MEMBERS OF THE BOARD OF COURSEWORK STUDIES
Deputy Vice-Chancellor (Education) as Chair (Winthrop Professor Alec Cameron)
Chair, Academic Board (Winthrop Professor John Cordery)
Deputy Chair, Academic Board (Professor Cara MacNish)
Dean, Coursework Studies (Winthrop Professor Grady Venville)
Registrar and Executive Director, Corporate Services (Mr Peter Curtis)
Academic Secretary (Ms Sue Smurthwaite for Ms Lang)
President of the Guild of Undergraduates (Mr Thomas Henderson)
Nominee of the President, Postgraduate Students’ Association (Mr Aaron Fordham)
Chair, Board of Studies (Bachelor of Arts) (Winthrop Professor Mark Israel)
Chair, Board of Studies (Bachelor of Commerce) (Professor Trish Todd)
Chair, Board of Studies (Bachelor of Design) (Associate Professor Kate Hislop)
Chair, Board of Studies (Bachelor of Science) (Professor Cara MacNish)
Chair, Board of Studies (Bachelor of Philosophy (Hons)) (Winthrop Professor Alan Dench)
Co-opted member (Mr Jon Stubbs, Director, Student Services)

OBSERVER
Ms Jan Cardy (Senior Administrative Officer, Academic Policy Services)

BOARD OF COURSEWORK STUDIES MEETING –
THURSDAY, 29th MAY 2014

AGENDA

This is to confirm that a meeting of the Board of Coursework Studies will be held from 10.00am –
11.30am on Thursday, 29th May 2014 in the Senate Room.

Members are advised that this agenda has been formatted to be ‘electronic device friendly’ by including
bookmarks to provide easier navigation throughout the document. Click here for details.

Part 1 of the agenda, which relates to items for communication, is to be dealt with en bloc by motion of
the Chair. Part 2 of the agenda has items for decision to be dealt with en bloc by motion of the Chair.
Part 3 items are for discussion and decision. A member may request the transfer of an item from Parts 1
and / or 2 to Part 3.

Dr Kabilan Krishnasamy
Executive Officer
Academic Policy Services

WELCOME

The Chair will welcome all members to the meeting of the Board of Coursework Studies.

APOLOGIES

The Chair will record any apologies. Members are reminded that apologies should be forwarded to the
Executive Officer prior to the meeting.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST

The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if
applicable, with regard to items on the agenda.
1. **MINUTES – Ref F50138**

Confirmation of the minutes of a meeting of the Board of Coursework Studies held on 13th March 2014.

Minutes are available from the [Board’s web page](#).

1.1. **NOTING OF DECISION – Ref F50138**

Confirmation of noting of decision taken on 4th April 2014 on an item considered by the Board of Coursework Studies by way of a circular.

A copy of the noting of decision is available from the [Board’s web page](#).

**PART 1 – ITEM(S) FOR COMMUNICATION TO BE DEALT WITH EN BLOC**

No items.

**PART 2 – ITEM(S) FOR DECISION TO BE DEALT WITH EN BLOC**

2. **BOARDS OF STUDIES: CHANGES TO CURRICULUM – APPROVAL BY DELEGATION – REF: F34091**

Members will note that a key role of the Boards of Studies is to provide curriculum development advice to faculties and recommendations, as required to the Board of Coursework Studies on curriculum related matters. These relate to both new proposals and changes to curriculum that may have a major impact on the structure of a course.

The [University Policy on Changes to Units](#) provides for the following types of changes, depending on their impact on the course, to be approved by the relevant Board of Studies: changes to units rules (that is, prerequisites, corequisites and incompatibilities), changing teaching period, and availability of units.

Members are advised that since 2010 approval of such types of changes that have been assessed to have no impact on the structure of a major have been delegated to the Chair of the relevant Board of Studies. All administrative-related changes have been actioned by the relevant Executive Officer accordingly. [Attachment A1](#) provides an overview of this business flow.

In line with the University’s ongoing goals to improve committee efficiency and effectiveness and ensure transparency, the Boards of Studies have considered formalising this delegation so that it is reflected in their respective constitution accordingly and may be operationalized through the University’s online curriculum management system, CAIDi.

Therefore, the Board of Studies (BA) by R2/14; Board of Studies (BCom) by R2/14; Board of Studies (BDes) by R3/14; and the Board of Studies (BSc) by R2/14 resolved to recommend to the Board of Coursework Studies that the approval of minor curriculum-related changes or administrative changes delegated to the Chair of the relevant Board of Studies or the Executive Officer, where appropriate be reflected in its constitution.

Attached ([Attachment A2-A9](#)) for members’ consideration are amended constitutions of the four Boards of Studies, which include the proposed delegation.

If agreed, the Chair recommends that the Board approve the proposed changes to the constitutions of the Boards of Studies, as attached to the agenda, subject to final legislative drafting.

By R4/14 the Bachelor of Arts Board of Studies resolved to recommend that the new honours proposal HON-EUROS European Studies and its associated new units, as listed in the agenda attachment (Attachment B) be approved for offering from 2015.

If agreed, the Chair recommends that the Board recommend to the Academic Council that HON-EUROS European Studies and its associated new units, as listed in the agenda attachment, be approved for offering from 2015.

PART 3 – ITEMS FOR DISCUSSION AND DECISION

4. NEW UNIT PROPOSALS – SERVICE LEARNING UNITS OFFERED AS ‘CATEGORY B’ BROADENING UNITS ACROSS ALL UNDERGRADUATE DEGREE COURSES – Ref F59346, F58845

Service learning, which forms an integral part of the University's New Courses, refers to community engagement activities that are embedded in units of study, being structured and assessed as formal educational experiences. The principles underpinning the structural requirements of service learning are stated in the University Policy on Service Learning.

Members will be asked to consider the following two service learning units (Attachment C1-C6) for offering from 2015, which may be taken as ‘category B’ broadening units by students from any of the five new undergraduate degree courses:

- SVLG1001 Fundamentals of Service Learning; and
- SVLG1002 Service Learning Experience

Members will note that “broadening units are normally offered in one or more areas of knowledge that do not include the area of knowledge of a student’s degree” Academic Policies: Glossary of terms. However, “because of the cross disciplinary nature of service learning, it is proposed that both service learning units sit outside both the undergraduate degree/boards of studies structure and the school/faculty structure so that they can be taken either as an elective unit or a broadening category B unit within any undergraduate degree” (Attachment C7-C11).

For discussion.

5. UNDERGRADUATE RESEARCH TRAINING UNIT – Ref F59456

Attached for members’ consideration is a proposal to offer RSDT2001 Undergraduate Learning and Teaching Research as a new Level 2 ‘Category B’ broadening unit from 2015.

<table>
<thead>
<tr>
<th>TRIM</th>
<th>Unit proposal</th>
<th>Offered as</th>
<th>Attachment</th>
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<tr>
<td>F59456</td>
<td>RSDT2001 Undergraduate Learning and Teaching Research</td>
<td>Level 2 Category B broadening unit</td>
<td>D</td>
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For discussion.
Boards of Studies: Approval Process by delegation for changes to curriculum

Faculty
- Submits changes to curriculum

Board of Studies (BoS)
- Considers all new unit proposals, structural changes to majors and any associated matters referred by the Chair

Chair
- Approval of minor curriculum related changes that have no impact on the structure of a major (such as unit rules, assessment items, outcomes statements) are delegated to the Chair. Minor curriculum related changes may also be referred to the Board at the discretion of the Chair

Executive Officer
- Approval of administrative changes are delegated to the Executive Officer

Recommendation to the Board of Coursework Studies for endorsement

Academic Council for approval
Constitution of the Board of Studies (Bachelor of Arts)

This committee operates in accordance with the principles and rules for the operation of committees. Members must act in accordance with the University Committee Members' Code of Conduct.

Constitution

Position of the committee within The University of Western Australia

1. The Board of Studies for the Bachelor of Arts is a committee of the Board of Coursework Studies.

Role

2. The role of the Board of Studies for the Bachelor of Arts is to—

(a) provide curriculum development advice to faculties and recommendations, as required, to the Board of Coursework Studies on the following:

(i) degree-specific majors for the Bachelor of Arts;

(ii) embedding the UWA Educational Principles in degree-specific majors;

(iii) prerequisites, co-requisites and related matters;

(iv) units, including broadening units;

(v) articulation agreements;

(vi) annual reports, incorporating performance and quality data; and

(b) deal executively with or provide advice on other matters referred to the Board of Studies for the Bachelor of Arts by the Board of Coursework Studies or Academic Council.

Membership

3.(1) The Board of Studies for the Bachelor of Arts comprises:

(a) a nominee of the Deputy Vice-Chancellor (Education) (as Chair);

(b) the Dean of Coursework Studies;

(c) a nominee of the Chair of the Academic Board;

(d) the Dean of the Faculty of Arts, or nominee;

(e) the Dean of the Faculty of Architecture, Landscape and Visual Arts, or nominee;

(f) the Dean of the Faculty of Business, or nominee;

(g) the Dean of the Faculty of Education, or nominee;

(h) the Dean of the Faculty of Law, or nominee;
(i) the Registrar, or nominee; and

(j) the President of the Guild, or nominee.

(2) The Board may invite a person or persons to attend a meeting to provide advice on specific areas or agenda items.

**Members’ absence and nominees**

4.(1) If a member or nominee is unable to attend a meeting, an apology must be sent to the Executive Officer prior to the relevant meeting.

(2) Unless the Chair requests or permits otherwise, a member or nominee appointed under 3(1)(c) to (j) who is unable to attend a meeting cannot send anyone else in their stead.

**Terms of office of a member appointed as a nominee**

5. The term of office of a member appointed as a nominee under 3(1)(a) and 3(1)(c) to (i) is up to two years.

**Eligibility for a second or subsequent terms of office for a member appointed as a nominee**

6. At the end of a term of office, a member appointed as a nominee under 3(1)(a) and 3(1)(c) to (j) is eligible to be appointed for a second or subsequent term of office.

**Skills and/or qualifications of members**

7. It is desirable that nominees appointed under 3(1)(c) to (h) inclusive have a leadership role within the teaching and learning portfolio in their respective functional areas.

**Quorum**

8. The quorum for the Board of Studies for the Bachelor of Arts is half the current membership plus one.

**Decisions**

9.(1) All questions that come before the Board are decided by a majority of the members present and voting.

(2) The Chair of the meeting has an ordinary vote and a casting vote.

**Delegations**

10. The Board delegates to the Chair and to the Executive Officer, as appropriate, to consider and approve any minor curriculum changes or administrative changes as part of the annual curriculum change process or the fast-track change process.

**Frequency of meetings**

121. The Board normally meets at least six times each year in the months of February to November but may meet more frequently if required.
Constitution of the Board of Studies (Bachelor of Commerce)

This committee operates in accordance with the principles and rules for the operation of committees. Members must act in accordance with the University Committee Members' Code of Conduct.

Constitution

Position of the committee within The University of Western Australia

1. The Board of Studies for the Bachelor of Commerce is a committee of the Board of Coursework Studies.

Role

2. The role of the Board of Studies for the Bachelor of Commerce is to—

(a) provide curriculum development advice to faculties and recommendations, as required, to the Board of Coursework Studies on the following:

(i) degree-specific majors for the Bachelor of Commerce;

(ii) embedding the UWA Educational Principles in degree-specific majors;

(iii) prerequisites, co-requisites and related matters;

(iv) units, including broadening units;

(v) articulation agreements;

(vi) annual reports, incorporating performance and quality data; and

(b) deal executively with or provide advice on other matters referred to the Board of Studies for the Bachelor of Commerce by the Board of Coursework Studies or Academic Council.

Membership

3.(1) The Board of Studies for the Bachelor of Commerce comprises:

(a) a nominee of the Deputy Vice-Chancellor (Education) (as Chair);

(b) the Dean of Coursework Studies;

(c) a nominee of the Chair of the Academic Board;

(d) the Dean of the Faculty of Business, or nominee;

(e) the Dean of the Faculty of Engineering, Computing and Mathematics, or nominee;

(f) the Dean of the Faculty of Law, or nominee;

(g) the Registrar, or nominee; and
(h) the President of the Guild, or nominee.

(2) The Board may invite a person or persons to attend a meeting to provide advice on specific areas or agenda items.

Members’ absence and nominees

4.(1) If a member or nominee is unable to attend a meeting, an apology must be sent to the Executive Officer prior to the relevant meeting.

(2) Unless the Chair requests or permits otherwise, a member or nominee appointed under 3(1)(c) to (h) who is unable to attend a meeting cannot send anyone else in their stead.

Terms of office of a member appointed as a nominee

5. The term of office of a member appointed as a nominee under 3(1)(a) and 3(1)(c) to (g) is up to two years.

Eligibility for a second or subsequent terms of office for a member appointed as a nominee

6. At the end of a term of office, a member appointed as a nominee under 3(1)(a) and 3(1)(c) to (g) is eligible to be appointed for a second or subsequent term of office.

Skills and/or qualifications of members

7. It is desirable that nominees appointed under 3(1)(c) to (f) inclusive have a leadership role within the teaching and learning portfolio in their respective functional areas.

Quorum

8. The quorum for the Board of Studies for the Bachelor of Commerce is half the current membership plus one.

Decisions

9.(1) All questions that come before the Board are decided by a majority of the members present and voting.

(2) The Chair of the meeting has an ordinary vote and a casting vote.

Delegations

10. The Board delegates to the Chair and to the Executive Officer, as appropriate, to consider and approve any minor curriculum changes or administrative changes as part of the annual curriculum change process or the fast-track change process.

Frequency of meetings

11. The Board normally meets up to six times each year in the months of February to November.
Constitution of the Board of Studies (Bachelor of Design)

This committee operates in accordance with the principles and rules for the operation of committees. Members must act in accordance with the University Committee Members' Code of Conduct.

Constitution

Position of the committee within The University of Western Australia

1. The Board of Studies for the Bachelor of Design is a committee of the Board of Coursework Studies.

Role

2. The role of the Board of Studies for the Bachelor of Design is to—

(a) provide curriculum development advice to faculties and recommendations, as required, to the Board of Coursework Studies on the following:

(i) degree-specific majors for the Bachelor of Design;

(ii) embedding the UWA Educational Principles in degree-specific majors;

(iii) prerequisites, co-requisites and related matters;

(iv) units, including broadening units;

(v) articulation agreements;

(vi) annual reports, incorporating performance and quality data; and

(b) deal executively with or provide advice on other matters referred to the Board of Studies for the Bachelor of Design by the Board of Coursework Studies or Academic Council.

Membership

3.(1) The Board of Studies for the Bachelor of Design comprises:

(a) a nominee of the Deputy Vice-Chancellor (Education) (as Chair);

(b) the Dean of Coursework Studies;

(c) a nominee of the Chair of the Academic Board;

(d) the Dean of the Faculty of Arts, or nominee;

(e) the Dean of the Faculty of Architecture, Landscape and Visual Arts, or nominee;

(f) the Dean of the Faculty of Engineering, Computing and Mathematics, or nominee;

(g) the Registrar, or nominee; and
(h) the President of the Guild, or nominee.

(2) The Board may invite a person or persons to attend a meeting to provide advice on specific areas or agenda items.

Members’ absence and nominees

4.(1) If a member or nominee is unable to attend a meeting, an apology must be sent to the Executive Officer prior to the relevant meeting.

(2) Unless the Chair requests or permits otherwise, a member or nominee appointed under 3(1)(c) to (h) who is unable to attend a meeting cannot send anyone else in their stead.

Terms of office of a member appointed as a nominee

5. The term of office of a member appointed as a nominee under 3(1)(a) and 3(1)(c) to (g) is up to two years.

Eligibility for a second or subsequent terms of office for a member appointed as a nominee

6. At the end of a term of office, a member appointed as a nominee under 3(1)(a) and 3(1)(c) to (g) is eligible to be appointed for a second or subsequent term of office.

Skills and/or qualifications of members

7. It is desirable that nominees appointed under 3(1)(c) to (f) inclusive have a leadership role within the teaching and learning portfolio in their respective functional areas.

Quorum

8. The quorum for the Board of Studies for the Bachelor of Design is half the current membership plus one.

Decisions

9.(1) All questions that come before the Board are decided by a majority of the members present and voting.

(2) The Chair of the meeting has an ordinary vote and a casting vote.

Delegations

10. The Board delegates to the Chair and to the Executive Officer, as appropriate, to consider and approve any minor curriculum changes or administrative changes as part of the annual curriculum change process or the fast-track change process.

Frequency of meetings

110. The Board normally meets up to six times each year in the months of February to November.
Constitution of the Board of Studies (Bachelor of Science)

This committee operates in accordance with the principles and rules for the operation of committees. Members must act in accordance with the University Committee Members’ Code of Conduct.

Constitution

Position of the committee within The University of Western Australia

1. The Board of Studies for the Bachelor of Science is a committee of the Board of Coursework Studies.

Role

2. The role of the Board of Studies for the Bachelor of Science is to—

(a) provide curriculum development advice to faculties and recommendations, as required, to the Board of Coursework Studies on the following:

(i) degree-specific majors for the Bachelor of Science;

(ii) embedding the UWA Educational Principles in degree-specific majors;

(iii) prerequisites, co-requisites and related matters;

(iv) units, including broadening units;

(v) articulation agreements;

(vi) annual reports, incorporating performance and quality data; and

(b) deal executively with or provide advice on other matters referred to the Board of Studies for the Bachelor of Science by the Board of Coursework Studies or Academic Council.

Membership

3.(1) The Board of Studies for the Bachelor of Science comprises:

(a) a nominee of the Deputy Vice-Chancellor (Education) (as Chair);

(b) the Dean of Coursework Studies;

(c) a nominee of the Chair of the Academic Board;

(d) the Dean of the Faculty of Arts, or nominee;

(e) the Dean of the Faculty of Engineering, Computing and Mathematics, or nominee;

(f) the Dean of the Faculty of Science, or nominee;

(g) the Dean of the Faculty of Medicine, Dentistry and Health Sciences, or nominee;
(h) the Registrar, or nominee; and

(i) the President of the Guild, or nominee.

(2) The Board may invite a person or persons to attend a meeting to provide advice on specific areas or agenda items.

Members’ absence and nominees

4.(1) If a member or nominee is unable to attend a meeting, an apology must be sent to the Executive Officer prior to the relevant meeting.

(2) Unless the Chair requests or permits otherwise, a member or nominee appointed under 3(1)(c) to (i) who is unable to attend a meeting cannot send anyone else in their stead.

Terms of office of a member appointed as a nominee

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Eligibility for a second or subsequent terms of office for a member appointed as a nominee

6. At the end of a term of office, a member appointed as a nominee under 3(1)(a) and 3(1)(c) to (h) is eligible to be appointed for a second or subsequent term of office.

Skills and/or qualifications of members

7. It is desirable that nominees appointed under 3(1)(c) to (g) inclusive have a leadership role within the teaching and learning portfolio in their respective functional areas.

Quorum

8. The quorum for the Board of Studies for the Bachelor of Science is half the current membership plus one.

Decisions

9.(1) All questions that come before the Board are decided by a majority of the members present and voting.

(2) The Chair of the meeting has an ordinary vote and a casting vote.

Delegations

10. The Board delegates to the Chair and to the Executive Officer, as appropriate, to consider and approve any minor curriculum changes or administrative changes as part of the annual curriculum change process or the fast-track change process.

Frequency of meetings

101. The Board normally meets at least six times each year in the months of February to November but may meet more frequently if required.
**Proposed Honours specialisation as at 01-01-2015**

**HON-EUROS** European Studies

**Previewing changes for 2015. Some of the data shown is drafted or proposed for 2015 but not yet approved. Do not rely on this report until those changes are approved.**

"This honours specialisation is not yet approved."

### Honours information

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<td>Associate Professor Kati Tonkin</td>
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### Unit sequence

#### Current unchanged sequence

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### Proposed changed sequence

SHOWING CHANGED DATA EFFECTIVE 01/01/2015 IF CHANGES APPROVED
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### History and committee endorsements/approvals

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<td>Endorsed: 27/14</td>
<td>Approval reference: FB Minutes emailed to APS</td>
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<td>07-05-2014</td>
<td>Endorsed: 4/14: to recommend to the Board of Coursework Studies that the new honours proposal HON-EUROS European Studies and associated new unit proposals (EURO4101, EURO4102, EURO4103, EURO4104, EURO4140 and EURO4141 be approved for offering from 2015</td>
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<td>Board of Coursework Studies</td>
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Displaying curriculum data as it will be on 01/01/2015 if changes are approved. Report generated 22/05/14 09:05.
SVLG1001 Fundamentals of Service Learning

This unit is not yet approved.

**Unit information**

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<td>Unit coordinator</td>
<td>Dr Donella Caspersz</td>
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**Academic information**

**Content**

The goal of this unit is to provide students with a conceptual understanding of service learning, and the opportunity to formulate a service learning project. By completing this unit, students will be able to evaluate the impact of service on community life, and develop an understanding of their role in contributing to this. The knowledge and skills students develop in this unit will prepare them for implementing service learning projects in other units offered by the University in a manner and at a level that reflects the high standard aimed for by the University in promoting engagement by students with the wider community. Thus, students will be able to use both knowledge and skills gained in this unit in other similar activities, which are hosted elsewhere in the university.

**Outcomes**

Students are able to (1) develop a conceptual understanding of service learning; (2) demonstrate the ability to critically evaluate and solve problems in relation to service learning; (3) develop skills in formulating and implementing a service learning project; (4) demonstrate an understanding of civic learning; (5) develop oral and written communication skills, appropriate to an academic as well as a community environment; and (6) gain an understanding of legal, ethical and social issues involved in the development and implementation of a service learning project.

<table>
<thead>
<tr>
<th>#</th>
<th>Outcome</th>
<th>How outcome will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>develop a conceptual understanding of service learning</td>
<td>learning journal, simulation exercise, seminar participation, final examination</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate the ability to critically evaluate and solve problems in relation to service learning</td>
<td>learning journal, simulation exercise, seminar participation, final examination</td>
</tr>
<tr>
<td>3</td>
<td>develop skills in formulating and implementing a service learning project</td>
<td>simulation exercise</td>
</tr>
<tr>
<td>4</td>
<td>demonstrate an understanding of civic learning</td>
<td>learning journal, simulation exercise, seminar participation</td>
</tr>
<tr>
<td>5</td>
<td>develop oral and written communication skills, appropriate to an academic as well as a community environment</td>
<td>learning journal, simulation exercise, seminar participation, final examination</td>
</tr>
<tr>
<td>6</td>
<td>gain an understanding of legal, ethical and social issues involved in the development and implementation of a service learning project</td>
<td>simulation exercise, seminar participation</td>
</tr>
</tbody>
</table>
Assessment items

Typically this unit is assessed in the following way(s): (1) learning Journal; (2) simulation exercise; (3) class participation; and (4) final examination. Further information is available in the unit outline.

<table>
<thead>
<tr>
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<th>Assessment</th>
<th>Likely weighting</th>
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<td>learning Journal</td>
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<tr>
<td>2</td>
<td>simulation exercise</td>
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<tr>
<td>3</td>
<td>class participation</td>
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<tr>
<td>4</td>
<td>final examination</td>
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</table>

Supplementary assessment statement

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

Teaching responsibilities

<table>
<thead>
<tr>
<th>Teaching organisation</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>00420 Business</td>
<td>coordinating and teaching</td>
<td>100%</td>
</tr>
</tbody>
</table>

Unit rules

Prerequisites
Nil

Corequisites
Nil

Incompatibilities
Nil

Advisable prior study
Nil

Service Learning

Description of service learning component
The unit is intended to equip students with knowledge and skills for implementing service learning projects in other units offered by the University in a manner and at a level that reflects the high standard aimed for by the University in promoting engagement by students with the wider community.

Type of Service Learning
Unit

Is service learning component compulsory?
Optional

Assessment of service learning component
n/a

Service Learning Commencement
This unit is to teach the fundamentals of service learning units offered throughout the University

Service learning component approved
16/04/2014

Unit offered/shared in courses

Intended courses
This is an undergraduate unattached elective that is not intended for any specific courses. It is offered to all students across campus and across disciplines/majors.

Unattached elective in University level unit.

Availabilities

<table>
<thead>
<tr>
<th>Teaching period</th>
<th>Location</th>
<th>Mode</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1, 2015</td>
<td>Crawley</td>
<td>Face to face</td>
<td></td>
</tr>
</tbody>
</table>
The proposed unit has been developed following a research project undertaken for a 2011 UWA Teaching Fellowship by Caspersz & Olaru.

In addition to research papers, the outcomes from this Fellowship have also been presented on the Service-Learning LMS, see http://www.lms.uwa.edu.au/course/view.php?id=7676 and inform the teaching video developed as part of the UWA Education Futures Project on service-learning.

Consultation about the unit proposal has been undertaken with the following:

Faculty:
- A/P Denese Playford, Rural Clinical School of WA
- A/P Chantal Bourgault du Cordray, English & Cultural Studies
- Mrs Kerry Smith, School of Sports Science, Exercise and Health
- A/P Rita Armstrong, School of Environmental Systems Engineering
- W/PCaroline Baillie, Chair Engineering Education
- Ms Ania Stasinska, School of Population Health
- Mr David Platt, Deputy Warden, St Georges College
- Aden Date, Guild Volunteering Hub

UWA student representatives:
enactus, ECONS, Science Union, Engineers without Borders, Blackstone, non affiliated Law student

Industry consultations:
Perth City Farm
Volunteering WA

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Outcome</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Board of Studies (BCom)</td>
<td></td>
<td>Not yet endorsed</td>
<td></td>
</tr>
<tr>
<td>Board of Coursework Studies</td>
<td></td>
<td>Not yet endorsed</td>
<td></td>
</tr>
<tr>
<td>Academic Council</td>
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</table>

Displaying curriculum data as it is on 14/05/2014. Report generated 14/05/14 01:05.
This unit is not yet approved.

**Unit information**

**Code**  
SVLG1002

**Title**  
Service Learning Experience

**Level**  
1

**Type**  
Undergraduate unattached elective

**Undergraduate degree**  
University level unit

**Faculty**  
No faculty

**Responsible Organisational Entity**  
Office of the Deputy Vice-Chancellor Education

**Unit coordinator**  
Winthrop Professor Grady Venville

**Submitted**  
16/04/2014

**First year of offer**  
2015

**Credit points**  
6 credit points

**Contact hours**  
All students will participate in a minimum of one two-hour workshop prior to the service learning experience; a minimum of 60 hours work in an approved service learning context including training and preparation; structured reflection and preparation of a written assignment or an oral presentation at a seminar or conference to a total of 150 hours.

**Broadening category**  
Broadening Category B

**Academic information**

**Content**  
The objective of this unit is to enable UWA students to participate in structured and approved service learning in partnership with a community-based organisation for credit towards their undergraduate degree. The service learning will balance academic rigour with practical relevance in a context of civic engagement, to furnish students with a broad and rich educational experience. The unit is only available to students who participate in service learning experiences approved by the unit coordinator.

The service learning will:
1. integrate participation in a real-world community service experience with guided reflection on the civic ethos of that experience; and,
2. combine community service with educational processes and objectives so that the service is beneficial to both the recipient and the provider.

**Outcomes**  
Students are able to (1) engage in real work in a community service context that addresses a global issue; (2) demonstrate professional responsibility and citizenship by using their knowledge and skills to better the environment in which the community service experience takes place; (3) reflect, think deeply and discuss cogently how the service experience affected them and supported their learning about the global issue; and (4) present an evidence-based argument about the reciprocity of the service learning experience, demonstrating that both the service recipients and the student gained from the exchange.

**How outcomes will be assessed**

<table>
<thead>
<tr>
<th>#</th>
<th>Outcome</th>
<th>How outcome will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>engage in real work in a community service context that addresses a global issue</td>
<td>Service learning provider report</td>
</tr>
<tr>
<td>2</td>
<td>demonstrate professional responsibility and citizenship by using their knowledge and skills to better the environment in which the community service experience takes place</td>
<td>Service learning provider report</td>
</tr>
<tr>
<td>3</td>
<td>reflect, think deeply and discuss cogently how the service experience affected them and supported their learning about the global issue</td>
<td>Oral presentation and/or written report</td>
</tr>
<tr>
<td>4</td>
<td>present an evidence-based argument about the reciprocity of the service learning experience, demonstrating that both the service recipients and the student gained from the exchange</td>
<td>Oral presentation and/or written report</td>
</tr>
</tbody>
</table>
Typically this unit is assessed in the following way(s): (1) report from the service learning provider; and (2) oral presentation and/or written report. Further information is available in the unit outline.

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment</th>
<th>Likely weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>report from the service learning provider</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>oral presentation and/or written report</td>
<td>50%</td>
</tr>
</tbody>
</table>

Supplementary assessment is available for those students who obtain a mark of 45 to 49 inclusive in this unit.

Exemption Category A: 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.

<table>
<thead>
<tr>
<th>Teaching organisation</th>
<th>Notes</th>
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<tbody>
<tr>
<td>02165 Office of the Deputy Vice-Chancellor Education</td>
<td>ROE</td>
<td>100%</td>
</tr>
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</table>

Prerequisites: Nil
Corequisites: Nil
Incompatibilities: Nil
Advisable prior study: SVLG1001: Service Learning Theory

All students will participate in service learning through an external provider. The service learning will:
1. integrate participation in a real-world community service experience with guided reflection on the civic ethos of that experience; and,
2. combine community service with educational processes and objectives so that the service is beneficial to both the recipient and the provider.

Unit
- Teaching organisation: 02165 Office of the Deputy Vice-Chancellor Education
- Notes: ROE
- %: 100%

Quota
- Quota number: Variable
- How quota is allocated: Students will be enabled to enrol in the unit based on their successful application to participate in service learning experiences approved by the unit coordinator. The list of approved service learning experiences and the process of application will be provided on the Guild Volunteering website. Selection will be based on the students' demonstrated suitability for the service learning experiences. Criteria for suitability will be determined in collaboration with the service learning providers. Should more suitable students apply than places are available, WAM will be used to rank and select from the suitable students.
- Reason for quota: This unit will be restricted to the number of students that can be accommodated by the external providers of the service learning experiences. This is expected to be approximately 20 students in each semester in 2015 and grow in future years to about 100 students in each semester.

Unit offered/shared in courses
- Intended courses: All majors (already approved)
- Unattached elective in University level unit.
### Availabilities

<table>
<thead>
<tr>
<th>Teaching period</th>
<th>Location</th>
<th>Mode</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1, 2015</td>
<td>Crawley</td>
<td>Multimode</td>
<td></td>
</tr>
<tr>
<td>Semester 2, 2015</td>
<td>Crawley</td>
<td>Multimode</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Information

**Additional information**

Students who chose to and successfully apply to participate in an approved service learning experience that costs money (e.g. flights and accommodation for service learning in an orphanage in Botswana) will be required to pay the costs themselves.

Guild Volunteering and Volunteering WA will participate in sourcing suitable service learning experiences.

Additional information is provided about the rationale, background and examples of not-for-profit organisations that provide suitable service learning experiences that could be included as part of this unit is provided as an attachment.

### History and committee endorsements/approvals

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Outcome</th>
<th>Notes</th>
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<td>06-02-2014</td>
<td>Endorsed: This unit needs to be approved by the Board of Coursework Studies</td>
<td>Approval reference: This unit needs to be approved by the Board of Coursework Studies</td>
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<tr>
<td>Board of Coursework Studies</td>
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<td>Academic Council</td>
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</table>

Displaying curriculum data as it is on 21/05/2014. Report generated 21/05/14 07:05.
Service Learning Unit Rationale, Background and Examples

This document provides a rationale for two proposed service learning units; background information about New Courses 2012 and other activities relevant to service learning at UWA; and two examples of not-for-profit organisations that provide appropriate service learning experiences that could be part of one of the proposed units.

Rationale
An important part of New Courses 2012 was to increase the amount of community service (not for academic credit) and service learning (for academic credit) in which students participate as part of their undergraduate and postgraduate degrees. The UWA Education Futures Vision Statement also highlights experiential learning, service learning, global citizenship and leadership. Currently, many UWA students participate in highly structured and educational service learning activities both within the University and with external, not-for-profit organisations, but there is no mechanism for recognising these activities for academic credit. Most of the activities are cross disciplinary in nature and involve the development of generic skills, values and knowledge such as leadership, citizenship, awareness of social needs, interpersonal skills and time management. As such, the activities do not neatly fit within either the University’s undergraduate degree/boards of studies structure or the school/faculty structure, all of which are broadly discipline-based.

The Dean of Coursework Studies proposes that the Board of Coursework Studies consider approving two units as a mechanism to enable students to gain academic credit toward their undergraduate bachelor degree. The first unit focuses on the theory and academic content of service learning and the second unit involves students in participating in structured and approved service learning activities. Because of the cross disciplinary nature of service learning, it is proposed that both service learning units sit outside both the undergraduate degree/boards of studies structure and the school/faculty structure so that they can be taken either as an elective unit or a broadening category B unit within any undergraduate degree.

Background

Focus on service learning in New Courses 2012

Education for Tomorrow’s World, the report of the Review of Course Structures, included the following recommendation (Rec. 14):

- That every undergraduate course include engagement with the wider community through a structured unpaid service learning experience with a not-for-profit organisation;
- That each student be required to devote a minimum of 20 hours, at some stage during the period of undergraduate enrolment, to this kind of community engagement;
- That in association with the Student Guild, the University establish a Student Community Engagement Office to liaise with community organisations, coordinate placements, and supervise the operation of the scheme;
- That no formally assessed assignment work be required as part of the service learning activity and that no credit be granted for it towards any unit, but that it be cited on the student’s academic transcript.
Service Learning Working Party Report
The Service Learning Working Party established as part of the implementation of New Courses 2012 identified a list of 14 practical challenges that would make literal implementation of Recommendation 14 extremely demanding and probably unmanageable. The Working Party also recognised a conflict between the ideal of a service ethos, associated with the spirit of voluntary giving, and the emphasis on compulsion and compliance.

The Working Party concluded that the main intention of Recommendation 14 was to “increase students’ engagement with the wider community through service activities as a means of developing their awareness of social needs, citizenship responsibilities and leadership capabilities”. They recommended that “the University needs to be realistic and measured about the way in which it undertakes this ambitious challenge “ (p. 5) and made further recommendations with regard to Recommendation 14 that can be found in their interim report of July 2009:


Other Activities to February 2014
There has been progress towards the achievement of the goal of increasing UWA student participation in community service and service learning:

1. The UWA Student Guild and UWA Student Services have established a mechanism for student involvement in community service to be recognised on the students’ academic transcript addendum.


3. The University has developed a UWA Service Learning Policy and a website:

http://www.teachingandlearning.uwa.edu.au/staff/committees/bcs/curriculum-management/service-learning

The policy includes general principles of service learning, the structure and requirements of service learning units, the process for approval of service learning units, and minimum requirements for a customised formal agreement between the relevant external organisation and the University.

4. A one-year joint venture agreement was signed in February 2014 by the UWA Guild of Undergraduates (Student Guild), Volunteering WA and the University to facilitate increased civic participation by UWA students, to increase student community engagement and add value to the students’ educational experience. The aim incorporates both community service (not for academic credit) and service learning (for academic credit).
The following two examples of service learning experiences demonstrate the type of service learning that could be approved for academic credit as part of one of the service learning units.

Example Service Learning Experience: Global Voices

External Not-for-Profit Organisation: Global Voices
Global Voices is a non-profit youth organisation whose mission is to create opportunities for young Australians to engage with international policy both at home and abroad and develop their leadership skills on the world stage. Global Voices (http://www.globalvoices.org.au/) partners with universities to select, fund, prepare and coordinate opportunities for students to have their voices heard at the world’s most important diplomatic events including the G20 and the United Nations.

Global Voices was founded in February 2011 by Thom Woodroofe as a non-profit private company limited by guarantee through a British Council grant. It is funded through partnerships with Australia’s leading universities, the corporate and philanthropic communities and Government. Global Voices is based in Melbourne and has a Board of Directors chaired by the Hon. Peter Lindsay, the former Parliamentary Secretary for Defence. Current sponsors include ANU, University of Melbourne, University of Queensland, The Australian Government, Department of Defence, and Qantas.

A Brief Description of the Service Learning Experience
For each student, the service learning experience incorporates a research fellowship, a pre-departure briefing in Canberra and participation as a team member on a two week delegation to one of the world’s most important diplomatic events such as the G20, The World Trade Organisation (WTO) and various United Nations events including the UN Framework Convention on Climate Change (UNFCCC).

All participating students:
- Attend a three day briefing meeting in Canberra
- Participate in a research fellowship (2-3 months) that trains and supports the student to research and prepare a paper on their project prior to attending the delegation
- Prepare an opinion piece to be submitted to a suitable outlet
- Attend the selected two-week international delegation

Students have a unique opportunity to engage with policy formation and prominent policy-makers as well as forming an understanding of the importance of these policies to local populations. Participating students reported a life changing experience and leadership development beyond their dreams.

Examples of Projects from Previous UWA students
Semester 1 2013
1. Billi McCarthy-Price, 22, a Bachelor of Arts/Science student, an indigenous tutor for students at Wesley College
   Project Title: Creating a Stronger Future: Increasing Social and Emotional Well-being in Indigenous Youth.

Semester 2, 2013

3. Haweya Ismal, 26, a Bachelor of Science student Proposed Project Title: Alleviating Energy Poverty in Rural Sub-Saharan Africa: Putting Power in the Hands of Many Delegation: World Bank and International Monetary Fund (WB&IMF) Annual Meetings, 6-14 October 2013 in Washington, D.C., USA

4. Riley Maree McAuliffe, 22 a Bachelor of Environmental Engineering student Proposed Project Title: Australia’s Role as a Neighbour to Nations Threatened by Climate Change Delegation: UN Framework Convention on Climate Change, 8-24th November 2013 in Warsaw, Poland.

Example Service Learning Experience: Teach Learn Grow (TLG Inc.)

External Not-for-profit Organisation: Teach Learn Grow Inc.
TLG (Teach Learn Grow Inc.) is a not-for-profit organisation that provides free tutoring and mentoring services to rural and indigenous Western Australian students, with the aim of overcoming poverty and disadvantage through education.

TLG was founded and led by university students to address the disparity in education in rural WA and provides free tutoring and mentoring services to rural and indigenous WA students. TLG focuses on consolidating a student’s knowledge and inspiring their interest in education, aiming to ensure that the student’s full potential is realised. Tutors work one-on-one with primary school students over an entire week twice per year.

TLG has grown to be a fully functioning not-for-profit charity organisation with a full-time paid CEO and an executive team of 43 volunteers. TLG also utilises up to 180 more volunteers working as tutors and coordinators during two rural programs per year. This means TLG is almost entirely volunteer run and led. Over 300 volunteers apply to tutor on the TLG program with a very large proportion of those coming from UWA.

Schools are selected and evaluated based on attendance rates and their Index of Community Socio-Educational Advantage, and then separated into Tier 1 (high attendance) and Tier 2 (low attendance) schools. In 2013 TLG tutors visited 11 schools and 390 children in two rounds during the year. TLG also recently launched a
RP Link program, which provided Skype tutoring to children from one of our Rural Program schools.

**A Brief Description of the Service Learning Experience**
All tutors attend two comprehensive training days prior to the Rural Program, learning how to engage students from experienced teachers. Training days include pedagogical training, group-bonding sessions, presentations on community and cultural awareness, and administrative and IT information. Tutors travel to rural areas one or two days before the program begins. The Rural Program occurs for an entire school week twice per year with each tutor spending one-on-one time with two children per day. Engagement is extended to the community in general beyond the school. This means a commitment of between 40 and 50 hours per program.

*Leadership opportunities within TLG*
There are several levels of leadership within the TLG organisation including rural program coordinators, executive officers, executive managers and senior executive. Volunteers in these roles generally commit additional volunteering time of between 3 to 10 hours per week to train the tutors, coordinate the rural program, organise and attend meetings, participate in marketing activities, and oversee logistics, finances, operations and communications. Coordinators and executive officers will often also tutor on the rural program and provide feedback reports to the executive.

All participating students’ service activities provide a reciprocal benefit to both the community organisation, Teach Learn Grow, and to the student’s own educational experience. It is anticipated that credit in the proposed unit would be given to students who participated in both rural field trips in one year and to students who participated in at least one rural field trip as well as a leadership role within TLG.

W/Professor Grady Venville  
Dean, Coursework Studies  
21.05.2014
This unit is not yet approved.

### Unit information

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<th>Code</th>
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<td>Type</td>
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<td>University level unit</td>
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<td>Office of the Deputy Vice-Chancellor Education</td>
</tr>
<tr>
<td>Unit coordinator</td>
<td>Associate Professor Lee Partridge</td>
</tr>
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<td>Submitted</td>
<td>16/04/2014</td>
</tr>
<tr>
<td>First year of offer</td>
<td>2015</td>
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<tr>
<td>Credit points</td>
<td>6 credit points</td>
</tr>
</tbody>
</table>
| Contact hours | 1 hour/week online  
2 hours/week workshop  
1 hour/week tutorial |
| Broadening category | Broadening Category B |

### Academic information

**Content**

This unit is designed to provide a solid basis for ongoing undergraduate studies and beyond by engaging students in research thinking. In an interdisciplinary context, it will introduce students to the basics of academic research and help to develop skills and ways of thinking that are transferable to discipline-specific contexts. As part of small research teams, students will practice and develop team-based and project management skills while completing a research project involving the vital steps of planning, data collection and analysis, and reporting of your findings in both written and oral formats.

**Outcomes**

Students are able to (1) apply knowledge gained to develop a well formulated research proposal; (2) use a range of research skills to successfully complete their project; (3) demonstrate a capacity to think at a deeper and more critical level when evaluating and using a diverse range of information resources; (4) participate and effectively contribute to a community of practice; (5) communicate the results of the research to a wider audience through the production of an academic paper; (6) orally present the results of their research to a wider audience of peers, academics and researchers; and (7) identify and use a range of transferable research skills in their other undergraduate studies.

**How outcomes will be assessed**

<table>
<thead>
<tr>
<th>#</th>
<th>Outcome</th>
<th>How outcome will be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>apply knowledge gained to develop a well formulated research proposal</td>
<td>research proposal</td>
</tr>
<tr>
<td>2</td>
<td>use a range of research skills to successfully complete their project</td>
<td>research paper</td>
</tr>
<tr>
<td>3</td>
<td>demonstrate a capacity to think at a deeper and more critical level</td>
<td>research paper and oral presentation</td>
</tr>
<tr>
<td></td>
<td>when evaluating and using a diverse range of information resources</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>participate and effectively contribute to a community of practice</td>
<td>Peer assessment, common website communication, group work</td>
</tr>
<tr>
<td>5</td>
<td>communicate the results of the research to a wider audience through the</td>
<td>research paper</td>
</tr>
<tr>
<td></td>
<td>production of an academic paper</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>orally present the results of their research to a wider audience of</td>
<td>oral presentation</td>
</tr>
<tr>
<td></td>
<td>peers, academics and researchers</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>identify and use a range of transferable research skills in their other</td>
<td>Reflective essay</td>
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<td>undergraduate studies</td>
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</table>
Typically this unit is assessed in the following way(s): (1) group Research Proposal; (2) group Academic paper; (3) oral presentation; (4) individual reflective essay; and (5) individual contribution to group work. Further information is available in the unit outline.

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment</th>
<th>Likely weighting</th>
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<tbody>
<tr>
<td>1</td>
<td>group Research Proposal</td>
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<tr>
<td>2</td>
<td>group Academic paper</td>
<td>35%</td>
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<tr>
<td>3</td>
<td>oral presentation</td>
<td>20%</td>
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<tr>
<td>4</td>
<td>individual reflective essay</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>individual contribution to group work</td>
<td>10%</td>
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</table>

This unit is designed to provide staged, formative opportunities to students to complete assessment tasks. In addition much of the work is done in groups. Unlike a final exam this assessment structure does not lend itself to supplementary assessment.

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<th>Teaching organisation</th>
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<tr>
<td>02165 Office of the Deputy Vice-Chancellor Education</td>
<td>ROE</td>
<td>100%</td>
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This unit is designed to provide staged, formative opportunities to students to complete assessment tasks. In addition much of the work is done in groups. Unlike a final exam this assessment structure does not lend itself to supplementary assessment.

Nil (48 points completed)

Nil

Should not be in First year or Honours year

Academic merit; allocated places across faculties to ensure a spread of students in each cohort

This unit requires intensive individual research supervision similar to that offered to postgraduate students. As such this unit is resource demanding in terms of the expertise and time required to provide this valuable learning experience to students. Part of the learning experience involves students forming an effective and tight-knit community of practice with their fellow students.

Undergraduate broadening unit

Academic merit; allocated places across faculties to ensure a spread of students in each cohort

This unit requires intensive individual research supervision similar to that offered to postgraduate students. As such this unit is resource demanding in terms of the expertise and time required to provide this valuable learning experience to students. Part of the learning experience involves students forming an effective and tight-knit community of practice with their fellow students.

This unit is based on the successful ULTRIS extra-curricular program which has been running at UWA since 2009. An adaptation of the program was developed for the inaugural BPhil cohort to fulfil their research training requirements. That experience will be drawn on in the development and delivery of this proposed unit.

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<td>Academic Council</td>
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