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 of the Academic Board (Vacant)
Dean, Coursework Studies (Winthrop Professor Grady Venville)
Executive Director (Academic Services) and Registrar (Mr Peter Curtis)
Academic Secretary (Ms Sylvia Lang)
President of the Guild of Undergraduates (Mr Cameron Barnes)
Chair of the Board of Studies (Bachelor of Arts) (Winthrop Professor Alan Dench)
Chair of the Board of Studies (Bachelor of Commerce) (Winthrop Professor H. Y. Izan)
Chair of the Board of Studies (Bachelor of Design) (Associate Professor Kate Hislop)
Chair of the Board of Studies (Bachelor of Science) (Professor Cara MacNish)
Faculty of Business (Winthrop Professor David Plowman)

INVITEE
Senior Deputy Vice-Chancellor (Winthrop Professor Bill Louden)
Mr Jarrad Bothe (Coursework Officer, Postgraduate Students’ Association)

OBSERVER
Dr Claire McIlroy, Senior Legislative Officer (Academic Policy Services)

BOARD OF COURSEWORK STUDIES MEETING – THURSDAY, 21ST MARCH 2013

AGENDA

This is to confirm that a meeting of the Board of Coursework Studies will be held from 10.00am – 11.30am on Thursday, 21st March 2013 in the Prescott 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 Part 1 to Part 3.

Dr Kabilan Krishnasamy
Executive Officer
Academic Policy Services

WELCOME

The Chair will welcome 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 25th October 2012.

Minutes are available from the committee’s web page: http://www.teachingandlearning.uwa.edu.au/staff/committees/bcs

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


Members will note that by R15/13, Academic Council approved by way of a circular consequential amendments to the constitutions of the Boards of Studies to take account of the University’s restructure with the establishment of new positions of Deputy Vice-Chancellor (Education) and Dean of Coursework Studies. The amended constitutions are available from the following links:

- Board of Studies for Bachelor of Arts
- Board of Studies for Bachelor of Commerce
- Board of Studies for Bachelor of Design
- Board of Studies for Bachelor of Science
- Board of Studies for Bachelor of Philosophy (Hons)

For noting.

3. **MEETING DATES IN 2013 FOR THE BOARD OF COURSEWORK STUDIES – Ref: F50138**

Members are reminded that the meeting dates for 2013 for the Board of Coursework Studies have been confirmed as follows:

<table>
<thead>
<tr>
<th>Meeting Date (where relevant)</th>
<th>Cut-off date for receipt of Agenda Material (by Mid-day)</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>February - no meeting - by circular only</td>
<td>Thursday, 7th February</td>
<td>-</td>
</tr>
<tr>
<td><strong>Thursday, 21st March</strong></td>
<td>Thursday, 7th March</td>
<td>Prescott room</td>
</tr>
<tr>
<td>April - no meeting (by circular only)</td>
<td>Thursday, 4th April</td>
<td>-</td>
</tr>
<tr>
<td><strong>Thursday, 16th May</strong></td>
<td>Thursday, 2nd May</td>
<td>Prescott room</td>
</tr>
<tr>
<td>June - no meeting (by circular only)</td>
<td>Thursday, 6th June</td>
<td>-</td>
</tr>
<tr>
<td><strong>Thursday, 18th July</strong></td>
<td>Thursday, 4th July</td>
<td>Prescott room</td>
</tr>
<tr>
<td>August - no meeting (by circular only)</td>
<td>Thursday, 1st August</td>
<td>-</td>
</tr>
<tr>
<td><strong>Thursday, 19th September</strong></td>
<td>Thursday, 5th September</td>
<td>Prescott room</td>
</tr>
<tr>
<td><strong>Thursday, 17th October</strong></td>
<td>Thursday, 3rd October</td>
<td>Prescott room</td>
</tr>
<tr>
<td>November - no meeting (by circular only)</td>
<td>Thursday, 7th November</td>
<td>-</td>
</tr>
</tbody>
</table>

For noting.

4. **INDUCTION OF NEW BOARD MEMBERS TO THE BOARD OF COURSEWORK STUDIES – REF: F46777**

An induction package for new members titled “Information Package: A Handbook for Members of the Board of Coursework Studies” is available on the Board’s website at: http://www.teachingandlearning.uwa.edu.au/staff/committees/bcs

The Chair will briefly speak to this item in Part 3. All members, both new and existing, are encouraged to use this as a reference document during their term of office.
5. **BOARD OF COURSEWORK STUDIES – CONSTITUTION – Ref: F46776**

The Board has received a request from the President of the Postgraduate Students’ Association (PSA) that in light of the Board’s role in dealing with policy and curriculum related matters for both Cycle I and Cycle II coursework courses, its membership be expanded to include representation of a postgraduate coursework student nominated by the President of the PSA.

Attached (Attachment A) for members’ consideration is an amended Constitution of the Board of Coursework Studies.

If agreed, the Chair suggests that the Board of Coursework Studies recommend to the Academic Council that the amended constitution, as attached to the agenda, be approved.

6. **UNIVERSITY POLICY ON CREATING SPECIAL UNITS – AMENDMENTS – Ref: F39926**

By R237/12, Academic Council resolved to approve the University Policy on Creating Special Units which identifies not only the range of circumstances in which special units may be created for a specified teaching period, but also the levels of approval for these special units in undergraduate and postgraduate coursework courses. The latter is stated as follows:

"2.6 Special units to be offered in a new undergraduate degree course may be approved by the relevant board of studies.
2.7 Special units to be offered in a postgraduate course that forms part of the new courses structure may be approved by the Board of Coursework Studies."

In light of ensuring consistency and efficiency, it is proposed that approval of special units created for a specified teaching period in both Cycle I and Cycle II coursework courses be delegated to the newly established position of Dean of Coursework Studies.

If agreed, the Chair suggests that the Board of Coursework Studies recommend to the Academic Council that the following amendments to the University Policy on Creating Special Units be approved:

"2.6 Special units to be offered in a new undergraduate degree course may be approved by the relevant board of studies Dean, Coursework Studies.
2.7 Special units to be offered in a postgraduate course that forms part of the new courses structure may be approved by the Board of Coursework Studies Dean, Coursework Studies."

7. **PROPOSED NEW UNIT: BPHL3000 - Ref F37916**

By R2/13, the Board of Studies for the Bachelor of Philosophy (Hons) resolved to recommend that the attached new unit proposal for BPHL3000 (Attachment B) be endorsed and forwarded to the Academic Council for approval.

If agreed, the Chair suggests that the Board of Coursework Studies recommend to the Academic Council that the new unit proposal for BPHL3000 be approved for introduction in 2014.
PART 3 – ITEMS FOR DISCUSSION AND DECISION

8. MODUS OPERANDI FOR THE BOARD OF COURSEWORK STUDIES – Ref F12202

In accordance with the Committee’s practice, the Chair will briefly outline the role of the Committee and the expectations of its members, which are guided by the following University policies and practices:

- Constitution of the Board of Coursework Studies
- Principles for the Operation of Committees
- Rules for the Operation of Committees
- University Committee Members’ Code of Conduct
- The Effective Committee Member

Noted in Part 1 (Item 4) is the provision of an “Information Package: A Handbook for Members of the Board of Coursework Studies” which has been circulated to new members and is available on the web for reference by all members. The package is primarily for the information of new members but should also serve as a reminder to all members of the Committee as to the protocols for best practice in committees and details the above policies and practices. Members are welcome to provide any comment on these documents during this item.

The Board of Coursework Studies, as a standing committee of the Academic Council, is subject to annual review by its members. The review report from 2012, comprised by the Institutional Research Unit, is attached (Attachment C). In addition to responding to this survey at the end of each year, members are encouraged, during the course of the year, to raise any issues associated with the Committee’s activities and processes which may improve its efficiency and effectiveness.

Within the context of the Committee’s modus operandi and its self-review, the Chair will invite comment on the outcomes of the Committee’s review, how the Board can contribute to the University’s strategic and policy thinking relating to curriculum matters.

The 2012 Survey Report and the Committee’s comments will be forwarded to the Academic Council for its information.

For discussion.

9. CLARIFYING PRINCIPLES RELATING TO BROADENING UNITS – Ref F28106

Broadening Units “are offered in one or more areas of knowledge that do not include the area of knowledge in which a student’s degree-specific major is offered”. A student is required to complete at least four broadening units with at least one unit from ‘Category A’ and the remainder chosen from either ‘Category A’ or ‘Category B.’

Members will note that by R88/10 Academic Council resolved to approve the following as “permissible substitutes for the ‘Category A’ broadening unit requirement:

a) an approved Study Abroad/Student Exchange program for credit; or
b) successful completion of a LOTE unit except when it forms part of the disciplinary field of the student’s major.”

However, the extent to which LOTE units undertaken in the same disciplinary area as part of an approved Study Abroad / Student Exchange become permissible substitutes for ‘Category A’ broadening unit requirement may need clarification.

Attached (Attachment D) for members’ consideration is a short discussion paper that proposes the adoption of the following principles:

(i) Any LOTE unit is broadening for all students except if it is part of a student’s degree-specific major or second major.
(ii) A LOTE unit undertaken as part of an approved Study Abroad / Student Exchange program receives credit for meeting requirements of a ‘Category A’ broadening unit even if it is in the disciplinary area of the student’s degree-specific major.
(iii) All broadening requirements can be met by completing, as part of an approved Study Abroad / Student Exchange program, units within the knowledge area of the student's degree.

If these principles are adopted, the Board will be asked to consider recommending to Academic Council an amendment, as set out in Attachment D, to Section 4 of the University Policy on Undergraduate Degree Courses which specifically relates to broadening units.

For discussion and recommendation to the Academic Council.

10. PROPOSED AMENDMENT OF UNDERGRADUATE DEGREE COURSE RULE 15 AND DEVELOPMENT OF TERMINOLOGY CONCERNING PROGRESS STATUS – REF F36453 & F28852

At its meeting held on 13 March 2013, the Board of Studies for the Bachelor of Philosophy (Hons) resolved by R1/13 to recommended to the Board of Coursework Studies that Rule 15 of the Undergraduate Degree Course Rules be amended to reflect the following:

(i) “to make satisfactory progress, the level of achievement to be attained by students in the first or second academic years of the BPhil(Hons) course is a WAM of at least 80 in six out of eight units undertaken;
(ii) to make satisfactory progress, the level of achievement to be attained by students in the third academic year of the BPhil(Hons) course is a WAM of at least 75 in six out of eight units undertaken; and
(iii) to be eligible to apply to transfer to the BPhil(Hons) on completion of Level 1 units to the value of 48 points, the level of achievement to be attained is a WAM of at least 80 in six out of eight units undertaken”.

Attached (Attachment E) for members’ consideration is the following:

- Extract from minutes of a meeting of the Board of Studies for the Bachelor of Philosophy (Hons)
- Proposed amendment to Rule 15 of the Undergraduate Degree Course Rules

For discussion and recommendation to the Academic Council.

11. SCHOOL OF PSYCHOLOGY – PROPOSAL FOR THE CREATION OF A 10-MONTH NON-STANDARD TEACHING PERIOD – Ref F40619

The New Courses 2012 Glossary of Terms defines teaching period as follows:

“A teaching period is a scheduled duration, within an academic year, in which a unit of study is offered and includes approved non-teaching study breaks, pre-examination study breaks and examination periods.”

Attached (Attachment F) for members’ consideration is a proposal from the school of Psychology which is requesting for the creation of a 10-month non-standard teaching period to accommodate placement/practicum units within its postgraduate coursework courses.

For discussion.
Board of Coursework Studies (constitution)

This board operates in accordance with the Principles and Rules for the Operation of Committees available at http://www.secretariat.uwa.edu.au/page/20815.

Members must act in accordance with the University Committee Members’ Code of Conduct available at http://www.secretariat.uwa.edu.au/page/20815.

Position of the Board within the University of Western Australia

1. The Board of Coursework Studies is a standing committee of the Academic Council.

Role

2. The role of the Board is to—
   
   (a) consider and make recommendations to the Academic Council on policy matters relating to the structure and content of undergraduate and postgraduate coursework; and
   
   (b) receive and consider proposals submitted through the appropriate process for the introduction of, and major changes to, coursework units, majors and courses, and make recommendations to Academic Council on these and associated policy matters.

Membership

3.(1) The Board comprises:
   
   (a) the Deputy Vice-Chancellor (Education) (as Chair);
   
   (b) the Chair of the Academic Board;
   
   (c) the Deputy Chair of the Academic Board;
   
   (d) the Dean of Coursework Studies;
   
   (e) the Executive Director (Academic Services) and Registrar;
   
   (f) the Academic Secretary;
   
   (g) the President of the Guild of Undergraduates;
   
   (h) a postgraduate coursework student nominated by the President of the Postgraduate Students’ Association;
   
   (i) the Chairs of the Boards of Studies for the University’s undergraduate degree courses; and
   
   (j) up to two co-opted members with expertise in relation to postgraduate studies.

   (2) The Board may invite one or more persons to attend meetings to provide advice on specific areas or agenda items.

Members’ Absence and Nominees

4.(1) In the event that a member is unable to attend a meeting, that member may nominate a person to attend that meeting in their stead.

   (2) Nominations must be in writing and received by the Executive Officer prior to the relevant meeting.

Terms of Office

5. The term of office of members co-opted under 3.(1)(ij) is two years.

Eligibility for a Second or Subsequent Term of Office

6. At the end of a term of office, members co-opted under 3.(1)(ij) are eligible to be co-opted again.

Quorum

7. The quorum for the Board is half the current membership plus one.

Decisions

8.(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.

Frequency of Meetings

9. The Board normally meets at least five times each year in the months of February to November but may meet more frequently if required.
8 PROPOSED NEW UNIT: BPHL3000 BPhil(Hons) Independent Research Project - Ref F37916

Members were asked to consider a new unit proposal form for BPHL3000 BPhil(Hons) Independent Research Project.

There was some discussion of the practicality of obtaining ethics committee approval for a six point project within the relevant timeframe and of the possible need, because of this factor, to put some boundaries around the kinds of projects that might be undertaken by students. It was pointed out that students were likely to be working on a project for which ethics clearance had already been obtained by a supervisor, however it was recognised that, in this scenario, student projects would need to be carefully tailored to fit within the approved protocol. It was agreed that reference to the student’s requirement, where appropriate, to complete Human Ethics Clearance procedures should be amended to read: Where appropriate, students, with the guidance of their supervisor, must complete relevant ethics clearance procedures.

It was further agreed that the prerequisite for the unit should be completion of units to the value of 96 points towards the BPhil(Hons).

An oral presentation (three minute thesis) was proposed as an outcome and an assessment item.

Subject to the changes minuted above,

RESOLVED – 2

to recommend to the Board of Coursework Studies that the proposed new unit, BPHIL3000 BPhil(Hons) Independent Research Project be approved for introduction in 2014.
Please note that this unit is not yet approved.

**Unit Information**

<table>
<thead>
<tr>
<th>Title:</th>
<th>BPhil (Hons) Independent Research Project</th>
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</thead>
<tbody>
<tr>
<td>Level:</td>
<td>3</td>
</tr>
<tr>
<td>Type:</td>
<td>Undergraduate as unattached elective in BPhil</td>
</tr>
<tr>
<td>Intended courses:</td>
<td></td>
</tr>
<tr>
<td>Faculty:</td>
<td>Arts</td>
</tr>
<tr>
<td>Resp. Org. Entity:</td>
<td>Arts (00109)</td>
</tr>
<tr>
<td>Contact:</td>
<td>Associate Professor Jenna Mead (<a href="mailto:jenna.mead@uwa.edu.au">jenna.mead@uwa.edu.au</a>)</td>
</tr>
<tr>
<td>Proposed:</td>
<td>24/02/2013</td>
</tr>
<tr>
<td>First year of offer:</td>
<td>2014</td>
</tr>
<tr>
<td>Credit points:</td>
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</tr>
<tr>
<td>Workload hours per 6 pts:</td>
<td>150</td>
</tr>
<tr>
<td>Broadening categories:</td>
<td>Not broadening category B: BPhil special unit. Elective</td>
</tr>
</tbody>
</table>

**Academic information**

**Unit Content:** § This unit is the third element in undergraduate research training in BPhil (Hons). Students will undertake a small-scale research project under the direction of a supervisor. The project will usually be in the discipline of the major. Learning Outcomes should be aligned with disciplinary protocols and concommitant with the requirements of Level 3. Where appropriate, and with the guidance of the supervisor, students must complete relevant ethics clearance procedures. § Students should complete an appropriately scaled research project from draft proposal to completed written paper (5 000 words or equivalent) in an appropriate academic format. § Allocation of student to supervisor and signing off on completion of the unit are the responsibilities of the Academic Co-ordinator. The research project should be agreed by supervisor and student before commencement.

**Outcomes:** Students are able, with the direction of a supervisor, to (1) design and conduct an appropriately scaled research project within the relevant disciplinary protocols and produce an academic paper (2) suitable for submission to a graduate or undergraduate research journal. Students are not precluded from seeking more ambitious publication. (3) Students should aim to submit their paper to an appropriate conference such as the Australasian Undergraduate Research Conference, the British Conference for Undergraduate Research or an equivalent. Students are not, however, precluded from participating in conferences with academic colleagues. (4) Students should prepare an oral presentation on the project, for the BPhil (Hons) Research Seminar series (combined Level 2 and Level 3), on an appropriate model such as the 3 Minute Thesis.

**Assessment items:** This comprises a research paper suitable for submission to an appropriate journal; abstract suitable for submission to an appropriate conference venue; oral presentation for an appropriate venue and according to an appropriate model.

**Assessments tied to outcomes:** Students are able to (1) conduct an appropriately scaled research project within the relevant disciplinary protocols and produce an academic paper; (2) prepare the paper for submission to an appropriate undergraduate or graduate research journal; (3) develop an abstract or poster from the paper for submission to an appropriate undergraduate research conference; and (4) prepare an oral presentation focused on the project.

Assessment has two elements: grading of the final paper and satisfactory completion of performative elements. Grading should aim to recognize both undergraduate marking criteria in the relevant discipline and Satisfactory Progression in BPhil (Hons) where Rule 15 requires a WAM for best 6/8 units of 75+. The final paper should be assessed by TWO (2) suitably qualified academic colleagues; selected on advice from the supervisor. The paper should be graded according to UWA’s generally accepted scale of HD = 80+, D = 70 - 79, CR = 60 - 69 and P = 50 - 59. The expectation is that the paper will be assessed in the context of BPhil (Hons)’s undergraduate research training sequence (Level 1 GCRL1000, Level 2 Research Placement) and with a view to the candidate’s progression to fourth-year Honours. Satisfactory completion of performative elements — submission of paper to an appropriate journal, abstract to an appropriate conference venue and oral presentation to an appropriate audience — should be sign-off by the supervisor. The BPhil (Hons) Academic Co-ordinator has overall responsibility for administration of this process.
Prerequisites:  Enrolment will be limited to candidates enrolled in BP005. Candidates should have completed 96 credit points.

Corequisites:  Nil.

Incompatibilities:  Nil.

Advisable Prior Study:  GCRL1000 Global Challenges, Research and Leadership or comparable unit. Level 2 Research Placement or comparable research experience.

Teaching Responsibilities

<table>
<thead>
<tr>
<th>%</th>
<th>Teaching Org</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Arts</td>
<td>Proposing faculty.</td>
</tr>
</tbody>
</table>

Committee endorsements and approvals

<table>
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<tr>
<th>Review committee</th>
<th>Status</th>
<th>Resolution</th>
<th>Date</th>
<th>Notes</th>
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</thead>
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<tr>
<td>Faculty</td>
<td>Endorsed</td>
<td>A/Prof Jenna Mead</td>
<td>6/03/2013</td>
<td>Imported from the excel New Unit Proposal form.</td>
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<td>Board of Studies (BPhil)</td>
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<td>R2/13</td>
<td>13/03/2013</td>
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</tr>
<tr>
<td>Board of Coursework Studies</td>
<td>Not yet endorsed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Council</td>
<td>Not yet approved</td>
<td></td>
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<td></td>
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</table>
Boards of Study Performance Evaluation 2012
Board of Coursework Studies

Introduction

In December 2012/January 2013, members of the Boards of Study were asked to evaluate their board's performance during the past year. This report presents the results of the survey of the 12 members of the Board of Coursework Studies. Given the small number of respondents, caution is recommended when interpreting these results.

Summary

Responses to the online survey were received from 8 members of the Board of Coursework Studies, a response rate of 67% (c.f. 55% for all boards of study combined).

In this survey, the structured items requested a response on a 4-point scale. The percentage of responses in the top two categories of the scale is a simple measure of performance (the higher this percentage the better). Overall, members rated the performance of the Board of Coursework Studies very positively: across all 29 structured items, all 198 responses received were in the top two categories, i.e., 100% of responses were in the top two categories (c.f. 93% for all boards of study combined).

For an individual item, less than 70% of responses in the top two categories suggest a need for improvement on that item. In this survey of the Board of Coursework Studies, there were no such items: each item had 100% of responses in the top two categories.

Detailed results, including respondents' comments, are presented below. A copy of the survey form is attached.
### Role of the Board of Coursework Studies and its members

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>1  The role of the Board of Coursework Studies is clearly defined in its Constitution..................</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2  The induction you received when you joined the Board of Coursework Studies was useful.........................................................</td>
<td>2**</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3  The Chair and Executive Officer provided you with clear and sufficient information about your role and responsibilities as a member of the Board of Coursework Studies....................</td>
<td>7</td>
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<td>0</td>
</tr>
</tbody>
</table>

* Percentage of responses in the top two categories (Agree or Strongly agree)

** 5 respondents chose the ‘not applicable’ option and are not included in the table

### Performance of the Board of Coursework Studies

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Strongly disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>4a Principles for the Operation of Committees......................................................</td>
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<tr>
<td>4b Rules for the Operation of Committees..........................................................</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>4c Committee Members' Code of Conduct..............................................................</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5  The Board of Coursework Studies has performed appropriately in considering coursework proposals submitted through the correct process during 2012..........................................................</td>
<td>7</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>6  The Board of Coursework Studies has performed appropriately in the process of the approval of relevant University Policies during 2012...........................................................</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7  The Board of Coursework Studies has performed appropriately in the process of the approval of other related academic matters during 2012..........................................................</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Percentage of responses in the top two categories (Agree or Strongly Agree)
### Percentage of responses in the top two categories (Effectively or Very effectively)

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agendas were received in sufficient time to allow members to give due consideration to the business.</td>
<td>7</td>
<td>0 0 3 4</td>
<td>0.0 0.0 42.9 57.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Agendas provided clear, sufficient and focussed information which enabled members to understand the issues, engage in debate and make well-informed decisions.</td>
<td>7</td>
<td>0 0 1 6</td>
<td>0.0 0.0 14.3 85.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Agenda items made clear what the Board of Coursework Studies was being asked to do.</td>
<td>7</td>
<td>0 0 1 6</td>
<td>0.0 0.0 14.3 85.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Agenda papers were well organised and easy to navigate.</td>
<td>7</td>
<td>0 0 0 7</td>
<td>0.0 0.0 0.0 100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Minutes of meetings were accurate, clear and sufficiently full.</td>
<td>7</td>
<td>0 0 0 7</td>
<td>0.0 0.0 0.0 100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Minutes were received within a reasonable time after meetings.</td>
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<td>0 0 0 7</td>
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* Percentage of responses in the top two categories (Usually or Always)
### Conduct during the Board of Coursework Studies meetings

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<th>n</th>
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<tr>
<td></td>
<td></td>
<td>Rarely</td>
<td>Sometimes</td>
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<tr>
<td>11a The Chair conducted meetings efficiently and effectively</td>
<td>7</td>
<td>0</td>
<td>0</td>
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<td>11b The Chair enabled all members to participate in meetings</td>
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<td>11c The Chair ensured that the Board of Coursework Studies devoted about the right amount of time to items on its agendas</td>
<td>7</td>
<td>0</td>
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<tr>
<td>11d The atmosphere at meetings was conducive to open and productive discussion of issues</td>
<td>7</td>
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<td>11e Members of the Board of Coursework Studies acted professionally at meetings</td>
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* Percentage of responses in the top two categories (Usually or Always)

### Key relationships

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<td></td>
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<td>Less than satisfactory</td>
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<td>12b The working relationships between members of the Board of Coursework Studies were</td>
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* Percentage of responses in the top two categories (Good or Excellent)

### Membership:

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<td></td>
<td>Not at all effectively</td>
<td>Not very effectively</td>
<td>Effectively</td>
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<td>13a Skills</td>
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<td>0</td>
<td>0</td>
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<td>13b Abilities</td>
<td>7</td>
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<td>0</td>
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<td>13c Experience</td>
<td>7</td>
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<td>0</td>
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* Percentage of responses in the top two categories (Effectively or Very Effectively)
Comments are reported verbatim below.

**Role of the Board of Coursework Studies and its members**

Q1. If you have any comments regarding the role of the Board of Coursework Studies, please provide these below: (n = 1)
   - The role of the Board in the approval/governance process at the unit level (as opposed to course and major) is its biggest challenge.

Q2. If you have any comments regarding your induction to the Board of Coursework Studies, please provide these below: (n = 2)
   - I didn't have one
   - Because I had previously been the Executive Officer of the Board I did not required an induction.

Q3. If you have any comments regarding your roles and responsibilities as a member of the Board of Coursework Studies, please provide these below: (n = 1)
   - Because I had previously been the Executive Officer of the Board I was aware of my role and responsibilities as a member

**Performance of the Board of Coursework Studies**

Q5. If you have any comments regarding the Board of Coursework Studies and its performance in considering coursework proposals, please provide these below: (n = 1)
   - The conscientious work done by the Standing Working Party has enabled BCS to give proposals thorough attention.

Q6. If you have any comments regarding the Board of Coursework Studies and the approval of University Policies, please provide these below: (n = 1)
   - Some very useful and important policy work has been accomplished. Hard to see how this could have happened if Academic Council hadn't been able to rely on the work of BCS.

**Conduct during the Board of Coursework Studies meetings**

Q11. If you have any general comments regarding the conduct of the Board of Coursework Studies, please provide these below: (n = 2)
   - one member, now departed, did not achieve these conduct standards, but it mostly did not impede the Board's business
   - The work of BCS in 2012 has generally been a fine example of UWA committee operation at its best.
**Key relationships**

Q12. If you have any comments regarding the Board of Coursework Studies working relationships, please provide these below: (n = 1)

- there was one exception to the 'rule', now departed

**Membership**

Q13. If you have any comments regarding skills, abilities and attributes and membership of the Board of Coursework Studies, please provide these below: (n = 1)

- Contributions have been shared and constructive. There's a lot of high-level brain power and experience on this Board, and members have complemented one another well.

Q14. Please use the space beneath to make any other observations about the performance of the Board of Coursework Studies in 2012, or to make suggestions for improvements in 2013: (n = 1)

- There is a challenge to ensure that the relationship with and engagement of Deans with the work of the Board is carefully managed. The current chair does this well but there remains potential for tension between the Board and faculty ambitions for greater autonomy.
Clarifying principles relating to broadening units

TRIM FILE REFERENCE: F28106

FILE PATH ON SERVER: C:\Documents AND SETTINGS\KKRISHN\DESKTOP\BROADENING UNITS.DOCX

DOCUMENT STATUS

[ ] Draft  [ ] Ready for Review  [x] Final

DOCUMENT MODIFICATION HISTORY

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<td>Ms Sylvia Lang, Academic Secretary</td>
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Attachment D1
Broadening Units “are offered in one or more areas of knowledge that do not include the area of knowledge in which a student’s degree-specific major is offered”.

Section 4 of the University Policy on Undergraduate Degree Courses specifically relates to broadening units, and clause 4.1 states the following:

“4.1 Subject to 4.6, a student is required to complete at least four broadening units with at least one unit from ‘Category A’ and the remainder chosen from either ‘Category A’ or ‘Category B’.

4.1.1 ‘Category A’ comprises units approved by the Board of Coursework Studies that have as their main focus some aspects of the globalised and culturally diverse environment in which graduates will be living and working.

4.1.2 ‘Category B’ comprises potentially all other units that faculties are willing to offer to students from across the University, and that are approved for this purpose by the Board of Coursework Studies, provided that the student meets any prerequisites attached to the unit.”

Clause 4.6 states the following:

“4.6 Permissible substitutes for ‘Category A’ broadening units are –
(a) An approved Study Abroad / Student Exchange program for credit; or
(b) A LOTE unit except if it forms part of the disciplinary field of the student’s degree-specific major.”

While it is implied in 4.1 that broadening requirements can be met by completing all four units from ‘Category A’, the extent to which completion of LOTE units in the same disciplinary area as part of an approved Study Abroad / Student Exchange satisfy broadening requirements need clarification. For instance, consider the following questions:

- Can a LOTE unit undertaken overseas (as part of an approved study abroad or student exchange programme) in the same disciplinary area of the student’s degree-specific major be treated as a permissible substitute for ‘Category A’ broadening units? If yes, can the student receive credits for that unit?
- To what extent does completion of a 12-credit points or 18-credit points language unit undertaken overseas (as part of an approved study abroad or student exchange programme) in the same disciplinary area of the student’s degree-specific major or outside the disciplinary area of the student’s degree-specific major meet broadening requirements?

To this end, the following principles are suggested:

(i) Any LOTE unit is broadening for all students except if it is part of a student’s degree-specific major or second major.

(ii) A LOTE unit undertaken as part of an approved Study Abroad / Student Exchange program receives credit for meeting requirements of a ‘Category A’ broadening unit even if it is in the disciplinary area of the student’s degree-specific major.

(iii) All broadening requirements can be met by completing, as part of an approved Study Abroad / Student Exchange program, units within the knowledge area of the student’s degree.

Recommendation:
In light of the above discussion, it is recommended that clause 4.6 of the University Policy on Undergraduate Degrees be amended as follows:

“4.6 Permissible substitutes for a ‘Category A’ broadening units are –
(a) Subject to (b), a LOTE unit except if it forms part of the student’s degree-specific major or second major-An approved Study Abroad / Student Exchange program for credit; or
(b) A LOTE unit except if it forms part of the disciplinary field of the student’s degree-specific major-an approved Study Abroad / Student Exchange program undertaken for credit even if it comprises units in the disciplinary field of the student’s degree-specific major.”
The University of Western Australia

EXTRACT FROM MINUTES OF A MEETING OF THE BOARD OF STUDIES FOR THE BACHELOR OF PHILOSOPHY (HONOURS) HELD ON WEDNESDAY 13 MARCH 2013 IN THE CHANCELLOR’S ROOM, WINTHROP TOWER

7 PROPOSED AMENDMENT OF UNDERGRADUATE DEGREE COURSE RULE 15 AND DEVELOPMENT OF TERMINOLOGY CONCERNING PROGRESS STATUS FOR BPHIL(HONS) STUDENTS – REF F

The Board was advised that, at its meetings held on 7 December and 10 December 2012, the Academic Progress Review sub-Committee had recommended as follows:

(a) that Rule 15 of the Undergraduate Degree Course Rules be revisited and, in particular, Rule 15(1); and

(b) that appropriate terminology concerning progress status be developed for the BPhil(Hons).

In relation to recommendation (a), members noted the sub-Committee’s view that the introduction of a Credit grade as the primary criterion for progression, evidenced by its position in the rule, conflicted with Rule 15(2), in which the criterion was a WAM from the best six out of eight results. The sub-Committee had also pointed out that, at its September 2012 meeting, the Board had argued that the criterion in Rule 15(2) acknowledged that broadening units might not represent a student’s strengths. Further, in the view of the sub-Committee, the Board’s acceptance that the criterion in Rule 15(2) be used over a two year period, to enable students to adapt and mature in the context of university learning, added weight to that criterion being the primary one for progression.

In relation to recommendation (b), the sub-Committee had pointed out that the categories nominated in Rule 15 were not the same as those applied in mainstream undergraduate degree courses.

The Board had before it the minutes of the meeting of the Academic Progress Review sub-Committee held on Friday 7 December and Monday 10 December 2012.

The Chair invited the Director, Students Services to address Recommendations (a) and (b) of the Academic Progress Review sub-Committee.

Concerning recommendation (a), the Director, Student Services provided a brief summary of the challenges that had been involved in faithfully reflecting the intent of the satisfactory progress rule, which was complex in expression. Members were advised that the University’s Institutional Research Unit (IRU) had devised a means to calculate a WAM for six out of eight units attempted by a student.

Regarding recommendation (b), the Director, Student Services informed the Board that the terminology and text used to advise students of progress status was under review for all degrees and that a report would be provided in the near future.

The Board was invited to consider whether achievement of a WAM, of, for example, 75 across the course and for any measurable period of the course might be an appropriate alternative measure of satisfactory progress for the BPhil(Hons).

There followed a wide-ranging discussion during which the following were among the key points made:

- A WAM of 75 across the course had the benefit of simplicity and allowed for some risk-taking by students in terms of choice of units in discipline areas that might be unfamiliar to them.

- The fact that a student’s WAM in the Student Information Management System might be different to that calculated by IRU for the purpose of determining satisfactory progress was not of concern provided that the reason for this was clearly explained to the students concerned. The Academic Co-ordinator confirmed that such an explanation was provided to students in the course of interviews.
• The cut-off WAM for students applying for entry to the BPhil(Hons) course on completion of 48 points of study must be the same as the WAM set for satisfactory progress for students in the first year of the course otherwise there was the risk of a perception of inequitable treatment between the two groups of students.

• A WAM of 80 in six out of eight units was well accepted by the BPhil(Hons) cohort as reflecting the high level of achievement required to progress in the course.

**RESOLVED – 1**

to recommend to the Board of Coursework Studies that the Undergraduate Degree Course Rules and the University Policy on the Bachelor of Philosophy (Honours) be amended to reflect that -

(i) to make satisfactory progress, the level of achievement to be attained by students in the first or second academic years of the BPhil(Hons) course is a WAM of at least 80 in six out of eight units undertaken;

(ii) to make satisfactory progress, the level of achievement to be attained by students in the third academic year of the BPhil(Hons) course is a WAM of at least 75 in six out of eight units undertaken; and

(iii) to be eligible to apply to transfer to the BPhil(Hons) on completion of Level 1 units to the value of 48 points, the level of achievement to be attained is a WAM of at least 80 in six out of eight units undertaken.
Rules

Undergraduate Degree Course Rules

Part 1—Preliminary

1. Title
These rules are the Undergraduate Degree Course Rules.

2. Terms used
(Note: The Glossary provides a fuller explanation of the terms used in these rules.)

In these rules:

area of knowledge means a group of associated disciplinary fields corresponding to a particular undergraduate pass degree;

broadening units means the units referred to in rule Rule 5(5)(c);

Category A broadening units means broadening units that—

(a) have as their main focus some aspect(s) of the globalised and culturally diverse environment; and

(b) are approved by the Academic Board, on the recommendation of the Board of Coursework Studies, as Category A broadening units;

Note: Details of units that have been approved by the Academic Board as Category A units are provided at http://handbooks.uwa.edu.au/page/56205.

complementary unit means a unit that is approved by the Academic Board as a complementary unit in relation to a degree-specific major;

course means a plan of study, approved by the Academic Board, that a student must successfully undertake before qualifying for a degree;

degree-specific major means one of the majors that are approved by the Academic Board as degree-specific majors;

Note: Details of majors that have been approved by the Academic Board as degree-specific majors are provided at http://handbooks.uwa.edu.au/page/55399.

LOTE units means units that are approved by the Academic Board as language other than English units;

normally, in relation to a statement made in these rules, means the statement applies subject to one or more
exceptions approved by the Academic Board;

*relevant board* means a Board of the University relevant to the case in point;

*undergraduate degree course* means an undergraduate pass or honours degree course or the Bachelor of Philosophy (Honours) degree course;

*undergraduate pass degree* course means the course for the Bachelor of Arts, Bachelor of Science, Bachelor of Commerce or Bachelor of Design pass degree;

*unit* means a discrete element in a course that normally represents six credit points.

### 3. Range of undergraduate enrolments

A student who is an undergraduate must be enrolled in—

(a) an undergraduate pass degree course; or

(b) an honours degree course referred to in Rule 10; or

(c) the Bachelor of Philosophy (Honours) degree course referred to in Rule 13.

### 4. Nomination of degree-specific major for undergraduate degree course

A student enrolled in an undergraduate pass degree course or the Bachelor of Philosophy (Honours) degree course must nominate a degree-specific major for the course in which the student is enrolled.

### Part 3—Bachelor of Arts, Bachelor of Commerce, Bachelor of Design and Bachelor of Science honours degree courses

...  

### Part 4—Bachelor of Philosophy (Honours) degree course

13. Bachelor of Philosophy (Honours) degree course

(1) The Bachelor of Philosophy (Honours) degree course consists of 32 units.

(2) The units must include—

(a) no more than 12 Level 1 units; and

(b) at least four Level 3 units; and

(c) four units (broadening units) from one or more areas of knowledge that do not include the area of knowledge of the degree-specific major; and

(d) the equivalent of eight Level 4 units; and

(e) a degree-specific major in the form of either a single major or a double major; and

(f) a research dissertation component equivalent to four Level 4 units.

(3) LOTE units are broadening units as long as those units do not form part of the disciplinary field of the
student’s degree-specific major.

(4) Permissible substitutes for Category A broadening units are—

(a) an approved Study Abroad/Student Exchange program for credit; or

(b) a LOTE unit except if it forms part of the disciplinary field of the student’s degree-specific major.

(5) A single major consists of eight units from the same disciplinary field with, normally—

(a) two Level 1 units; and

(b) two Level 2 units; and

(c) four Level 3 units.

(6) A double major consists of 14 units with, normally—

(a) two Level 1 units that are acceptable to each major; and

(b) four Level 2 units; and

(c) eight Level 3 units.

(7) At least one of the units in the Bachelor of Philosophy (Honours) degree course must normally involve the study of a language other than English.

(8) A unit that is a complementary unit in relation to a student’s degree-specific major must be included in the student’s degree course.

(9) Students are normally required to undertake a residential program approved by the Academic Board before the Level 1 units are completed.

(10) A semester of study outside of Australia (that may include a research placement) must normally be undertaken after the Level 1 units are completed and before the Level 3 units are completed.


(1) Except as stated in (2), a student who enrols in the Bachelor of Philosophy (Honours) degree course for the first time, irrespective of whether they have previously been enrolled in another course of the University, must undertake modules called Academic Conduct Essentials (the ACE module), Communication and Research Skills (the CARS module) and Indigenous Studies Essentials (the ISE module) in the teaching period in which they are first enrolled.

(2) A student who has previously achieved a result of Ungraded Pass (UP) for the ACE module, the CARS module or the ISE module is not required to repeat the relevant module.

15. Satisfactory progress

(1) Subject to (2) to (4) inclusive, to make satisfactory progress in a calendar year a student must achieve at least a credit pass in all units in which they remain enrolled after the final date for withdrawal without academic penalty.

(2) Subject to (2) and (3), student must normally achieve a weighted average mark of at least 80 calculated as an average of the student’s best six unit results in each of their first two academic years, subject to (3), and a weighted average mark of at least 75 for the student’s best six unit results...
in their third academic year.

**23** If a student has completed more than a full-time load in the period for which the weighted average mark is calculated, the weighted average mark is calculated using the student's lowest scoring units that permit progression and the remainder, if the student is in their first or second academic years, contribute to the weighted average mark calculation for the next period.

**34** A student who has not achieved a result of Ungraded Pass (UP) in one or more of the ACE module, the CARS module or the ISE module when their progress status is assessed will not have made satisfactory progress.

### 16. Progress status

1. A student who makes satisfactory progress is assigned the status of 'Good Standing'.

2. A student who does not make satisfactory progress in terms of Rule 15(34) is assigned the progress status of 'On Probation'.

3. Unless the relevant board determines otherwise because of exceptional circumstances or (34) applies, a student who does not make satisfactory progress is assigned the progress status of 'Excluded'.

4. A student who has a weighted average mark below 80 in their first academic year but who, in the opinion of the Board of Studies for the Bachelor of Philosophy (Honours), has a reasonable prospect of attaining a cumulative weighted average mark of 80 by the time their progress is next assessed, is assigned the progress status of 'On Probation' and appropriate conditions are applied to allow close monitoring of the student's progress in the next period with a view to course transfer if appropriate.

5. To be awarded the Bachelor of Philosophy (Honours) a student must achieve an Honours classification of 2A or above.

6. A student who is awarded an Honours classification below 2A is awarded the degree to which their degree-specific major belongs with the relevant classification of Honours.
14 January 2013

Ms Sylvia Lang
Academic Secretary
Academic Policy Services

Dear Sylvia

Re:  Proposal for the creation of a 10-month non-standard teaching period

The School of Psychology is requesting approval for the creation of a 10-month non-standard teaching period to accommodate placement/practicum units within our postgraduate coursework programs.

We are currently having difficulties accommodating students on placements within the existing teaching periods, and believe that the creation of a 10-month teaching period should resolve these difficulties.

Students in a postgraduate coursework degree complete three to four placements over the course of their degree. These placements have typically been 35 day placements spread out over a number of months. Students have often struggled to complete placement requirements, as outlined by the accrediting bodies, within the existing teaching periods. Changes to the structure of our postgraduate programs have resulted in an increase in the length of placements from 35 days to 45 days. This increase in length will place additional stress on students. We believe that a 10-month teaching period would reduce stress on students, allowing them to complete placement requirements within a more appropriate time frame. It would also resolve the problem of having outstanding results (NA) on academic transcripts, and avoid the longer term complications associated with missing marks.

A longer teaching period would better accommodate non-standard placements in agencies that are only able to offer part-time (e.g. one day per week) placement opportunities and provide flexibility for students having difficulty securing a placement. Given the demand for placements, with four universities competing for a limited number of placement opportunities, it is also likely that a more flexible teaching period would make the School and its students more attractive to placement agencies.
The issue of teaching periods for placement units was raised by the Australian Psychology Accreditation Council (APAC) and Australian Psychological Society (APS) assessment team at our recent reaccreditation site visit in December 2012. The assessment team were concerned that students were being asked to complete placement requirements, as outlined by both APAC and the APS, in an unreasonably short period of time. The School has been given provisional accreditation with the issue of placement teaching periods being one that the School will need to resolve before full accreditation can be granted. As it is crucial for our programs to be fully accredited, this is an issue we are wanting to resolve quickly.

We appreciate your consideration of this request and look forward to hearing from you regarding the outcome. Please do not hesitate to contact me should you require any further regarding this request.

Yours faithfully

Murray Maybery
Head of School

cc. Brendan Waddell (Faculty of Science)