, Semester 2 (see Timetable)

Outcomes: Students will (1) recognise the importance of major political and social change at local, national and global levels; (2) consider the role of emerging communication technologies for creating change; (3) reflect on their personal involvement and capacity for leadership and action; and (4) develop their competence in collaborative online action.

Content: This unit is an introduction to future studies. Challenges of the 21st century demand major innovative and effective responses from concerned citizens and leaders. This unit researches tools for action, management and influence, and considers the roles of individuals, agencies, governments and corporations in creating a sustainable future.

Assessment: This is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). Supplementary assessment is not available in this unit.

Unit Co-ordinator(s): Professor Neville Bruce
Location: UWA (Crawley)
Mode: On-campus (blended learning) and off-campus (online).

Unit Rules:
Prerequisites: A bachelor degree from UWA or equivalent. This unit requires completion of or concurrent enrolment in IHST88** Orientation to Human Studies and normally follows completion of IHST88** Emergence of 21st Century Humanity; IHST88** Dimensions of the Human Experience; IHST88** Technologies, Economies and Ecologies of the 21st Century.
Contact hours: Online: no formal contact hours: students are able to seek assistance by email or phone and interact through discussion groups on the unit website. On-campus students (blended learning) may substitute tutorials for the discussion group online interaction. Students are expected to spend approximately 40 hours working through the online learning modules, readings and group interaction. Some additional study time is recommended.

Unit Outline: http://www.unitoutlines.science.uwa.edu.au/Units/IHST88**

Assistance with study skills, including English language skills, is available free of charge from Student Services for all enrolled students (see http://www.studysmarter.uwa.edu.au). Student Services location: Second Floor, South Wing, Guild Village; telephone: 6488 2423.
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.)*
         Collaborative Online Inquiry into 21st Century Challenges
         Collaborative Online Inquiry (short title)
         Online Inquiry (abbreviated)

      (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)*;
         12 points

      (c) a very brief description, not exceeding one line in length, of the content/area of the unit;
         *An interdisciplinary approach to practical ways to achieve positive outcomes for the 21st century*

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

      (e) the proposed quota on intake to the unit, if any, and the nature of the constraint on intake.
         No quota

   (2) Please give a succinct summary of the academic objectives of the unit.
      *Complex local and global issues demand interdisciplinary and collaborative approaches. This project-and-reporting unit gives students a chance to put into practice skills and principles learned in the preceding units. Students will collaboratively identify a significant local or global challenge and use interdisciplinary methods to research, discuss and propose action.*

   (3) Please summarise what teaching and learning practices will be used to realise the academic objectives.
      *Students will collaborate to identify and research a local or global challenge. Communication skills and intercultural literacy will be enhanced by collaborative learning modes. They will use online learning technologies and practise interdisciplinary methods of research and analysis to build knowledge and propose solutions.*

   (4) Please advise what technologies (if any) will be required to support the teaching and learning practices.
      *Students will collaborate online and use online resources among others to research a topic. They will use an interdisciplinary approach, analytical tools and quantitative and qualitative methods, and Web 2.0 elements of the virtual learning environment to research, discuss and propose solutions. They will present their findings using existing (e.g. PowerPoint and open source equivalent) and emerging (e.g. Skype, etc) communication technologies.*

   (5) Please outline what steps have been taken to ensure that any technologies to be used are readily available to staff and students.
      *Software to be used is open source to enable equity of access.*

   (6) Please indicate whether the unit is the outcome of a school, course or other review.
      *This 12-point unit provides an online alternative to the 12-point unit IHST8803.*

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

   (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.)*
      Yes
(9) Please advise whether lecture outline has been provided.
No; this is a graduate unit based on assignments, tutorial work and current issue-based inquiry.

(10) (a) Please list the intended student learning outcomes.

Students will (1) develop skills in working with others; (2) use interdisciplinary research and analytical tools; (3) recognise the complexity of issues and the necessity for collaborative inquiry; and (4) apply skills in a real-life project to completion.

(b) Is assessment explicitly tailored to such outcomes?  ✓ Yes  ☐ No

Assessment is based on a project submission (50%), and individual portfolio (50%) This reflects the emphasis on active, collaborative student learning.

(Note: by resolution R23/08 the Academic Council endorsed the requirement that all new unit and course checklists should include the listing of intended student outcomes and affirmation that assessment is explicitly tailored to such outcomes).

2. Demand

(1) What are the estimated annual enrolments?
10-20

(2) How has the estimate in (1) been arrived at?
Estimate from student enquiries prior to targeted marketing and advice from Open Universities Australia (OUA)

(3) From which other units are students likely to move?
None. This unit forms part of a unique graduate program and is expected to attract new students.

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).
No scheduled formal examination. Assessment is based on a portfolio of activities (50%), an assignment including website production (25%) and assessment based on contribution to group activities (25%). Supplementary assessment is not available in this unit.

(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.
See above.

4. Grading Schema for Unit

NA

(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    √ 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/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).

All costs will be met from School Resources. The costs are minimal and mainly relate to maintenance of a website (covered by the Centre for Integrated Human Studies).

(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.

Professor Neville Bruce
Steve Johnson

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

NA. All standard reading resources can be found on the world wide web (open source) or on the unit website.

(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.

NO

(See http://www.teachingandlearning.uwa.edu.au/14/for_uwa_students2/policies/asfc3)

6. Consultation

Please provide details of the consultations you have had with various groups and individuals during the development of this proposal indicating whether or not any issues have been raised. Consultation includes the following:

This unit comprises various components of the existing Diploma course for which all of the groups below were consulted. Further consultation has continued with prospective students. No issues have been raised.

(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.
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.  
  **A copy will be sent to all UWA Deans**

  Faculty of ____________________________ ☐ Date __________
  Faculty of ____________________________ ☐ Date __________
  Faculty of ____________________________ ☐ Date __________

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

  School of ____________________________ ☐ Date __________
  School of ____________________________ ☐ Date __________
  School of ____________________________ ☐ Date __________

- The Librarian **NA see 5 (4) above** ____________________________ ☐ Date __________

8. **Confirmation by Head of School**

I confirm that the process leading to the proposal for the introduction of **Collaborative Online Inquiry into 21st Century Challenges** ________ *(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, UWA

Academic Secretariat
October 2009
*(New_Unit_Checklist)*
IHST 88XX  Collaborative Online Inquiry into 21st Century Challenges

The availability of units in Semester 1, 2, etc. was correct at the time of going to press but may be subject to change.

Credit: 12 points Availability: Semester 1, Semester 2 (see Timetable)

Outcomes: Students will (1) develop skills in working with others; (2) use interdisciplinary research and analytical tools; (3) recognise the complexity of issues and the necessity for collaborative inquiry; and (4) apply skills in a real-life project to completion.

Content: Complex local and global issues demand interdisciplinary and collaborative approaches. This project-and-reporting unit gives students a chance to put into practice skills and principles learned in the preceding units. Students will collaboratively identify a significant local or global challenge and use interdisciplinary methods to research, discuss and propose action.

Assessment: This is based on submission of a collaborative online report (50%) together with a portfolio of individual activities (50%).

Unit Co-ordinator(s): Professor Neville Bruce
Location: UWA (Crawley)
Mode: On-campus (blended learning) and off-campus (online).

Unit Rules:
Prerequisites: A bachelor degree from UWA or equivalent. This unit requires completion of IHST88**: Orientation to Integrated Human; IHST88**: Emergence of 21st Century Humanity; IHST88**: Dimensions of the Human Experience; IHST88**: Technologies, Economies and Ecologies of the 21st Century; and completion of or concurrent enrolment in IHST88**: Global Values and Lifestyles in the 21st Century; and IHST88**: Action, Innovation and Leadership for the 21st Century.
Contact hours: Online: no formal contact hours: students are able to seek assistance by email or phone and interact through discussion groups on the unit website. On-campus students (blended learning) may substitute tutorials for the discussion group online interaction. Students are expected to spend approximately 80 hours working through the online learning modules, readings, research and group interaction, and project presentation. Some additional study time is recommended.

Unit Outline: http://www.unitoutlines.science.uwa.edu.au/Units/IHST88**

Assistance with study skills, including English language skills, is available free of charge from Student Services for all enrolled students (see http://www.studysmarter.uwa.edu.au/). Student Services location: Second Floor, South Wing, Guild Village; telephone: 6488 2423.
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/internatl/

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

(a) the proposed name of the course or programme: Graduate Certificate in Integrated Human Studies

(b) the proposed abbreviated form of the course or programme name (see http://www.secretariat.uwa.edu.au/home/policies/degree_abbrv for policy on Degree Abbreviations); GradCertIntHumSt

(c) the proposed annual intake to the course or programme (in student numbers): 10-20

(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): to be determined

(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: a bachelor’s degree of this university or equivalent qualification as recognised by this university

(g) total number of points required for completion: 24

(h) expected completion time for full-time student taking standard load: one semester

(i) delivery mode (i.e. Internal, external, multi-mode, online-only). Multi-mode according to enrolment: internal students will use blended learning; external students will use fully online modes

(ii) are any units taught by any kind of non face-to-face instruction? Yes

(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.)

(j) is any part of the course taught away from the Crawley campus? No. Fully online delivery will be provided from the Crawley campus but may be hosted by Open Universities Australia (OUA).

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

(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. NA

(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. NA

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?
    YES as blended learning mode only
    Is the course to be offered to international fee-paying students on other visas?
    YES Possibility of international students enrolling through Open Universities Australia if agreement is negotiated successfully.

(b) What fee per annum is proposed for international fee-paying students?
    Certificate = 24 points; full fee is $12,300 or $512.50 per point. (As recommended for existing Diploma in Integrated Human Studies).

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

(a) Is the course to be registered with DEEWRT 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. Certificate is 24 points, full fee is $600 or $250 per point.

(c) Please comment on consultations you have had with other institutions, both national and local, in determining that fee. Fee is in accord with standard cost and comparable units and advice from Open Universities Australia.

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.

The proposed Certificate forms the first half of the Diploma in Integrated Human Studies and so shares in terms of its fit with the University’s and Faculty’s Strategic and Operational Priorities Plans. Offering a 24-point Certificate (to articulate with the Diploma) aims to attract a wider market.

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.

NA

Faculty of ____________________________ □ Date

D32
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)

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. **NA**

I confirm that the indigenous issues involved in the proposal for the following 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.

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

Where it is proposed to offer the course to international 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 students is appropriate.

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University Secretariat
Checklist_NewCourse
Last updated: October 2008
9.4.** Graduate Certificate in Integrated Human Studies (***)

Applicability of the University General Rules for Academic Courses

9.4.1A.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 Integrated Human Studies except as set out in the rules which follow.

Applicability of the Science Faculties' General Provisions

9.4.1A.2 The Science Faculties' General Provisions for Graduate Certificates in 9.4.1 apply to the course.

Articulation

9.4.**** The course articulates with the Graduate Diploma in Integrated Human Studies.

Admission

9.4.**** The Faculty of Life and Physical Sciences may accept into the course an applicant who—

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

Course Structure

9.4.**** The course consists of units to a total value of 24 points comprising all units in Table 9.4.**** (Graduate Certificate in Integrated Human Studies Core Units)—24 points.

Table 9.4.1Aa—Graduate Certificate in Integrated Human Studies Core Units

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

NS Non-standard teaching period to be arranged with OUA, distance learning host.

S1, S2,NS IHST8801 Orientation to Integrated Human and Global Studies
S1, S2,NS IHST88XX Emergence of 21st Century Humanity
S1, S2,NS IHST88XX Dimensions of the Human Experience
S1, S2,NS IHST88XX Technologies, Economies and Ecologies of the 21st Century