The University of Western Australia

MEMBERS OF THE BOARD OF STUDIES – BACHELOR OF PHILOSOPHY (HONS)

Senior Deputy Vice-Chancellor’s Nominee as Chair (Winthrop Professor Krishna Sen)
Deputy Vice-Chancellor (Research) (Professor Robyn Owens)
Pro Vice-Chancellor (Education) (Winthrop Professor Jane Long)
Dean, Graduate Research School (Winthrop Professor Alan Dench)
Appointee of the SDVC and the Chair of Academic Board (Winthrop Professor Ian McArthur)
Appointee of the SDVC and the Chair of Academic Board (vacant)
Appointee of the SDVC and the Chair of Academic Board (Associate Professor Fiona Pixley)
Appointee of the SDVC and the Chair of Academic Board (Professor Trish Todd)
Appointee of the SDVC and the Chair of Academic Board (Winthrop Professor Philippa Maddern)
Registrar or Nominee (Dr Sato Juniper)
Guild President (Mr Matthew Mckenzie)
Dr Kabilan Krishnasamy, Executive Officer
Ms Kaye Macpherson-Smith, Executive Officer

STANDING INVITEE
Associate Professor Jenna Mead, Academic Coordinator for Bachelor of Philosophy (Hons)

IN-ATTENDANCE
Senior Academic Reviewer (Winthrop Professor Ian Reid)

BY INVITATION FOR ITEM 7
Mr Wayne Betts, Associate Director, Student Services (Admissions Centre)
Mr Garry Hendy, Associate Director (International Admissions)

BOARD OF STUDIES (BACHELOR OF PHILOSOPHY (HONS)) MEETING – FRIDAY, 23RD MARCH 2012

AGENDA

This is to confirm that the next meeting of the Board of Studies for the Bachelor of Philosophy (Hons) (BOS BPhil (Hons)) will be held on Friday, 23rd March 2012, 10.00 – 11.30am, in Meeting Room 1237, 1st Floor Student Services (Social Sciences, South Wing building).

Part 1 of the agenda 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 or/and 2 to Part 3.

Kaye Macpherson-Smith
Executive Officer

Note: The change of meeting venue. The Social Sciences, South Wing building is reference G-H - 8 on the campus map available at http://www.uwa.edu.au/campus-map. The entry and stairs are opposite the eastern doors to the Co-op bookshop.

WELCOME
The Chair will welcome members to the meeting of the Boards of Studies for the Bachelor of Philosophy (Hons) degree course.

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: F27161

Confirmation of the minutes of the then Interim Board of Studies for the Bachelor of Philosophy (Hons) meeting held on 3rd November 2011.

2. NOTING OF DECISIONS TAKEN BY WAY OF A CIRCULAR

Confirmation of noting of decisions taken on 14 February 2012 by way of a circular.

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

3. CHANGE IN VENUE FOR MEETINGS OF THE BOARD OF STUDIES FOR THE BACHELOR OF PHILOSOPHY (HONS) IN 2012 – Ref: F27161

Members are asked to note the changes (highlighted in bold) in venue for the following meeting dates:

<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th>Cut-off date for receipt of Agenda Material (by Mid-day)</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 14th February 2012</td>
<td>Monday, 30th January 2012</td>
<td>Chancellor’s Room</td>
</tr>
<tr>
<td>Tuesday, 13th March 2012</td>
<td>Monday, 27th February 2012</td>
<td>Chancellor’s Room</td>
</tr>
<tr>
<td>Tuesday, 10th April 2012</td>
<td>Monday, 26th March 2012</td>
<td><strong>W1 Meeting room</strong></td>
</tr>
<tr>
<td>Tuesday, 15th May 2012</td>
<td>Monday, 30th April 2012</td>
<td>Senate room</td>
</tr>
<tr>
<td>Tuesday, 12th June 2012</td>
<td>Monday, 28th May 2012</td>
<td><strong>W1 Meeting room</strong></td>
</tr>
</tbody>
</table>

No meeting scheduled in July

<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th>Cut-off date for receipt of Agenda Material (by Mid-day)</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 14th August 2012</td>
<td>Monday, 30th July 2012</td>
<td><strong>W1 Meeting room</strong></td>
</tr>
<tr>
<td>Tuesday, 11th September 2012</td>
<td>Monday, 27th August 2012</td>
<td><strong>W1 Meeting room</strong></td>
</tr>
<tr>
<td>Tuesday, 9th October 2012</td>
<td>Monday, 24th September 2012</td>
<td><strong>W1 Meeting room</strong></td>
</tr>
<tr>
<td>Tuesday, 13th November 2012</td>
<td>Monday, 29th October 2012</td>
<td><strong>W1 Meeting room</strong></td>
</tr>
</tbody>
</table>

For noting.

4. CONSTITUTION OF THE BOARD OF STUDIES FOR THE BACHELOR OF PHILOSOPHY (HONS) – Ref: F28650

Members are advised that the attached (Attachment A) Constitution of the BOS BPhil (Hons) was approved by the Academic Council by R7/12 following a recommendation from the Board of Coursework Studies.

For noting.

5. UNIVERSITY POLICY ON UNDERGRADUATE DEGREE COURSE RULES FOR THE BACHELOR OF PHILOSOPHY (HONOURS) – Refs: F35860, F36453

Members are advised that in December 2011 Academic Council considered by way of a circular the alignment of Rule 13 of the Undergraduate Degree Course Rules for the Bachelor of Philosophy (Hons) as approved by R11/154 (August 2011) with clause 3.6 of the University Policy on Bachelor of Philosophy as approved by Academic Council by R11/91 (June 2011).

As a way forward Academic Council endorsed by R11/233 an amendment to Rule 13 of the Undergraduate Degree Course Rules for the Bachelor of Philosophy (Hons) (BPhil (Hons)) to read as follows: “To make satisfactory progress in a calendar year a student must pass all units in which they remain enrolled after the final date for withdrawal without penalty and normally receive a Weighted Average Mark of 80 or above.”
It was noted that Rule 13 and the University Policy could be difficult to operationalise and the Board of Studies for the BPhil (Hons) would be asked to consider this aspect of the satisfactory progress policy and rule, with account taken of the intent of the operational guidelines endorsed in 2009 and the proposed amendments to the rules and policy for the BPhil (Hons).

An extract of the Noting of Decisions by the Academic Council by way of a circular on 20 December 2011 is attached (Attachment B) for members’ information.

[Executive Officer’s note: Members will note that a discussion paper to consider how to operationalise Rule 13 and the University Policy will be forthcoming.]

For noting.

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

6. ADMISSION TO THE BACHELOR OF PHILOSOPHY (HONS): PROCEDURES FOR SELECTION PROCESS – AMENDMENT TO TERMS OF REFERENCE – Ref: F37849

At its meeting of September 2011, the then Interim Board of Studies resolved by R7/11 to establish an Admissions Sub-Committee with the following Terms of Reference:

- To consider, rank and select applications, where relevant, for admission to the Bachelor of Philosophy (Hons) degree course;
- To advise the Bachelor of Philosophy (Hons) Interim Board of Studies on the ATAR cut-off for equity groups of students (i.e. Indigenous and students from rural and low-socio economic backgrounds);
- To develop, in consultation with relevant areas, a process for identifying and inviting highly capable Indigenous students and students from rural and low-socio economic backgrounds to apply for admission to the Bachelor of Philosophy (Hons);
- To refer to the Bachelor of Philosophy (Hons) Interim Board of Studies any appeals relating to admission decisions; and
- To provide an annual report to the Bachelor of Philosophy (Hons) Interim Board of Studies.

Members will note that consideration of applications from students who wish to transfer into the BPhil (Hons) is also fundamentally an admissions issue. Though there should not be any application for 2012 other than a small number from the Bachelor of Science Advanced Science students, if they wish to transfer. In light of this, the Chair suggests that the following be included as an additional clause in the Terms of Reference of the Admissions Sub-Committee:

- To consider, rank and select applications, where relevant, for transfer to the Bachelor of Philosophy (Hons) degree course;

Attachment C comprises:

- Admission to the Bachelor of Philosophy (Hons): Procedures for Selection Process
- Extract from minutes of the meeting of the Interim Board of Studies for the Bachelor of Philosophy (Hons) held on 1st September 2011.

If agreed, the Chair suggests that the Board of Studies for the Bachelor of Philosophy (Hons) approve the inclusion of an additional clause, as set out above, in the Terms of Reference of the Admissions Sub-Committee.
PART 3 – ITEMS FOR DISCUSSION AND DECISION

7.  ADMISSIONS SUB-COMMITTEE REPORT: 2012 ADMISSIONS TO THE BACHELOR OF PHILOSOPHY (HONS) – Ref: F38749

Attached (Attachment D) for members’ consideration is a report on the recent admissions exercise for the Bachelor of Philosophy (Hons).

The report notes that 36 first round offers (30 offers for the Standard quota and six offers for the Equity quota) and 17 second round offers (15 offers for the Standard quota and two offers for the Equity quota) have been made for the BPhil (Hons) degree course.

The report also provides: further information on the main and second round offers and acceptances; a summary of the offers and acceptances for domestic students, and the destinations for those students who declined a BPhil (Hons) offer; demographic data and the majors nominated by the BPhil (Hons) cohort; and a summary of the following issues in regard to the first round of the BPhil (Hons) application and selection process:

1. A cut-off date for international student applications and late year applications is required to allow for processing of these applications.
2. There is potentially a need for some form of generic testing (such as the ISAT used for Medicine/Dentistry) for international applicants, as international qualifications are varied and cannot be broken down with the exactitude applied in ATAR scoring.
3. Use of ATAR alone for ranking of students is potentially a problem if it is not possible to take all of the students with a given ATAR into the programme. The Sub-Committee was lucky this year in the initial round of offers, as the bottom place in the quota fell at a clean break between an ARTAR of 99.85 and 99.80. In future years this may not happen, and the Sub-Committee would like to be able to use ATAR plus TEA for ranking in order to differentiate students with the same ATAR.
4. There were only a small number of applications for the indigenous, low SES and rural quota places. This may be an indication that the University needs to do more to publicize the existence of these places. Should extra weighting be applied to students who are both SED and rural?
5. The current definition of “rural” is “outside Perth” (based on a distance from the city centre). The rural quota is in place partly in recognition that students in some rural high schools are disadvantaged by lack of access to high quality facilities or all WACE subject areas. Some schools in bigger rural centres such as Bunbury and Albany do not fall into this category. Alternative definitions of “rural” apply to some other UWA schemes and the Committee suggests that some of these be considered instead of the current definition.

The Associate Director of the Admissions Centre and the Associate Director for International Admissions have been invited to attend this part of the meeting to support a discussion of the identified issues and a way forward to address future BPhil (Hons) degree admission requirements and the selection process.

For discussion.

8.  PRIZES FOR THE NEW UNDERGRADUATE DEGREES: BACHELOR OF PHILOSOPHY (HONS) - Refs: F3347 & F28852

Members are asked to consider a request from the Office of Development and Alumni Relations for the establishment of a prize for the most outstanding graduand in the Bachelor of Philosophy (Hons). The proposed prize in the BPhil (Hons) will be the current most prestigious undergraduate prize in perpetuity under the new course structure.

In light of this request a discussion paper (Attachment E), which identifies a number of issues, has been drafted for the Board’s consideration. These issues relate to the following:
• Criteria for selecting an outstanding graduand in the BPhil (Hons)
• Eligibility of students who transfer into the BPhil (Hons)
• Prizes in perpetuity
• Appropriate platform for awarding non-faculty specific prizes
• Prize money

Members are asked to consider the above issues with a view to establishing key principles which should guide the establishment of prize offers in the future. Such principles will in turn shape the formulation of conditions governing the establishment of any prize in the BPhil (Hons), which in due course will need to be considered and approved by the Board of Studies.

For discussion.

9. MONTHLY REPORT FROM THE ACADEMIC COORDINATOR FOR THE BACHELOR OF PHILOSOPHY (HONS) – Ref: F28852

The BPhil (Hons) degree commenced in January 2012 with the residential component of the Global Challenges, Research and Leadership Unit (GCRL1000) held at St Catherine’s College.

Attached (Attachment F) is a report, from the Academic Coordinator for the BPhil (Hons), which outlines how the residential component was conducted and also aspects relating to the GCRL1000.

The Academic Coordinator will address some of the challenges that remain and will invite the Board to provide advice/suggestions.

For discussion.
This committee operates in accordance with the Principles and Rules for the Operation of Committees available at http://www.secretariat.uwa.edu.au/page/89528.

Members must act in accordance with the University Committee Members’ Code of Conduct available at http://www.secretariat.uwa.edu.au/page/89528.

Role
1. The role of the Board of Studies for Bachelor of Philosophy (Honours) is to:

(a) ensure that the Bachelor of Philosophy (Honours) operates efficiently and effectively, and to make recommendations, as required, to the Board of Coursework Studies on the following matters:
   (i) Selection criteria/procedures for entry;
   (ii) Structure and content of any units devised specifically for the Bachelor of Philosophy (Honours); and
   (iii) Annual reports, incorporating performance and quality data;

(b) advise and guide the coordinator of the Bachelor of Philosophy (Honours) on its implementation, including:
   (i) Arrangements for research-intensive experiences and other appropriate learning opportunities and special requirements; and
   (ii) The residential program;

(c) review, as directed by the Chair of or the Board of Coursework Studies, any aspect of the Bachelor of Philosophy (Honours); and

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

Membership
2. (1) The Board of Studies for the Bachelor of Philosophy (Honours) comprises:
   (a) a nominee of the Senior Deputy Vice-Chancellor, as Chair;
   (b) six members appointed by the Senior Deputy Vice-Chancellor in consultation with the Chair of Academic Board;
   (c) the Pro Vice-Chancellor (Education), or nominee;
   (d) the Dean of the Graduate Research School, or nominee;
   (e) the Registrar, or nominee; and
   (f) 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
3. (1) If a member or a 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 a nominee appointed under 2(1)(b) – (f) who is unable to attend a meeting cannot send anyone else in their stead.

Terms of Office
4. The term of office of a nominee appointed under 2(1)(a),(c) – (e) or a member appointed under 2(1)(b) is up to two years.

Eligibility for a second or Subsequent Term of Office
5. At the end of a term of office, a nominee appointed under 2(1)(a),(c) – (e) or a member appointed under 2(1)(b) is eligible to be appointed for a second or subsequent term of office.

Skills and/or Qualifications of Members
6. Nominees appointed under 2(1)(b) must have expertise in honours education or equivalent research supervision.

Quorum
7. The quorum for the Board of Studies for the Bachelor of Philosophy (Honours) 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 once each month in the months of February to November with the exception of July when it does not meet.
1. UNIVERSITY POLICY ON AND UNDERGRADUATE DEGREE COURSE RULES FOR BACHELOR OF PHILOSOPHY (HONS) – Ref F35860, F36453

At its meeting of July 2009, Academic Council endorsed the ‘Operational Guidelines for the Bachelor of Philosophy (Hons) Working Party report’ which states that “That, to remain in the B.Phil (Hons), students normally be required to achieve a Level 1 and Level 2 WAM of 80 or above, and a Level 3 WAM of 75 or above”.

By R91/11 Academic Council approved, at its meeting of June 2011, the University Policy on the Bachelor of Philosophy (Hons) in which clause 3.6 states that: “To remain in the BPhil(Hons), students are normally required to achieve a WAM of 80 or above”.

By R154/11 Academic Council approved, at its meeting of August 2011, the undergraduate degree course rules for the Bachelor of Philosophy (Hons) in which Rule 13 states that: “To make satisfactory progress in a calendar year a student must pass all units in which they remain enrolled after the final date for withdrawal without academic penalty and achieve a Weighted Average Mark of 80 or above”.

Members noted a memorandum, as attached to the circular agenda, which recommended that clause 3.6 of the University Policy on Bachelor of Philosophy (Hons) and Rule 13 of the Undergraduate Degree Course Rules for the Bachelor of Philosophy (Hons) be amended as follows to align with the operational guidelines as endorsed by Council in July 2009:

- **Clause 3.6** of the University Policy on Bachelor of Philosophy (Hons) be amended to read as follows: “To remain in the BPhil(Hons), a student in their first or second academic year is normally required to achieve a WAM of 80 or above in 75 per cent of units undertaken, and a student in their third academic year is normally required to achieve a WAM of 75 or above in 75 per cent units undertaken”.

- **Rule 13** of the Undergraduate Degree Course Rules for the Bachelor of Philosophy (Hons) be amended to read as follows:

  (1) “To make satisfactory progress, a student must:

  (a) pass all units in which they remain enrolled after the final date for withdrawal without academic penalty; and

  (b)(i) achieve a weighted average mark of at least 80 in 75 per cent of units undertaken, if the student is in their first or second academic year; or

  (ii) achieve a weighted average mark of at least 75 in 75 per cent of units undertaken, if the student is in their third academic year.

  (2) A student who has not passed 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”.

Feedback from members noted that the amended policy and rule as proposed above included concepts that could be difficult to operationalise and for students to understand. In light of this, the Chair has endorsed the following as a way forward:

(i) That clause 3.6 of the University Policy on Bachelor of Philosophy (Hons), as originally approved by R91/11, remains unchanged to read as follows: “To remain in the BPhil(Hons), students are normally required to achieve a WAM of 80 or above”.

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1 Academic year is defined in the University Policy on Academic year of a bachelor’s degree student calculation as follows: “Students enrolled in a bachelor’s degree course are in their

(a) First academic year until they have accumulated 48 credit points

(b) Second academic year after they have accumulated 48 credit points and until they have accumulated 96 points;

(c) Third academic year after they have accumulated 96 credit points and until they have accumulated 144 points;”
That rule 13 of the Undergraduate Degree Course Rules for the Bachelor of Philosophy (Hons), as originally approved by R154/11, be amended (changes underlined) to read as follows to align with the policy previously approved by Academic Council: “To make satisfactory progress in a calendar year a student must pass all units in which they remain enrolled after the final date for withdrawal without academic penalty and normally achieve a Weighted Average Mark of 80 or above”.

That the Board of Studies for the Bachelor of Philosophy (Honours) be asked to consider ways of operationalising the satisfactory progress policy and rule as set out in (i) and (ii) above taking into account the intent of the operational guidelines endorsed in 2009 and the proposed amendments to the rules and policy for the BPhil(Hons) as set out in the circular agenda.

RESOLVED – 233

To approve the proposed amendment to Rule 13 of the Undergraduate Degree Course Rules for the Bachelor of Philosophy (Hons) to read as follows: “To make satisfactory progress in a calendar year a student must pass all units in which they remain enrolled after the final date for withdrawal without academic penalty and normally achieve a Weighted Average Mark of 80 or above”.

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<th>File to (Name)</th>
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<th>Recipient Initials</th>
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| 30/11/11| Kabilan Krishnasamy      | RMS            | Academic Secretary (Sylvia Lang) – Amendment to Policy      |                    |               | Copy extract emailed to: Senior Academic Reviewer (W/Prof Ian Reid); Senior Legislative Officer (Claire McIlroy); Academic secretary (Sylvia Lang); Executive Officers – BoS BPhil (Kabilan Krishnasamy/ Kaye McPherson-Smith); Chair BoS-BPhil (W/Prof Krishna Sen); BPhil Coordinator (Assoc/Prof Jenna Mead); Deans; FAQos; Director Student Services (Jon Stubbs); Associate Director, Student Administration (Harvey von-Bergheim) | }
ADMISSION TO THE BACHELOR OF PHILOSOPHY (HONS): PROCEDURES FOR SELECTION PROCESS

TRIM FILE REFERENCE: F37849

FILE PATH ON SERVER: S:\Boards OF STUDIES\BOS - BPHIL\AGENDA\AGENDA 2011\SEPTEMBER 2011\B.PHIL(HONS)_PROCEEDURES FOR SELECTION PROCESS.DOC

DOCUMENT STATUS

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

DOCUMENT MODIFICATION HISTORY

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<th>Version Number</th>
<th>Primary Author(s) (name and position)</th>
<th>Description of Version</th>
<th>Date Completed</th>
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<td>Dr Kabilan Krishnasamy Education Policy Officer</td>
<td>First draft for feedback</td>
<td>16.08.11</td>
<td>W/Prof Ian Reid</td>
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<td>Revised draft</td>
<td>23.08.11</td>
<td>W/Prof Krishna Sen</td>
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DOCUMENT APPROVAL

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1. INTRODUCTION

By R89/10 Academic Council resolved to approve that the selection panel for ranking applicants for admission to the Bachelor of Philosophy (Hons) degree course comprise the following:

- Two members drawn from the Bachelor of Philosophy (Hons) Interim Board of Studies (one of whom will be the convener)
- Academic coordinator for Bachelor of Philosophy (Hons)
- Associate Director, Admissions Centre
- Representative from the School of Indigenous Studies

The Selection Committee is a standing committee of the Bachelor of Philosophy (Hons) Interim Board of Studies. The Bachelor of Philosophy (Hons) Interim Board of Studies had previously agreed that the composition of the selection panel should fundamentally remain unchanged, but it should have the capacity to invite representatives from relevant areas such as the International Centre and the Office of Student Diversity, within Student Services, when considering selection of international students and students from rural and low SES backgrounds.

The purpose of this paper is to outline the operational arrangements and procedures for selecting students for admission to the Bachelor of Philosophy (Hons) degree course by the selection committee.

2. MEMBERSHIP OF SELECTION COMMITTEE

It is proposed that the selection committee comprise the following members:

<table>
<thead>
<tr>
<th>Member of Bachelor of Philosophy (Hons) Interim Board of Studies as Convener</th>
<th>Winthrop Professor Ian McArthur (TBC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member of Bachelor of Philosophy (Hons) Interim Board of Studies as a member on the selection panel</td>
<td>Professor Trish Todd</td>
</tr>
<tr>
<td>Academic coordinator</td>
<td>Associate Professor Jenna Mead</td>
</tr>
<tr>
<td>Associate Director, Admissions Centre (Student Services)</td>
<td>Mr Wayne Betts</td>
</tr>
<tr>
<td>Representative from School of Indigenous Studies</td>
<td>Assistant Professor Jeromy Harvey</td>
</tr>
<tr>
<td>Invitees, as necessary, from</td>
<td></td>
</tr>
<tr>
<td>• International Centre</td>
<td>Mr Garry Hendy</td>
</tr>
<tr>
<td>• Office of Student Diversity</td>
<td>Dr Judy Skene</td>
</tr>
</tbody>
</table>

3. TERMS OF REFERENCE

The Terms of Reference for the selection committee are proposed as follows:

- To consider, rank and select applications, where relevant, for admission to the Bachelor of Philosophy (Hons) degree course;
- To advise the Bachelor of Philosophy (Hons) Interim Board of Studies on the ATAR cut-off for equity groups of students (i.e. Indigenous and students from rural and low-socio economic backgrounds);
- To develop, in consultation with relevant areas, a process for identifying and inviting highly capable Indigenous students and students from rural and low-socio economic backgrounds to apply for admission to the Bachelor of Philosophy (Hons);
- To refer to the Bachelor of Philosophy (Hons) Interim Board of Studies any appeals relating to admission decisions; and
- To provide an annual report to the Bachelor of Philosophy (Hons) Interim Board of Studies.

4. ADMISSIONS: Basis for selection for 2012 admissions

By R37/11 Academic Council resolved to approve that selection to the Bachelor of Philosophy (Hons) in 2012 be based on the ATAR score in conjunction with the agreed sub-quotas. The table below provides an overview of the decisions made by the University in regard to Admissions to the Bachelor of Philosophy (Hons) course for 2012.
### Admission of Minimum Threshold Quota

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<td>Domestic students (with domestic qualification)</td>
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<td>30</td>
</tr>
<tr>
<td>Domestic students (with overseas qualification)</td>
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<td></td>
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<tr>
<td>International student visa holders (with overseas qualification)</td>
<td>98.00</td>
<td>4</td>
</tr>
<tr>
<td>International student visa holders (with domestic qualification)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous students</td>
<td>To be determined by Selection Committee and recommended to IBoS B.Phil (Hons)*</td>
<td>3</td>
</tr>
<tr>
<td>Students from rural and low-socio economic backgrounds</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Students completing Level 1 study</td>
<td>WAM of 80</td>
<td>10**</td>
</tr>
</tbody>
</table>

*At its meeting held on 5th May 2011, the Bachelor of Philosophy (Hons) Interim Board of Studies agreed the following:

- That a notional ATAR cut-off for the equity groups of students should be established only as a guide.
- Further, the ATAR cut-off for the equity groups of students should be based on analytical data relating to academic achievement and demographic characteristics of past cohorts of equity groups students who were successful in seeking admission at UWA. That the Institutional Research Unit be requested to provide this information and that the data be presented to the Bachelor of Philosophy (Hons) Interim Board of Studies for future consideration.
- It was remarked that advice should also be sought from the Office of Student Diversity within Student Services in relation to setting ATAR cut-off for students from rural and low SES backgrounds.

Also, by R89/10 Academic Council resolved to approve that a process be developed with the School of Indigenous Studies to identify and invite top Indigenous students and students from rural and low socio economic backgrounds to apply for admission to Bachelor of Philosophy (Hons) degree course.

**Not available until 2013, except for a few students who may wish to transfer from the Bachelor of Advanced Science course in 2012.

5. **PROCEDURES FOR SELECTION PROCESS**

**Procedures for selecting domestic students**

- **Applications lodged via TISC and processed, where relevant (for those with overseas qualifications), by Admissions Centre**
- **Rank list, based on ATAR, generated by Associate Director, Admissions Centre**
  - Selection Committee:
    - Considers rank list which must include an indication as to whether applicants have met all eligibility requirements
    - Establishes cut-offs
    - Considers reserves
- **Offers made by Admissions Centre**
- **Decisions* for implementation by Admissions Centre**

**Period for making offers for Admission:** Annual

**Intake:** December – January

**ATAR minimum:** 98.00

**Mid-year intake:** Nil
(ii) Procedures for selecting international student visa holders

Applications lodged by International student visa holders (with either domestic or overseas qualifications) → Applications assessed by International Centre → Academic Coordinator:
- Reviews applications
- Makes recommendation to the Selection Committee

Selection Committee considers recommendation and selects top applicants → Offers made by International Centre → Decisions* for implementation by International Centre

Period for making offers for Admission: Progressive
Intake: December – January
ATAR minimum: 98.00
Mid-year intake: Nil

(iii) Procedures for selecting equity groups of students

Applications from Equity groups of students processed by Admissions Centre → Rank list, based on agreed selection basis, generated by Associate Director, Admissions Centre → Selection Committee:
- Considers rank list which must include an indication as to whether applicants have met all eligibility requirements
- Establishes cut-offs
- Considers reserves

Selection Committee considers recommendation and selects top applicants → Offers made by Admissions Centre → Decisions* for implementation by Admissions Centre

Period for making offers for Admission: Annual
Intake: December – January
ATAR minimum: TBA
Mid-year intake: Nil

*All decisions will need to be made in time for students to commence their residential component which commences in February. A Report containing summary of all decisions to be prepared by the Academic Coordinator in consultation with relevant areas and to be presented for retrospective endorsement by the Bachelor of Philosophy (Hons) Interim Board of Studies at its meeting to be held in February.
EXTRACT FROM MINUTES OF THE INTERIM BOARD OF STUDIES (BACHELOR OF PHILOSOPHY (HONS)) MEETING HELD ON THURSDAY, 1ST SEPTEMBER 2011 AT 1.30PM IN THE CHANCELLOR’S ROOM

3. ADMISSION TO THE BACHELOR OF PHILOSOPHY (HONS): PROCEDURES FOR SELECTION PROCESS– REF: F37849

By way of background, Academic Council resolved by R89/10 to approve that the selection panel for ranking applicants for admission to the Bachelor of Philosophy (Hons) degree course comprise the following:

- Two members drawn from the Bachelor of Philosophy (Hons) Interim Board of Studies (one of whom will be the convener)
- Academic coordinator for Bachelor of Philosophy (Hons)
- Associate Director, Admissions Centre
- Representative from the School of Indigenous Studies

At its meeting held August 2011, the Bachelor of Philosophy (Hons) Interim Board of Studies sought clarification in regard to the operational arrangements and procedures for the Selection Committee to undertake the role of selecting students for admissions to the Bachelor of Philosophy (Hons).

Members considered a paper that outlined the procedures for selecting students for admissions to the Bachelor of Philosophy (Hons) course and noted the following points in the ensuing discussion:

- It was agreed that the paper should include a statement in regard to appeals. It was suggested that the following statement be included in the footnote on page 4 of the paper: “Any appeals against selection decisions will be handled in accordance with the University’s appeals process”.
- Clarification was sought in regard to the process for selecting international students and it was confirmed that all recommendations from the International Centre via the Coordinator would be considered by the Selection Committee.
- It was confirmed that W/Professor Ian McArthur would be the convenor of the Selection Committee.
- Confirmation would need to be sought in regard to the nominee from the School of Indigenous Studies.

Noting the above, the Bachelor of Philosophy (Hons) Interim Board of Studies,

RESOLVED – 7/11
To endorse the following aspects, as proposed in the paper:
- Membership of the selection committee (section 2);
- Terms of Reference for the selection committee (section 3); and
- Procedures for selection process (section 5)
Bachelor of Philosophy (Honours)
Admissions Sub-Committee Report 2012

TRIM FILE REFERENCE: F27161

FILE PATH ON SERVER: S:\BOARDS OF STUDIES\BOS - BPHIL\MEETINGS\2012\AGENDA\120323\BOS BPHIL (HONS) - AGENDA 120323 ADMISSIONS SUB-COMMITTEE REPORT 2012.DOC

DOCUMENT STATUS

[ ] Draft [ ] Ready for Review [ ] Final

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<td>9/3/12</td>
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1 Provision of information

1.1 Promotion

The Bachelor of Philosophy (Honours) was promoted throughout 2011, with a double-page spread in the 2012 Courses Guide (UG Prospectus) and featuring in presentations to schools, teachers and parents throughout the year.

The appointment of Ass/Professor Jenna Mead as BPhil (Hons) Coordinator allowed even greater promotion of the course at expos and the UWA Open Day. A strong cooperative working relationship has been developed between Professor Mead and the Prospective Students Office.

In the 2012 TISC Guide, separate codes were allocated for the BPhil (Hons) and Assured Entry Pathways to Engineering, Law, Medicine and Dentistry via the BPhil (Hons). This was necessary due to the anticipated demand for BPhil (Hons) places demanding tight control of offer numbers. Applicants seem to have understood and adjusted to the new codes without much confusion.

1.2 Preferences

As anticipated, the BPhil (Hons) attracted strong levels of interest, with approximately 12 first preferences for every place available (Table 1). The Admission & Quota Plan for 2012 allowed for 30 [standard] places; however, a further six places for students from diverse backgrounds had also been approved – three places earmarked for students from low SES and/or rural backgrounds and up to three places for indigenous students.

<table>
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<tr>
<th>Code</th>
<th>Course</th>
<th>A&amp;Q plan target</th>
<th>1st prefs</th>
<th>All prefs</th>
<th>Ratio: prefs to target</th>
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</thead>
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<td></td>
<td></td>
<td></td>
<td>1st prefs</td>
<td>All prefs</td>
<td>1st prefs</td>
</tr>
<tr>
<td>UWBPH</td>
<td>Bachelor of Philosophy (Honours)</td>
<td>15</td>
<td>177</td>
<td>358</td>
<td>11.8</td>
</tr>
<tr>
<td>UWPHE</td>
<td>AEP: Engineering (via BPhil (Hons))</td>
<td>4</td>
<td>57</td>
<td>129</td>
<td>14.3</td>
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<tr>
<td>UWPHL</td>
<td>AEP: Law (via BPhil (Hons))</td>
<td>6</td>
<td>57</td>
<td>103</td>
<td>9.5</td>
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<tr>
<td>UWPHM</td>
<td>AEP: Medicine (via BPhil (Hons))</td>
<td>4</td>
<td>62</td>
<td>232</td>
<td>15.5</td>
</tr>
<tr>
<td>UWPHB</td>
<td>AEP: Medicine (Bonded) (via BPhil (Hons))</td>
<td>0</td>
<td>4</td>
<td>124</td>
<td>-</td>
</tr>
<tr>
<td>UWPHD</td>
<td>AEP: Dentistry (via BPhil (Hons))</td>
<td>1</td>
<td>6</td>
<td>98</td>
<td>6.0</td>
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<tr>
<td>Totals</td>
<td></td>
<td>30</td>
<td>363</td>
<td>1044</td>
<td>12.1</td>
</tr>
</tbody>
</table>

Table 1: Bachelor of Philosophy (Honours) preferences [Source: TISC data extraction 18 February 2012]

1.3 Policy clarification

As a result of enquiries received from applicants, it became apparent that there was a discrepancy between information published in the BPhil (Hons) policy and eligibility information provided in the 2012 TISC Guide. This discrepancy concerned whether or not students with partially-completed tertiary studies were able to compete for a place in the 2012 BPhil (Hons) intake. After clarification with the Senior Deputy Vice-Chancellor, the BPhil (Hons) policy document was modified to make clear that this secondary entry route would be available from 2013. This meant that 2012 entry was only available to secondary students who had not enrolled in a tertiary award course.
1.4 Equity places

While the provision of additional places for students from diverse backgrounds had been identified in BPhil (Hons) documentation for some time, little consideration had been given to the logistics of identifying appropriate students and allocating offers to them.

In late 2011, it was proposed (and accepted) that students wishing to compete for one of the three low SES/rural allocated places would do so on the basis of completing Year 12 at a school situated more than 75kms from the capital city GPO or by providing proof of receipt of dependent Youth Allowance during Year 12. The BPhil (Hons) entries in the TISC courses database were updated to reflect this, and all applicants with a BPhil (Hons) preference were emailed to advise them of the additional places and how to submit appropriate Youth Allowance documentation. (Rural students were identified automatically through TISC records.)

2 Offers and acceptances

2.1 Main Round

The BPhil (Hons) Admissions Sub-committee met on 12 January 2012, prior to the Main Round of offers. The committee considered information collated and presented by the Admissions Centre and International Centre, which listed eligible students in order of merit, and agreed to recommend the number of offers detailed below. The recommendations were subsequently approved by W/Prof Krishna Sen, Chair of the Bachelor of Philosophy (Honours) Board of Studies.

2.1.1 Standard quota

As the acceptance rate for BPhil (Hons) offers was unknown, a relatively cautious approach was taken to Main Round offers for the Standard quota. 30 offers were made, which coincided with a natural break in the offer list, at 99.85. A further six eligible students had ATARs of 99.80; these were identified as potential Second Round offers.

2.1.2 Equity quota

One indigenous student had been identified by the School of Indigenous Studies as being eligible for and interested in taking up a BPhil (Hons) place. The BPhil (Hons) Admissions Sub-committee agreed that the remaining two places be added to the three low SES/rural places, to maintain the equity quota of six. Five additional offers were made: four to rural students and one to a student from low SES background.

2.1.3 Information provided to offered students

As well as standard offer information, the offer pack to BPhil (Hons) students included information about the Summer Residence, prepared by the BPhil (Hons) Coordinator and Public Affairs, and a scholarship leaflet, provided by the Graduate Research and Scholarships Office.

2.1.4 Acceptances

23 acceptances were received from the 35 Main Round offers; 19 in the standard quota and four in the equity quota.

2.2 Second Round

The Admissions Sub-committee met again on 31 January, to discuss arrangements for the second round of offers. Again, the recommendations from the committee were accepted by the Chair of the BPhil (Hons) Board of Studies.

2.2.1 Standard quota

In order to fill the standard quota in the second round, the Admissions Sub-committee recommended a further 15 offers be made to ensure the standard quota was filled, even though
there was a risk, if all applicants accepted, of the standard quota being overfilled by four students.

2.2.2 Equity quota

An interstate applicant, who qualified for the equity quota, was reoffered their place in second round. However, anticipating that they would be unlikely to accept, the committee approved the offering of the fifth equity place for non-indigenous applicants to the next eligible candidate, pending confirmation of the outcome of the reoffer.

2.3 Post Second Round

2.3.1 Standard quota

A lower than expected acceptance rate for second round offers required further consideration of additional offers after second round acceptances had closed. Three rural applicants with ATARs of 99.7 who had accepted their Main Round offers, originally counted against the equity quota, were transferred to the standard quota, and a further three offers were made to applicants on 99.65. This brought the final standard intake to 32, two above the planned intake.

2.3.2 Equity quota

Removing three applicants from the equity quota, and confirmation from the nominated indigenous applicant that she did not wish to take up the BPhil offer, resulted in a further four equity offers being made, bringing the final number of enrolments in the equity quota to six. Three of the places went to rural students; three to students from low SES backgrounds.

2.4 International students

Four high-quality international students were selected for entry to the BPhil (Hons): from Canada, China, Vietnam and Malaysia. Their academic achievements were of comparable level to those of successful domestic students. A further three international students who had applied were ranked considerably below the four successful applicants.

3 Summary of offers and acceptances (domestic students)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Main Round</th>
<th>2nd Round</th>
<th>Post 2nd Round</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>UWBPH</td>
<td>Bachelor of Philosophy (Honours)</td>
<td>15</td>
<td>9</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>UWPHE</td>
<td>AEP: Engineering (via BPhil (Hons))</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>UWPHL</td>
<td>AEP: Law (via BPhil (Hons))</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>UWPHM</td>
<td>AEP: Medicine (via BPhil (Hons))</td>
<td>6</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWPHB</td>
<td>AEP: Medicine (Bonded) (via BPhil (Hons))</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWPHD</td>
<td>AEP: Dentistry (via BPhil (Hons))</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>35</td>
<td>23</td>
<td>16</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 2: Bachelor of Philosophy (Honours) offers (incl reoffers) and acceptances [Source: TISC data extraction 18 February 2012]
4 Other destinations of BPhil offers

As can be seen above, a significant proportion of BPhil applicants elected to decline their offer. Of the difference of 22 between the overall number of offers and the number of enrolments:

- Two students deferred their offer
- Two students offered BPhil (Hons) in the Main Round changed their preferences and were made other UWA offers in the Second Round.
- Eighteen students took up offers elsewhere:
  - Four at The University of Melbourne (with scholarships)
  - Two at The University of Oxford
  - Two at The University of Sydney
  - One at The University of Newcastle
  - Two at Monash University (one of these was an interstate applicant from Victoria)
  - Two at The Australian National University
  - One at The University of Adelaide (this was another Victorian applicant)

5 Composition of intake

5.1 Demographic data

The composition of the BPhil cohort shares characteristics with the overall profile of students at the top end of the ATAR distribution, as shown in the following:

<table>
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<tr>
<th>BPhil (Hons)</th>
<th>Gender</th>
<th>School sector</th>
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<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Gender</td>
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<tr>
<td>Male</td>
<td>74%</td>
<td>26%</td>
</tr>
<tr>
<td>Female</td>
<td>37%</td>
<td>16%</td>
</tr>
<tr>
<td>Government</td>
<td>47%</td>
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</tr>
<tr>
<td>Catholic</td>
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<td></td>
</tr>
<tr>
<td>Independent</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>ATAR 99.65+</td>
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<td></td>
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<tr>
<td>Gender</td>
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<td>School sector</td>
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<tr>
<td>Male</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Female</td>
<td>36%</td>
<td>14%</td>
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<tr>
<td>Government</td>
<td>50%</td>
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</tr>
<tr>
<td>Catholic</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>50%</td>
<td></td>
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5.2 Majors

Data extracted from the Student Information Management System on 9 March 2012 shows the following majors have been nominated to date:

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<tr>
<td>Biomedical Science</td>
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<tr>
<td>Business Law</td>
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<td>1</td>
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<tr>
<td>Chemistry</td>
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<td>1</td>
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<td>Computer Science</td>
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<td></td>
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<td>Economics (single)</td>
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<td>3</td>
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<td>Engineering Science</td>
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<td></td>
</tr>
<tr>
<td>Finance</td>
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<td></td>
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<td>History</td>
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<td>Italian Studies</td>
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<td>1</td>
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<tr>
<td>Japanese</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Law and Society</td>
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</tr>
<tr>
<td>Linguistics</td>
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<td>1</td>
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<tr>
<td>Maths.&amp; Stats</td>
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### Major

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<tr>
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<tr>
<td>Population Health</td>
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<tr>
<td>Social and Applied Psychology</td>
<td>1</td>
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#### Table 3: Bachelor of Philosophy (Honours) declared majors [Source: Callista data extraction 9 March 2012]

### 6 Admissions Issues

The Admissions Sub-Committee identified a number of issues relating to the first round of the BPhil application and selection process that it would like to raise with the Board for consideration. The Chair of the Admissions Sub-Committee and invited members from the Sub-Committee will speak to these points in detail. They are:

1. A cut-off date for international student applications and late year applications is required to allow for processing of these applications.
2. There is potentially a need for some form of generic testing (such as the ISAT used for Medicine/Dentistry) for international applicants, as international qualifications are varied and cannot be broken down with the exactitude applied in ATAR scoring.
3. Use of ATAR alone for ranking of students is potentially a problem if it is not possible to take all of the students with a given ATAR into the programme. The Sub-Committee was lucky this year in the initial round of offers, as the bottom place in the quota fell at a clean break between an ARTAR of 99.85 and 99.80. In future years this may not happen, and the Sub-Committee would like to be able to use ATAR plus TEA for ranking in order to differentiate students with the same ATAR.
4. There were only a small number of applications for the indigenous, low SES and rural quota places. This may be an indication that the University needs to do more to publicize the existence of these places. Should extra weighting be applied to students who are both SED and rural?
5. The current definition of “rural” is “outside Perth” (based on a distance from the city centre). The rural quota is in place partly in recognition that students in some rural high schools are disadvantaged by lack of access to high quality facilities or all WACE subject areas. Some schools in bigger rural centres such as Bunbury and Albany do not fall into this category. Alternative definitions of “rural” apply to some other UWA schemes and the Committee suggests that some of these be considered instead of the current definition.
PRIZES FOR THE NEW UNDERGRADUATE DEGREES: BACHELOR OF PHILOSOPHY (HONOURS)

TRIM FILE REFERENCE: F3347 & F28852

FILE PATH ON SERVER: C:\Documents AND SETTINGS\KKRISHNA\DESKTOP\PRIZES FOR B.PHIL (HONS).DOC

DOCUMENT STATUS

☐ Draft    ☐ Ready for Review    ✗ Final

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<td>15.03.2012</td>
<td>Ms Sue Smurthwaite, Associate Director, APS</td>
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1. Background:

During the course of 2011, the Frameworks and Definitions Working Party conducted extensive consultations with faculty representatives to gather information and opinion about the most appropriate form that administrative changes should take place for New Courses. Further to this consultation, a consensus had emerged on the new arrangements for a number of issues, including the future administration of prizes.

Academic Council by R81/11 endorsed a report entitled 'Undergraduate Course Administration' for New Courses which notes that Faculty Boards are integral to the awarding of most prizes including those that are linked to units. This is in accordance with clause 5 of Statute 31 which states that:

“If students from only one faculty are to be eligible for the grant of a scholarship or prize, the faculty may resolve upon the establishment thereof, and may from time to time by resolution alter the name or amount of the scholarship or prize or the conditions governing its grant, or resolve that it cease to be granted”.

However, the establishment of prizes linked to the new undergraduate degrees will need to rest with the relevant Boards of Studies for the following reasons:

First, the recommendations of the Review of Course Structures, which were approved by Senate in 2008, see undergraduate degrees as belonging to the University rather than being the preserve of faculties, though faculties will continue to serve an important role in delivering and teaching the majors and associated units within the relevant degrees.

Second, Clause 6 of Statute 31 states that:

“If students from two or more faculties are to be eligible for the grant of a scholarship or prize, the Academic Board may resolve upon the establishment thereof, and may from time to time by resolution alter the amount of the scholarship or prize or the conditions governing its grant, or resolve that it cease to be granted”.

Therefore, since more than one faculty will teach in any of the new undergraduate degrees the establishment of prize(s) at the degree level will need to be administered by the relevant Boards of Studies in accordance with the governance and, Academic Council approved (R81/11), administrative arrangements for New Courses.

It is in this context that this paper aims to present a recent request for the establishment of a prize in the Bachelor of Philosophy (Hons) for consideration. The proposed prize in the BPhil (Hons) will be the current most prestigious undergraduate prize in perpetuity under the new course structure, but it is anticipated that many other donors and companies may also be interested in establishing such a prize in the BPhil (Hons) and also in the other new undergraduate degrees. The BPhil (Hons) will set the precedent for the establishment of prizes at the degree level. This in turn could provide the basis for formulating key principles that should guide the establishment and administration of prizes in one of the new three-year undergraduate pass degrees.

1 See web at: http://calendar.publishing.uwa.edu.au/latest/partc/stat31
2 Ibid.
2. Request from the Office of Development and Alumni Relations: 'Dr Vincent Harry Cooper Memorial Prize' for the outstanding graduand completing the Bachelor of Philosophy (Hons)

The following request (original as attached – see Appendix A) for the establishment of a prize for the BPhil and associated issues has been received from the Office of Development and Alumni Relations (14th March 2012):

Mr Roderick Cooper, [who is a Senate member representing Convocation], would like to establish an endowed prize in honour of his father, Dr Vincent Harry Cooper, a foundation Board Member and Chairman of the Western Australian Faculty of the Royal College of General Practitioners and pioneering General Practitioner Obstetrician in Western Australia.3

The prize is to be called: 'Dr Vincent Harry Cooper Memorial Prize'

The capital sum of not less than $50,000 is to be endowed in perpetuity and the annual value of the prize is to be determined based on the distribution rate set by Senate policy after capitalisation. A copy of a booklet with a short biography of the late Dr Cooper will also form part of the prize and be provided by Mr Roderick Cooper.

The donor wishes the prize to be awarded:

- “to the overall most outstanding graduand of the year of those completing the Bachelor of Philosophy (Honours). As to determining “outstanding”, Mr Cooper would be prepared to listen to the University, though he tends to agree with the suggestion that it ought to mean “highest weighted average” of all the 4 years of study;
- for the first time when the first BPhil cohort has completed the 4 years of study;
- at the annual graduation ceremony (Mr Cooper is anxious to ‘future proof’ the prize and, whilst there might not always be faculty prize giving events, surely there will always be graduation ceremonies)“.

The prize is to be governed under the current general conditions (which are under review) for prizes as follows:

1. Notwithstanding that a candidate meets the criteria for a grant, a prize is awarded only if, in the opinion of the person or persons responsible for the selection of the grantee, there is a candidate of sufficient merit.

2. Unless a testator or donor of the bequest or donation from which the prize is funded has expressly directed otherwise—
   (a) a prize is granted annually;
   (b) a prize is not granted to the same person twice; and
   (c) where a prize lapses or is not granted for any reason, the unused grant money is returned to the capital sum.

3. A prize lapses if it is not claimed by the grantee within 12 months of the grant being declared.

4. Where two or more candidates tie for a monetary prize the prize is shared.

---

3 Mr Cooper has already donated the $50,000 over the past few years and there have been several discussions on the types of scholarships or prizes that he wants to support. Mr Cooper intends to also establish an endowed scholarship after this prize has been set up to his satisfaction.
Naming is to be in perpetuity and the donor has requested that the overall most outstanding BPhil prize be solely reserved for this prize.

3. Issues for discussion:

Two categories of issues are presented here for discussion. The first relates to principles which may be applicable, where relevant, across the five undergraduate degrees. The second category of issues is operational.

3.1 Principle-based issues

3.1.1 Criteria for selecting an outstanding graduand for the award of a prize in one of the new undergraduate degrees

It needs to be clear as to how the level of achievement of an outstanding student is assessed.

In the case of the BPhil, there is a proposition that the highest weighted average mark (WAM)\(^4\) achieved over the four years of study in the BPhil be used as the only indicator in selecting the ‘overall’ outstanding BPhil (Hons) graduand. Is this a sufficient tool for selecting the outstanding BPhil graduand for one of the most prestigious prize awards? Further, the words “overall outstanding BPhil (Hons) graduand” will need to be qualified.

Since the BPhil (Hons) is a research-focussed and a flagship degree some level of significance and importance should also be attached to the research component of the degree and its relevance in selecting an outstanding graduand for such a prestigious prize in the Bachelor of Philosophy (Hons).

*Therefore, it is proposed that the highest WAM over four years of study and the final mark obtained for the dissertation in the fourth year be used as minimum indicators in selecting an outstanding graduand completing the Bachelor of Philosophy (Hons).*

The question arises as to whether the dissertation mark be used as a second differentiator or be used to combine with the WAM to arrive at a final score? Consider the following options:

<table>
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<th>Student</th>
<th>Option 1</th>
<th>Option 2</th>
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<tr>
<td></td>
<td>1. WAM</td>
<td>2. Final Dissertation Mark</td>
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<tr>
<td>A</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td>C</td>
<td>88</td>
<td>75</td>
</tr>
<tr>
<td>D</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
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The final ranks in scenario 1 are based on the combined total score of WAM and the final dissertation mark.

\(^{4}\) A WAM is the average mark in the units of study completed by a student, weighted according to the credit point value and academic level of the particular unit. The formula for calculating WAM is: \[ \text{WAM} = \frac{\sum (\text{CP} \times \text{UM})}{\sum \text{CP}} \] where CP is the weighted credit point value of the unit and UM is the mark out of 100 for that unit of study.
Option 2 could be best described as follows: The prize is awarded to the student, who among those completing the requirements of the BPhil (Hons) course with a weighted average mark of at least 85, has the highest mark for the honours dissertation. In effect, the prize is awarded to an outstanding student with the best dissertation.

This may allow the Board to set a limit on the WAM (i.e. to be eligible for consideration of a prize a graduand’s WAM cannot be below 85 (or whatever mark the Board may decide) but give appropriate weight to the dissertation.

If two or more students are ranked equal in any of the above options, then the same prize be shared, as is stated in current general conditions for prizes.

**For consideration by other Boards of Studies:**

In the case of the three-year pass degrees, it is suggested that the highest WAM achieved over the three years of study and a WAM at Level 3 be used to select an outstanding student who may be eligible for a prize, if available, in the other relevant undergraduate degrees namely the Bachelor of Arts, Bachelor of Commerce, Bachelor of Design and Bachelor of Science. Where there are two or more candidates with the same WAM, the prize is shared.

[Note: Recommendations relating to the establishment of selection criteria in any of the five undergraduate degrees will need to be referred to the Board of coursework Studies for further consideration].

**3.1.2 Eligibility of Students who transfer into the BPhil (Hons)**

Academic Council by R89/10 resolved that "students be permitted to apply to transfer into the Bachelor of Philosophy (Hons) course upon achieving a Level 1 weighted average mark (WAM) of 80 or above".

Though such students seeking to transfer into the BPhil (Hons) may not have completed the following additional components at Level 1:

- GCRL1000: Global Challenges, Research and Leadership Unit; and
- The Residential Program "That at Level 1, all B.Phil (Hons) students normally be expected to undertake a residential program (e.g. 12 nights before commencement of semester 1)"

It should be clarified, based on R89/10, that a transfer student who may have satisfied the relevant criteria as an outstanding BPhil student should be eligible for consideration for the award of a prize in the B.Phil.

**3.1.3 Prizes in Perpetuity**

It is proposed that naming of the ‘Dr Vincent Harry Cooper Memorial Prize’ is to be in perpetuity and the overall most outstanding BPhil prize solely reserved for this prize. This is on an understanding and practice that donors cannot establish a prize for identical unit or units.

However, the question arises as to whether donors can have such exclusive rights in regard to the establishment of a prize at the Course level? Such exclusiveness at the unit level may be appropriate, but this may bloc opportunities to attract similar donors at the course level.

The Board may wish to consider the establishment of a range of prizes for outstanding BPhil students/ graduands. The following types of prizes may be established:
• Course level prize
If more than one type of prize is available at the course level, then appropriate criteria, in addition to the minimum criteria described in 3.11, will need to be formulated for each prize offered at the course level. Consider the following example:

<table>
<thead>
<tr>
<th>Prize</th>
<th>Minimum criteria</th>
<th>Additional criteria/criterion</th>
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<tbody>
<tr>
<td>Dr Vincent Harry Cooper Memorial Prize</td>
<td>WAM of at least 85 over 4 years and the highest dissertation mark</td>
<td>Nil, as it is the pioneering prize in the BPhil</td>
</tr>
<tr>
<td>XXXX Prize</td>
<td>WAM of at least 85 over 4 years and the highest dissertation mark</td>
<td>Highest score in GCRL1000</td>
</tr>
<tr>
<td>YYYY Prize</td>
<td>WAM of at least 85 over 4 years and the highest dissertation mark</td>
<td>Highest WAM at Level 3</td>
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• Prizes at Levels 1 – 3
Prizes may also be established for outstanding students at Levels 1, 2 and 3 during their course of study.

• Prize in GCRL1000 Global Challenges, Research and Leadership
A prize may also be established for the first year unit in the BPhil.

3.2. Operational Issues

3.2.1 Appropriate platform for awarding non-faculty specific prizes
A comparable event to the Faculty prize giving ceremony will need to be considered for awarding non-faculty specific prizes. At present there are two prizes for the PhD graduates and one prize at undergraduate level (J.A. Wood Memorial Prize), awarded at Graduation Ceremonies.

In the case of the BPhil (Hons) there is a proposition that the graduation ceremony be used as a platform to award the prize. At present only a couple of prizes are acknowledged at Graduation Ceremonies and tend to be at PhD level.

However, conflating prizes with graduation is not a desired way forward and therefore may not be an acceptable condition of prizes. This principle is being further investigated. With the centenary campaign likely to bring in more prizes it is likely that this stance will remain in order to avoid a proliferation of prizes and a lengthening of Ceremonies.

There may need to be an alternative prize giving ceremony at the degree level or it may form part of a relevant Faculty prize giving ceremony. The Board is asked to make suggestions regarding BPhil related prizes.

3.2.2 Prize Money
Although an endowed sum of $50,000 is sizable and generates an approximate annual prize of $2,500, the question arises as to whether the proposed prize amount is sizeable for such a prestigious prize in the BPhil (Hons)?

Current policy states that the minimum value for a prize at the unit level is $250. However, this was determined in December 1995 (Senate Resolution 375/95) and is under review.
Although there is an intention to increase the prize money in the long term, the current allocation of $2500 prize money for an outstanding BPhil graduand should be considered in the context of the prestigious and flagship status of the BPhil (Hons) degree. What is deemed prestigious in terms of monetary value to be awarded as a prize for an outstanding BPhil (Hons) student? If the proposed prize money remains unchanged, should the prize therefore be tied at the dissertation level? That is, an outstanding BPhil student with the highest dissertation mark.

Preliminary discussions on the issues identified above are important so that key principles which may guide the establishment of prize offers in the future may be established. Such principles will in turn shape the formulation of conditions governing the establishment of any prize in the BPhil (Hons), which in due course will need to be considered and approved by the Board of Studies.

APPENDIX A

From: Fabienne Vonarburg
Sent: Wednesday, 14 March 2012 4:39 PM
To: Kabilan Krishnasamy
Cc: Fenna van Charldorp; Sue Smurthwaite; Jo Agnew
Subject: Most prestigious BPhil prize for the Board of Studies to consider

Dear Kabilan,

I was asked to put forward following request to the Board of Studies of the Bachelor of Philosophy to consider for approval:

Mr Roderick Cooper would like to establish an endowed prize in honour of his father, Dr Vincent Harry Cooper, a foundation Board Member and Chairman of the Western Australian Faculty of the Royal College of General Practitioners and pioneering General Practitioner Obstetrician in Western Australia.

The prize is to be called: ‘Dr Vincent Harry Cooper Memorial Prize’

The capital sum of not less than $50,000 is to be endowed in perpetuity and the annual value of the prize is to be determined based on the distribution rate set by Senate policy after capitalisation. A copy of a booklet with a short biography of the late Dr Cooper will also form part of the prize and be provided by Mr Roderick Cooper.

The prize is to be awarded:

- to the overall most outstanding graduand of the year of those completing the Bachelor of Philosophy (Honours). As to determining “outstanding”, Mr Cooper would be prepared to listen to the University, though he tends to agree with the suggestion that it ought to mean “highest weighted average” of all the 4 years of study;
- for the first time when the first BPhil cohort has completed the 4 years of study;
- at the annual graduation ceremony.

The prize is to be governed under the general conditions of prizes.
Naming is to be in perpetuity and the overall most outstanding BPhil prize solely reserved for this prize.

**************************************************

In considering this request, I would like to take the opportunity to stress a few matters:

- Mr Cooper has already donated the $50,000 over the past few years and we have had many discussions on what project – scholarship or prize he wanted to support.
- Mr Cooper is a Senate member representing Convocation and familiar with all existing prizes. (He read them all on the web.)
- Mr Cooper is anxious to ‘future proof’ the prize and, whilst there might not always be faculty prize giving events, surely there will always be graduation ceremonies.
- Mr Cooper intends to also establish an endowed scholarship after this prize has been set up to his satisfaction.

The Board of Studies needs to be aware that this would be the most prestigious undergraduate prize in perpetuity under the new course structure at UWA. Many other donors and companies may also be interested in establishing such a prize. The Board may like to develop a strategy on prizes for non-faculty specific prizes for the Bachelor degrees.

Should more non-faculty specific prizes be established a comparable event to the Faculty prize giving ceremony would need to be considered. Or alternatively the graduation ceremony used as a platform to award the prizes as suggested by Mr Cooper.

Although an endowed sum of $50,000 is sizable and generate an approximate annual prize of $2,500, is it enough for such a prestigious prize? (Mr Cooper intends to top it up over time but amounts have not been specified.)

I would appreciate a timely response and look forward to hearing from you.

Kind regards

Fabienne

Ms Fabienne Vonarburg | Senior Development Officer
Faculty of Medicine, Dentistry and Health Sciences
Office of Development and Alumni Relations | The University of Western Australia | M361
35 Stirling Highway | Crawley WA 6009
T: +61 8 6488 4211 | M +61 423 415 047 | F: +61 8 6488 1063
fabienne.vonarburg@uwa.edu.au
www.development.uwa.edu.au
Global Challenges, Research and Leadership (GCRL1000) 
Progress Report Mar 2012

TRIM FILE REFERENCE: F28852

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DOCUMENT STATUS

☐ Draft
☐ Ready for Review
☒ Final

DOCUMENT MODIFICATION HISTORY

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| V0.1           | Associate Professor Jenna Mead
academic Coordinator (BPhil Hons) | Monthly report         | 20.03.2012      | Board of Studies for the Bachelor of Philosophy (Hons) |

DOCUMENT APPROVAL

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Introduction
Global Challenges, Research and Leadership (GCRL1000) is a one-semester, 6 pt, Category B broadening unit, unique to the BPhil (Hons) course; enrolment is restricted to students enrolled in BH005. The Academic Co-ordinator, BPhil (Hons) acts as the Unit Co-ordinator.

Unit Content
GCRL1000 commenced with the Summer Residence, Tues 14 – Sun 19 Feb, at St Catherine’s College. The program brought together essentially two strands: one in which senior UWA researchers explore ideas and practices of research and another in which speakers commented on ideas about leadership. A third aspect is research training: supported by the BPhil (Hons) Undergraduate Research Training (BURT) program and developed out of the successful ULTRIS program, unique to UWA, and headed by Prof. Sally Sandover (Educational Strategies) and Assoc. Prof. Lee Partridge (CATL) and assisted by Dr Wayne McGowan (Educational Researcher and Developer).

The Unit Outline shows the development of research training skills through a collaborative research project initiated at the Summer Residence, extending through semester 1 and concluding with presentations at a Colloquium on Tues 5 Jun at UWA. Training in both research skills and collaborative work practices is supported through a purpose-built LMS site, lead by Assoc. Prof. Shannon Johnston (CATL), and the use of targeted software such as SPARKPlus, which enables peer and self-assessment through an online feedback process. Prof. Phil Hancock (Business School) has fostered using SPARKPlus at UWA; he kindly briefed students as well as colleagues.

Summer Residence
Rev. Cedric Jacobs performed the Welcome to Country through the kind offices of Assist. Prof. Jeromy Harvey (SIS). The Vice-Chancellor welcomed BPhil (Hons) students to UWA at morning tea in Prescott Court.

Academic colleagues who kindly agreed to present included UWA’s Nobel Laureate, ARC, Federation and Premier’s Fellows, Directors of ARC Centres of Excellence, the DVC (R), the Chair of Academic Council. The Chancellor, Mr David Parker (Apache Energy), W/Prof. David Day (Woodside Chair in Leadership and Management) and Daniel Stone and Luan Nguyen (Engineers Without Borders) presented on leadership in theory and practice.

Students made 7 site visits: Trinity College (tour of College, refreshments, workshop; hosted with no cost by the Head of College); ALVA (presentation and tour hosted by Dean); ICRAR for a program of presentations (hosted by W/Prof. Lister Staveley-Smith); Music School (hosted by W/Prof. Jane Davidson); Business School (workshop); Science Library (information training by Carmel O’Sullivan and Bel Shilkin), a guided tour of Main Campus with the CREW and Mentors and dinner at St George’s College with the Chancellor as the guest speaker (hosted by the Warden and with a tour conducted by senior residents).

BPhil (Hons) Cohort Building
A noticeable and much-remarked feature of the Summer Residence was the speed, confidence and energy with which students formed the BPhil cohort. After a secondary-school career of “working hard and having no life,” the BPhil-ers were delighted to have
found one another in the one place, at the one time. The advantages of a residential program would be hard to over-estimate.

In a tight academic program, there were only three scheduled recreational activities: the night with Engineers Without Borders and Speed Networking, the BPhil Olympics and the river cruise to Fremantle. The BPhil anthem, “You’re a Researcher Now,” emerged after only a couple of days together and, together with the photos, celebrates a remarkably strong cohort. (Recent discussion with Assoc. Prof. Alan Lourens (Head, Music) has facilitated BPhil students not formally enrolled in Music joining large and/or small ensembles to maintain their links to Music.)

BPhil (Hons) cohort-building received added impetus from two outstanding student groups: the CREW (selected by Dr Judy Skene, Student Services) who assisted at the Residence and a team of Mentors (selected and trained by Narelle Palmer, Student Services).

**Evaluation**

BPhil (Hons) students completed an evaluation form at the conclusion of the Residence; results are attached. Response rate was over 90%; responses were generally favourable. Anecdotal feedback from academic colleagues has been positive. GCRL1000 will be evaluated at the end of the semester.

**Special Thanks**

Special thanks are due to Danni Wick and Greta Etherington (Public Affairs) who drafted the schedule, facilitated special events and had contributed expert knowledge; staff at all three Colleges (St Catherine’s, Trinity and St George’s) were unfailingly helpful.

**Additional Support for BPhil (Hons)**

Mr Bruce Meakins, (Executive Director Sports Administration (Sport and Recreation Association) from discussion with W/Prof. Jane Long (PV-C (Education)), has kindly offered BPhil (Hons) students 50% discount on Sport and Recreation membership (by analogy with the Swan Scholarship) and there has been interest and uptake of this offer.

**Financial Matters**

GCRL’s AOU, for reporting purposes, is FAHSS; EFTSL weighting is 2.0; enrolment is 42. There is no resources model either for the unit or the degree course; without a Faculty location, neither GCRL1000 nor BH0005 can access cross-subsidization or the guidelines of a Faculty-funding model; Student Services develops budgets for learning programs but none are formally constituted units attracting HECS or generating income. The collaborative nature of operationalizing BPhil makes tracking exact resourcing complex. Elements delivered without cost at the Summer Residence, for example, include: accommodation and catering at Trinity College; venue hire for all events outside St George’s College, including venues at St Catherine’s and ICRAR; adjunct programs such as information training; all academic speakers; catering for Scholarships Signing Event (St Catherine’s). Costs for other elements in GCRL1000 — developing the purpose-built LMS site, recruiting materials (as part of the implementation process) — are resourced through other budgets. Support for the degree through, for example, scholarships and bursaries is a separate and developing aspect.
In developing a resources model and budget for GCRL1000, Summer Residence 2012 was pilot project. The clear intention (e.g. F28852) is to stage a high-quality event to initiate GCRL1000 as the academic platform for BPhil’s intensive research sequence. Summer Residence 2012 inevitably included some public relations elements generated by its being an inaugural event. Other elements in GCRL1000, such as BURT, are in development and resources will be revised after evaluation.

Further Developments
GCRL1000 is now in week 4 of the semester and the research projects are developing substantively on the platform established during the Summer Residence. Cohort links remain strong with students actively establishing links through social media.

Some challenges remain on which the Board’s advice is welcome. For example, maintaining the cohort identity in second semester, without a nominated unit, will be important.

Associate Professor Jenna Mead
Academic Co-ordinator, BPhil (Hons)

Attachments

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Global Challenges, Research and Leadership

GCRL 1000

6 Credit points

Semester 1

2012

Crawley

Unit Co-ordinator: Assoc Prof Jenna Mead

Unit web site: www.lms.uwa.edu.au
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Appendix A
Global Challenges, Research and Leadership

UNIT DESCRIPTION

Introduction
Welcome to Global Challenges, Research and Leadership (GCRL1000). In this unit outline you will find answers to most of the questions you may have about the unit. Contact details for the Unit Co-ordinator and other academics teaching this unit can be found on page 3. Appendix A

Unit description
This unit is designed to provide you with a solid basis for your ongoing undergraduate studies and beyond by training you to think like a researcher.

In an interdisciplinary context, GCRL1000 will introduce you to the basics of academic research and help you to develop skills and ways of thinking that are transferable to discipline-specific contexts. You will have access to leaders in research across a variety of fields that will benefit you as you start to think about challenges with global dimensions, the nature of research and the role of leadership. With your peers, you will practice and develop team-based and project management skills as you carry out and complete a research project involving the vital steps of planning, data collection and analysis, and reporting of your findings in both written and oral formats.

Unit content
Central to this unit is a program of research training called BPhil Undergraduate Research Training (BURT). BURT will begin during your Summer Residence with at least one session a day devoted to preparing you to conduct your research. At the same time, during the Residence, you will meet and have the opportunity to discuss relevant issues with a number of invited accomplished researchers. BURT sessions will continue throughout semester 1 (see Unit Schedule on page 12). The title of the unit Global Challenges, Research and Leadership, will be the theme that informs the discussions and the focus of the research which you will carry out during the semester.

Learning outcomes
Broad Outcomes (These outcomes are not specifically assessed in this unit.)
As you work through the unit you will begin to develop an understanding of and the skills to:

1. identify and analyse trends in global challenges.
2. identify distinct disciplinary approaches to global challenges.
3. apply interdisciplinary perspectives to analyse global issues.
4. identify and assess distinct models of leadership practices.
5. work collaboratively to produce and present research in written and oral forms.
6. conduct and present independent research.

*Broad Outcomes 1-4 will mainly be derived from interaction and discussions with research leaders during the summer residence. Outcomes 5 and 6 will result from the BURT program.
Specific Learning Outcomes* (These outcomes will be assessed in this unit.)

On completion of this unit, you should be able to:

1. apply knowledge gained to develop a well formulated research proposal.
2. acquire introductory knowledge about a range of research methodologies in order to select the most appropriate for their project.
3. use a range of research skills to successfully complete their project.
4. demonstrate a capacity to think at a deeper and more critical level when evaluating and using a diverse range of information resources.
5. work collaboratively with a research supervisor, other academics and your research group in the formulation and progression of the research project.
6. participate and contribute to a community of practice.
7. communicate the results of the research to a wider audience through the production of an academic paper.
8. orally present the results of your research to a wider audience of peers, academics and researchers
9. be able to identify and use a range of transferable research skills in your other undergraduate studies.

*To see how these outcomes are linked to specific assessment items see Assessment mechanism summary on page 5.

Educational Principles (these are the UWA Educational Principles which this unit specifically addresses)

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Develop interdisciplinary knowledge and skills through study and research-based enquiry.
- Further develop the skills required to learn, and to continue through life to learn, from a variety of sources and experiences.
- Develop the capacity for efficient citizenship, leadership and teamwork.
- Communicate clearly, effectively and appropriately in a range of contexts.

Unit Rules


In order to pass this unit, students must obtain a pass in both the group and individual parts.

Students must pass the unit as a whole by obtaining a combined mark of at least 50% for the individual components of assessment (45%) and a combined mark of at least 50% for the group work component of the assessment group work (55%). Failure to pass in either part of these combined marks may result in the student's repeating the unit.

Failure in written assessment may result in students' being given the opportunity to resubmit after feedback. However, the final mark will attract a penalty.
Late submission of assessment may incur a penalty.

Special consideration may be available at the discretion of the Unit Co-ordinator.

Attendance at all group work sessions is vital and compulsory. This is because you have a responsibility to others in your group to do your part. If for some reason you can’t attend the session, you must notify your supervisor and group members prior to the session. Multiple unexplained absences may lead to failure of the unit.

**CONTACT DETAILS**

<table>
<thead>
<tr>
<th>Unit Co-ordinator</th>
<th>name: Assoc. Prof. Jenna Mead</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>email: <a href="mailto:jenna.mead@uwa.edu.au">jenna.mead@uwa.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>phone: 6488 1869</td>
</tr>
<tr>
<td></td>
<td>consultation hours: by appointment</td>
</tr>
<tr>
<td></td>
<td>lecture times: Wednesday 11:30am-1:30pm</td>
</tr>
<tr>
<td></td>
<td>lecture building &amp; room: ARTS: LR6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecturers/Supervisors</th>
<th>name: Dr Lee Partridge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>email: <a href="mailto:lee.partridge@uwa.edu.au">lee.partridge@uwa.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>phone: 6488 1582</td>
</tr>
<tr>
<td></td>
<td>consultation hours: by appointment</td>
</tr>
</tbody>
</table>

|                            | name: Prof. Sally Sandover     |
|                            | email: sally.sandover@uwa.edu.au|
|                            | phone: 6488 5571               |
|                            | consultation hours: by appointment |

|                            | name: Dr Wayne McGowan        |
|                            | email: wayne.mcgowan@uwa.edu.au|
|                            | phone: 6488 4590               |
|                            | consultation hours: by appointment |
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

A mixture of approaches and strategies will be taken in the teaching of this unit. You will be expected to do some of the work as individuals and some in groups. This replicates a typical research process where collaborative work is often undertaken. You will be supported in ensuring that your groups function productively but ultimately the responsibility for this lies with each individual group member. While much content delivery will occur in the programmed sessions (see Unit Schedule on page 12) there will also be a considerable amount of self-directed learning required. Online learning, through the University’s learning management system (www.lms.uwa.edu.au) will be used to facilitate this and to complement the face-to-face teaching components of the unit. Again, each of you should show the initiative to undertake this work as required.

In groups you will undertake a research project focusing on the theme of global challenges. This is your opportunity to put into practice the research training you will receive through BURT (see Unit Content, p.1). Throughout the course of the unit there will be a number of staged assessment items due (see Assessment Mechanism, page X). Each of these items will build on the previous and you will receive considerable feedback allowing you to improve as you progress. This strategy is intentionally built into the unit to replicate the iterative process of research.

Self and peer assessment will also be employed consistently throughout this unit. The purpose of this strategy is to allow you the opportunity to learn from one another and to engage more deeply with the requirements of each assessment item. This process also is one that all researchers engage in as part of their practice and including it in this unit allows you to become familiar and competent with it at an early stage of your academic career.

Charter of student rights and responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University’s role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the website the full charter of student rights and responsibilities, located at http://www.secretariat.uwa.edu.au/home/policies/charter

Student Guild contact details

The University of Western Australia Student Guild
35 Stirling Highway
Crawley WA 6009
Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au
Use of student feedback

All units at UWA seek student feedback in various forms throughout and at the end of the units. Anonymous feedback will be requested from you in Student Perceptions of Teaching (SPOT) and Students’ Unit Reflective Feedback (SURF) surveys. The feedback that you provide is vital to the continued improvement of the unit. This is particularly relevant in this BPhil unit as it’s being offered for the first time in 2012.

Please ensure that you take every opportunity to provide constructive feedback about this unit and you course generally. Your comments are highly valued and a respected element to the ongoing improvement of your learning experience and that of future BPhil students.

ASSESSMENT OVERVIEW

There are no exams in this unit, rather the assessment is designed to mirror the sort of tasks that researchers undertake in the course of their work. As previously mentioned each assessment item builds on the previous one with extensive constructive feedback provided to allow you to improve each submission. You will be “doing research” in this unit and so the assessment items will reflect this process.

Your marks and subsequent grade of the unit will be divided into a) 55% derived from work carried out in groups and b) 45% derived from individual work. You will be required to pass both the group and individual components of the assessments in order to pass this unit.

Assessment mechanism summary

Summative assessment – these items have marks attached to their completion.

<table>
<thead>
<tr>
<th>Item</th>
<th>Specific Learning Outcomes being assessed (see page 2)</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research proposal</td>
<td>1,2,5,6,7,8</td>
<td>10%</td>
<td>Wednesday 14&lt;sup&gt;th&lt;/sup&gt; March</td>
</tr>
<tr>
<td>Literature review</td>
<td>4,6,7,8</td>
<td>10%</td>
<td>Wednesday 18&lt;sup&gt;th&lt;/sup&gt; April</td>
</tr>
<tr>
<td>Practice presentation</td>
<td>3,4,5,6,8</td>
<td>10%</td>
<td>Wednesday 30&lt;sup&gt;th&lt;/sup&gt; May</td>
</tr>
<tr>
<td>Academic paper</td>
<td>3,4,5,6,7</td>
<td>25%</td>
<td>Friday 1&lt;sup&gt;st&lt;/sup&gt; June</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>4,9</td>
<td>25%</td>
<td>Friday 1&lt;sup&gt;st&lt;/sup&gt; June</td>
</tr>
<tr>
<td>Individual Presentations</td>
<td>8</td>
<td>10%</td>
<td>Wednesday 30&lt;sup&gt;th&lt;/sup&gt; May</td>
</tr>
<tr>
<td>Group work</td>
<td>5,6,</td>
<td>10%</td>
<td>Ongoing TBA</td>
</tr>
</tbody>
</table>
A formative component of assessment is also a critical part of this unit’s structure. The items listed below are activities for which you will receive feedback regarding your performance. They do not directly have marks attached to them but are designed to help you practice and get feedback before you undertake your graded assessment. Their timely completion will be crucial to you achieving the best possible results from this unit.

**Assessment details**

Unless otherwise stated all written assignments will be submitted electronically via the GCRL1000 site on the University Learning Management System (www.lms.uwa.edu.au).

Before each item is due you will be supplied with a rubric outlining the assessment expectations. These rubrics will be used for the purpose of self and peer assessment throughout the unit.

**Assessment item # 1: Research proposal (10%)**

**Due** Wednesday 18th A

**Written submission** not exceeding – 2000 words including references

To be conducted as a group

To be marked as a group

As a group you will be required to formulate a research proposal which a) outlines the rationale for conducting this particular piece of research; b) situates the research in what is already known about the topic; c) identifies the source of data; d) justifies the selection of data collection and analysis to be used; e) considers the limitations of the research and d) considers the ethical implications of the research.
Assessment item # 2: Literature Review (10%)

**Due** Wednesday 14th March

*Written submission* not exceeding – 2000 words including references

*To be conducted* as a group

*To be marked* as a group

What is already known about the topic you will be researching? As a group you are required to write a literature review that informs and situates your research project in bodies of related literature. You will be expected to use correct citation procedures and demonstrate a clear understanding of the conventions of academic integrity. This piece of work will ultimately be refined to be included in the writing of your final academic paper.

Assessment item # 3: Practice Presentation (see also Assessment item #6)

**Due** Wednesday 30th May

*Oral submission* not exceeding 20 minutes

*To be conducted* as a group

*To be marked* as a group (assessment item #3 – 10%) and as an individual (assessment item #6 – 10%)

At the end of this unit you will be presenting the findings of your research to an invited audience of members of the UWA community. This will occur after the semester is completed. Date and details TBC. To prepare for this presentation you will have a practice session where your presentation will be assessed and awarded both a group mark (10%) and an individual mark (10%)

Assessment item # 4: Academic Paper – 25%

**Due** Friday 1st June

*Written submission* – approx. 3000 words excluding references

*To be conducted* as a group

*To be marked* – a mark will be allocated to the group product. Each group member will then receive a final mark based on the quality of the paper multiplied by their individual contribution. This means that members of the group could receive different marks depending on their assessed contribution.

A research paper of the standard expected by a reputable academic journal will be produced by each research group. All the conventions of academic literacy will be expected. The paper should demonstrate critical thinking, rigorous research practices, valid and reliable findings, as well as recommendations for practice and/or future research.
Unit Outline for Global Challenges, Research and Leadership

Assessment item # 5: Reflective Essay – 25%
Due Friday 1st June
Written submission - approx 1500 words
To be conducted individually
To be marked individually

During the course of the unit you will be asked to keep an electronic blog about your learning in this unit. This blog will be private to you (unless you choose to share it with your peers) but will be able to be viewed by the lecturers in the unit. Your blog entries will then be used to write the following reflective essay:

Describe how the learning experience in this unit has helped you to think like a researcher. Use examples from your blog entries as evidence of how your thinking has developed.

Assessment item # 6: Individual Presentations (see assessment item #3)
Due Wednesday 30th May
Oral submission not exceeding 5 minutes for each member of the group
To be conducted as a group
To be marked as a group (assessment item #3 – 10%) and as an individual (assessment item #6 – 10%)

Assessment item # 7: Group Work – 10%
Throughout the semester you will be asked to assess your own contribution to the group work you are engaged in as well as the contribution of your team members. A well-established program (http://spark.uts.edu.au) that is used in many Australian universities for quantifying your contribution will be employed to generate a final grade.

Compulsory units for students new to UWA

UWA requires all its students to begin their courses with a basic understanding of ethical scholarship, academic literacy and indigenous knowledge, history and heritage. Consequently all newly enrolled students in first level units are required to complete three compulsory online modules in their commencing semester:

- Academic Conduct Essentials (ACE),
- Communication and Research Skills (CARS), and
- Indigenous Studies Essentials (ISE).

ACE introduces students to essential knowledge regarding ethical scholarship, helps prepare them for the expectations of their university career and informs them of correct academic conduct.

CARS assists students to develop the skills needed to find and analyse information and to express and articulate ideas within an academic context.
ISE is a Welcome to Country that also looks at the local, national and global contexts of Indigenous peoples; students are introduced to a range of protocols relevant to their professional and disciplinary context.

Students can access the modules and complete the requirements through their LMS accounts (http://lms.uwa.edu.au). Note that for each of these units a mark of 80% or greater is needed on the final quiz to pass, and the quizzes must be completed within the first 10 weeks of semester. Students may attempt the quizzes as many times as they wish to gain the required pass mark. Completion of the units will be recorded as an Ungraded Pass (UP) on students' academic records. Non-completion (NC) within the required timeframe will also be documented on formal academic records. 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. (Undergraduate Degree Course Rules).

Ethical Scholarship, Academic Literacy and Academic Misconduct

**Ethical scholarship** is the pursuit of scholarly enquiry marked by honesty and integrity. **Academic Literacy** is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level. **Academic misconduct** is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled.

Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct policy.

**Appeals against academic assessment**

Students who feel they have been unfairly assessed, have the right to appeal their mark by submitting an Appeal Against Academic Assessment form to the Academic Co-ordinator, Bachelor of Philosophy (Hons). The form must be submitted within **twenty working days** of the release of the formal result. It is recommended that students contact the Guild Education Officers for assistance with the process of appeal. Guild Officers may be contacted on +61 8 6486 2295 or education@guild.uwa.edu.au. Full regulations governing appeals procedures are available from Academic Policy Services, available online at http://www.aps.uwa.edu.au/home/policies/appeals.
UNIT RESOURCES

Learning Management System (LMS)

www.lms.uwa.edu.au

All the resources required for this unit can be accessed through your account on the UWA Learning Management System.

For assistance with the LMS select the “LMS Help: STUDENTS” link at www.lms.uwa.edu.au or contact SISO at support@student.uwa.edu.au or 6488 3814 or in person at the Reid Library and the Science Library

Or, browse answers online anytime or ask a question through askUWA available at: http://ipoint.uwa.edu.au

Training sessions for BPhil (Hons) students are scheduled for 8:00 am Thurs 1 and Fri 2 Mar in the Reid Library.

UNIT STRUCTURE

Overview

- Summer Residence
  - 14 – 19 February at St Catherine’s College and other locations on campus.
  - Presentations by UWA researchers including ARC Laureates, Premier’s Fellows and Directors of Centres.
  - BURT program.
  - Materials will be uploaded to LMS for further reference.

- Semester workshops
  - The BURT program for the semester workshops is available under Unit Schedule on page 12 of this unit outline. Workshops will be conducted on Wednesdays between 11 – 1pm in Arts Lecture Room 6. Attendance is expected as all sessions. If you are unable to be present for some reason please notify your group supervisor.

- Autumn Writing Workshop
  - The Autumn Writing Workshop will be held at the end of the non-teaching study break, Fri 13 – Sat 14 April but only one day’s attendance is compulsory. On the second day, you may follow up with your group and research supervisor if you take that decision.
  - These two days are an opportunity to work intensively on the writing of your project as drafting, editing and revising the writing of research findings, in whatever format is appropriate, is an essential element of the research experience.
• **Colloquium**
  
  o Your group will present its research findings at a Colloquium comprising your peers, academic colleagues and invited guests from business and community sectors.
  
  o The Colloquium will be organized as an academic event and you’ll have the opportunity to experience presenting your findings under the same conditions as other researchers.
  
  o Date is Mon 5 June; location to be advised.
### UNIT SCHEDULE (semester timetable)

Workshops will be conducted on Wednesdays in Arts Lecture Room 6 (unless otherwise advised) between 11am-1pm.

<table>
<thead>
<tr>
<th>Week # &amp; date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1 29 February | Self and peer assessment  
LMS training 8:00 am Reid Library Thurs 1 & Fri 2 Mar |
| 2 7 March     | The research proposal 2  
*Supervision session with supervisors* |
| 3 14 March    | Oral presentations of proposals |
| 4 21 March    | Working with qualitative data |
| 5 28 March    | *Supervision session with supervisors* |
| 6 4 April     | Working with quantitative data (advanced) |
| 9 April – 13 April | Mid-semester break  
*Autumn Writing Workshop* Fri 13 – Sat 14 Apr |
| 7 18 April    | Literature review presentations |
| 8 25 April    | ANZAC Day Holiday |
| 9 2 May       | Analysing your data |
| 10 9 May      | Writing up your research |
| 11 16 May     | *Supervision session with supervisors* |
| 12 23 May     | Sharing findings |
| 13 30 May     | Practice final présentation  
*Colloquium* Mon 5 Jun |

Appendix A
### Welcome Session — Assoc. Prof. Jenna Mead
- Welcome to Country — Rev. Cedric Jacobs
- Welcome to St Catherine's College — Ms Fiona Crowe, Head of St Catherine's

#### Leadership Lecture:
Winthrop Professor David Day

#### Research Speaker:
- DV-C(R) Winthrop Professor Robyn Owens

### 9:30am
- Pack Rooms/Bags, meet in foyer

### 8:50am
- Gather in Jull Common Room
- Daily Housekeeping, check noticeboard

### 9:00am
- Welcome Session — Assoc. Prof. Jenna Mead
  - Welcome to Country — Rev. Cedric Jacobs
  - Welcome to St Catherine's College — Ms Fiona Crowe, Head of St Catherine's
- Leadership Lecture: Winthrop Professor David Day
- Research Speaker: DV-C(R) Winthrop Professor Robyn Owens

### 9:30am
- Depart

### 10:00am
- Morning Tea

### 10:15am
- Morning Tea

### 10:30am
- Morning Tea at Trinity and walk back to St Catherine's

### 11:00am
- Vice-Chancellor Professor Paul Johnson

### 12:00pm
- St Catherine's Affiliate Program, Ms Fiona Crowe

### 1:00pm
- ALVA site tour

### 1:30pm
- Lunch at ALVA (packed lunch)

### 2:30pm
- Research Speaker: Winthrop Professor Philippa Maddern
- Research Speaker: Winthrop Professor David Pannell

### 4:00pm
- Research Speaker: Winthrop Professor Jane Davidson
- Research Speaker: Winthrop Professor Mark Cassid

### 5:00pm
- Research Speaker: Winthrop Professor Malcolm McCulloch

### 6:00pm
- Free Time

### 6:30-7:30pm
- Dinner, St Catherine's Dining Room
  - Photograph of the Scholarship Agreement, Ms Fiona Crowe & Ms Jo Agnew, ME Wood Room
  - Inaugural Scholars' Dinner, St Catherine's Dining Room
  - W/Prof.

### 6:45pm
- Signing of the Scholarships Agreement, Ms Fiona Crowe & Ms Jo Agnew

### 7:30pm
- Dinner, St Catherine's Dining Room
  - Engineers Without Borders (Daniel Stone & Luan Nguyen); Speed Networking (Jun Hua Guo), Jull Common Room

### 8:30pm
- BURT workshop, Sir Rod Eddington Case Study Room; Science Library

### 11:00am
- Research Speaker: Assistant Professor Blaze Kwaymullina & Ms Tracie Pushman

### 12:30pm
- Lunch, Dining Room

### 1:30pm
- Research Speaker: Associate Professor John Bamberg

### 2:30pm
- Research Speaker: Winthrop Professor Daniel Stone & Luan Nguyen; Speed Networking (Jun Hua Guo), Jull Common Room

### 4:00pm
- Research Speaker: Winthrop Professor Karen Simmer, Jull Common Room

### 5:00pm
- Walk back to St Catherine's; Free Time

### 5:30pm
- Walk back to St Catherine's; Free Time

### 8:30pm
- BURT workshop, Sir Rod Eddington Case Study Room; Science Library

### 11:00am
- Research Speaker: Assistant Professor Sally Sandover, Prof. Lee Partridge, Dr Wayne McGowan, JM, Jull Common Room

### 1:00pm
- BURT workshop at Trinity College

### 4:00pm
- Research Speaker: Winthrop Professor Simon Anderson

### 12:00pm
- Lunch at Trinity College

### 12:30pm
- Lunch, Dining Room

### 1:30pm
- Research Speaker: Winthrop Professor John Building, Jull Common Room

### 2:00pm
- Research Speaker: Winthrop Professor Lister Staverley-Smith & Ms Jacinta Delhaize (PhD student)

### 3:00pm
- Research Speaker: Winthrop Professor Ian Small, Jull Common Room

### 7:30am
- Walk back to St Catherine's; Free Time

### 8:30am
- BURT workshop, Sir Rod Eddington Case Study Room; Science Library

### 9:00am
- Co-ordinator & CREW arrive 7:30am; 8:05am Breakfast; brisk walk to Business School 7:30am Breakfast 7:30am Breakfast

### 8:00AM
- Students arrive at St Catherine's College; juice and danishes on offer

### 8:30am
- Registration & room allocation; collect folders + UniStart bags

### 8:50am
- Daily Housekeeping, check noticeboard

### 8:50am
- Daily Housekeeping, check noticeboard

### 9:00am
- Daily Housekeeping, check noticeboard

### 9:00am
- Daily Housekeeping, check noticeboard

### 9:00am
- Daily Housekeeping, check noticeboard

### 9:00am
- Daily Housekeeping, check noticeboard
**Red Folder or Toolkit handed out upon arrival**

Contents:

- Student Schedule for the week.
- Formal invitation to the St Georges College dinner.
- Formal invitation to the St Catherine’s College dinner.
- Key ring with emergency contact numbers on UWA campus.
- Lanyard for their key.
- Pen and booklet with stick-on labels.
- List of Speakers presenting.
- UWA Promotion folder.

**UniSkills Bag**

![UniSkills Bag](image)

Containing the standard information for new students.
# List of Speakers

Bachelor of Philosophy (Honours)
Summer Residence 14th – 19th February 2012

<table>
<thead>
<tr>
<th></th>
<th>Name Speaker</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>AV Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nobel Laureate Prof Barry Marshall</td>
<td>Tues 14th</td>
<td>9:40am</td>
<td>St. Catherine’s</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>W/Prof Karen Simmer, Newborn Medicine</td>
<td>Tues 14th</td>
<td>4:00pm</td>
<td>St. Catherine’s</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ms Fiona Crowe Head, St Catherine’s College</td>
<td>Tues 14th</td>
<td>7:00pm</td>
<td>St. Catherine’s</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>W/Prof David Day</td>
<td>Wed 15th</td>
<td>9:00am</td>
<td>St. Catherine’s</td>
<td>Computer &amp; Projector</td>
</tr>
<tr>
<td>5</td>
<td>Vice Chancellor Prof Paul Johnson</td>
<td>Wed 15th</td>
<td>11:00am</td>
<td>Prescott Room in the Vice Chancellery Bldg.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>W/Prof Malcolm McCulloch Premier’s Research Fellow, School of Earth &amp; Environment</td>
<td>Wed 15th</td>
<td>4:00pm</td>
<td>St. Catherine’s</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>W/Prof David Pannell ARC Federation Fellow, Centre for Environment Economics and Policy</td>
<td>Wed 15th</td>
<td>5:00pm</td>
<td>St. Catherine’s</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Blaze Kwaymullina School for Indigenous Studies</td>
<td>Thurs 16th</td>
<td>10:30am</td>
<td>St. Catherine’s</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>W/Prof Simon Anderson, Dean/Head School of Architecture, Landscape and Visual Arts</td>
<td>Thurs 16th</td>
<td>11:30am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>W/Prof Ian Small Director, ARC Centre for Plant Energy Biology</td>
<td>Thurs 16th</td>
<td>2:00pm</td>
<td>St. Catherine’s</td>
<td></td>
</tr>
</tbody>
</table>
# List of Speakers

**Bachelor of Philosophy (Honours)**  
**Summer Residence 14th – 19th February 2012**

<table>
<thead>
<tr>
<th>Name Speaker</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>AV Equipment</th>
</tr>
</thead>
</table>
| Jacinta Delhaize  
PhD student | Thurs 16th | 3:00pm | ICRAR, International Centre for Radio Astronomy Research | |
| Dr Michael Chaney  
UWA Chancellor | Thurs 16th | 6:30pm Formal Din. | St George’s College | |
| Prof Robyn Owens  
Deputy Vice Chancellor | Fri 17th | 9:00am | St. Catherine’s | |
| Research Associate Professor John Bamberg, Mathematics of Symmetry and Computation, Centre for (CMSC) | Fri 17th | 1:30pm | St. Catherine’s | |
| W/Prof Philippa Maddern, Director, Centre for the History of Emotions | Fri 17th | 2:30pm | St. Catherine’s | |
| Assoc/Prof Alan Lourens, Head of Music (or W/Prof Jane Davidson) | Fri 17th | 4:00pm | Music Faculty | |
| W/Prof Mark Cassidy, Deputy Director UWA Oceans Institute | Sat 18th | 11:00am | St. Catherine’s | |
| Ms Fiona Crowe  
Head, St Catherine’s College | Sat 18th | 12:00pm | St. Catherine’s | |
Biography of speakers presenting at the Bachelor of Philosophy (Honours) Summer Residence 14th – 19th of February 2012

Dr Michael Chaney
University of Western Australia Chancellor

Michael Chaney graduated with Bachelor of Science and Master of Business Administration degrees from the University of Western Australia in 1972 and 1980 respectively. He completed the Advanced Management Program at Harvard Business School in 1992 and has also been awarded an Honorary Doctorate of Laws from the University of Western Australia.

After obtaining his Science degree, Mr Chaney worked for eight years as a petroleum geologist in Australia and the USA. He joined the Australian Industry Development Corporation in 1980 as a corporate finance executive and became Manager for Western Australia in 1981. He joined Wesfarmers in 1983 as Company Secretary and Administration Manager, became Finance Director in 1984 and was appointed Managing Director in July 1992. He retired from that position in July 2005.

Mr Chaney is Chairman of the National Australia Bank Limited, Woodside Petroleum Limited and Gresham Partners Holdings Limited. He is Chancellor of the University of Western Australia, a member of the JPMorgan International Council and a Director of the Centre for Independent Studies. He lives in Perth and has four adult children.

Mr Chaney was appointed an Officer in the Order of Australia in 2004 for services to business and the community.

Nobel Laureate Professor Barry Marshall
Co-Director The Marshall Centre for Infectious Diseases Research and Training

Biography: Prof. Barry Marshall has managed a Helicobacter pylori research group almost since his discovery of Helicobacter pylori with Robin Warren in 1982. Prof. Marshall has received many honours for his work on Helicobacter pylori, most notably they include, the Nobel Prize for Medicine or Physiology in 2005, The William Beaumont Prize in 2006 (American Gastroenterology Association), in 1995 the Albert Lasker Award (Albert & Mary Lasker Foundation), and in 1998 the Dr. A. H. Heineken Prize for Medicine (The Alfred Heineken Foundation, Amsterdam). In 2007 Prof. Marshall was awarded the honour of Western Australian of the year and The Companion in the General Division of the Order of Australia (AC). Prof. Marshall holds professional memberships with the Australian Academy of Science, the British Royal Society, the Institute of Medicine (USA), the American Gastroenterological Association, the Australian Gastroenterological Society and the Australian Medical Association to name a few.

In the past few years Prof. Marshall’s laboratory has developed enhanced methods for non-invasive studies on the molecular epidemiology of H. pylori, notably rapid breath test methods and retrieval of the organism (and culture) from a swallowed string. The H. pylori laboratory has produced seven Microbiology Honours graduates and currently has one Honours and three PhD candidates enrolled. Prof. Marshall has also recently succeeded in drawing investor funding from international and national sources for the creation of Ondek; a small biotech company focused on developing new biologic delivery systems for vaccines and therapeutics, utilizing the unique characteristics of genetically modified Helicobacter pylori.

Useful link: http://www.marshallcentre.biomedchem.uwa.edu.au/
W/Prof Karen Simmer

Winthrop Professor of Newborn Medicine

School of Women's and Infants' Health

Karen Simmer is Professor of Newborn Medicine, Chair of Academic Board and Director of the Centre for Neonatal Research and Education at the University of Western Australia. Prof Simmer is Director of the Neonatal Intensive Care Units at King Edward Memorial Hospital for Women and Princess Margaret Hospital for children and the Human Milk Bank in Western Australia. Current research activities of her team include neonatal infection, ventilation, necrotising enterocolitis, nutrition and lactation, multicentre randomised clinical trials and Cochrane reviews. Prof simmer has qualifications from the Universities of Sydney, London and Harvard and fellow ships from RA CP, R CP CH and AI CD.


W/Prof David D. Day

Winthrop Professor and Woodside Chair in Leadership and Management

**Biography**: David V. Day is Winthrop Professor and Woodside Chair in Leadership and Management at the University of Western Australia Business School. He is a Fellow of the American Psychological Association and the Society for Industrial and Organizational Psychology (SIOP), member of the Academy of Management, Asia Academy of Management, Australia-New Zealand Academy of Management, Society of Organizational Behaviour, Southern Management Association, and International Association of Applied Psychology.


**Key research**: Leadership and leader development, Personality and individual differences in organizations, Performance management
Professor Paul Johnson
Vice-Chancellor University of Western Australia

Biography: Prior to his appointment as Vice-Chancellor of The University of Western Australia in 2012, Professor Paul Johnson served as Vice-Chancellor of La Trobe University in Victoria for four years. Before moving to Australia, Professor Johnson served three years as Deputy Director of the London School of Economics. Professor Johnson received his doctorate from Oxford University in 1982. Professor Johnson has been an expert adviser on pension reform and the economics of demographic change to the World Bank, the United Nations Research Institute for Social Development, the British Government and the house of Lords. He has served on a number of professional councils, learned societies and professional bodies in the UK including the Economic and Social Research Council's Research Grants Board, the Council of the Economic History Society and the Governing Board of the Pensions Policy Institute. Professor Johnson is a director of UniSuper, the Australian higher education superannuation fund, and a member of the fund’s Investment Committee. He is also a member of the Advisory Council of the Australian Research Council. He was elected to a Fellowship of the Royal Historical Society in 1987 and to the Academy of Social Sciences in 2001.

Key research Professor Johnson's research has focused on two areas: the economic and social development of Britain since 1850, and the economic impact of population ageing.

W/Prof Malcolm McCulloch
Premier's Research Fellow School of Earth and Environment

Biography: Malcolm McCulloch was appointed as a Western Australian Premier’s Fellow in mid 2009 and holds a Professorship in the School of Earth and Environment at The University of Western Australia. He has been responsible for establishing a new node for the ARC Centre of Excellence for Coral Reef Studies at The University of Western Australia, and heads the Centre’s research Program 1: Evolutionary and Environmental Change. Malcolm received his PhD from the prestigious Californian Institute of Technology (Caltech), and in his early career was a leader in crustal and mantle evolution, and cosmochemistry. He is an ISI Highly Cited Researcher and has published over 250 scientific papers in leading international journals including 23 in Science and Nature. Malcolm has received a number of prestigious awards including Fellowships of the American Geophysical Union (2002), the Australian Academy of Science (2004), the Geological Society of Australia (2007), and the Geochemical Society (2008) and was recently elected to The Royal Society (2010). He also holds an Honorary Doctorate from Curtin University (2007) and was awarded the Jaeger Medal for career excellence in the earth sciences by the Australian Academy of Sciences (2009). Key research: Professor McCulloch is a world leader in the development and application of innovative geochemical approaches to quantify long-term climate and environmental changes in coral reef systems and a process based understanding of mechanisms driving change. McCulloch led the first program to study longer-term anthropogenically driven changes in seawater pH from uptake of Greenhouse CO2. This ongoing research based on the boron isotope systematics in long-lived corals provides a quantitative means for determining longer term changes in seawater pH. Using this innovative approach, his group has shown both significant natural variability (Pelejero et al., Science, 309, 2005) during the pre-industrial period together with an unexpectedly rapidly decreasing trend of pH in the Great Barrier Reef lagoon (Gangjian et al., GCA, 73, 2009). This recent trend, of rapidly increasing ocean acidification is broadly correlated with enhanced CO2 emissions and has important implications for both long-term rates of coral calcification as well as the capacity of the oceans to continue to act as a major sink for CO2. McCulloch (Nature, 421, 2003) also provided the first quantitative geochemical records from the carbonate skeletons of ~300 to 400 year old corals, giving unequivocal evidence for a five to tenfold increase in sediment flux entering the GBR since the arrival of European settlers. This new approach based on the barium geochemistry of coral skeletons is now being used by various agencies (eg. Productivity Commission Report on the GBR, 2003) to assist catchment management programs and is being extended to other coral reefs, such as those in Kenya (Fleitman, et al., GRL, 34, 2007). This approach has now also been extended into the deep oceans where his group (Montagna, et al, Science 2006) have shown that phosphorous concentrations in deep-sea corals provides a proxy for the nutrient levels in the deep oceans.
W/Prof David Pannell

Winthrop Professor/ARC Federation Fellow
Environmental Economics and Policy, Centre for (CEEP)
School of Agricultural and Resource Economics

Biography: David Pannell is Winthrop Professor in the School of Agricultural and Resource Economics at the University of Western Australia, Director of the Centre for Environmental Economics and Policy, and an ARC Federation Fellow. He has been a prominent commentator on environmental policy within Australia, arguing for policies that better reflect scientific, economic and social realities. He was President of the Australian Agricultural and Resource Economics Society in 2000, a member of the WA Government's Salinity Taskforce in 2001, and a director on the Board of Land and Water Australia 2002-05. His research includes the economics of environmental conservation; environmental policy; farmer adoption of land conservation practices; risk management; and economics of farming systems. His research has been published in five books and 150 journal articles and book chapters, and has been recognised with awards from the USA, Australia, Canada and the UK, including the 2009 ARC Eureka Prize for Interdisciplinary Research. Key research: Environmental, resource and agricultural economics, Management of natural resources and the environment, Environmental policy, Adoption and diffusion of innovations, Bio economic modeling, Risk and uncertainty, Evaluation and prioritisation of research, Mathematical programming techniques*Economics of integrated weed management, Dryland salinity.

Assistant Prof Blaze Kwaymullina

School of Indigenous Studies

Blaze Kwaymullina is an Assistant Professor at the School of Indigenous Studies. As well as being an academic, he is a published children's author. His research interests are in the area of Aboriginal philosophy, Indigenous knowledge systems, creative writing, Aboriginal literature and criminology.

Grants: Assistant Professor Blaze Kwaymullina, Assistant Professor Ambelin Kwaymullina, 2009, ‘2010 - Gathering the pieces: An Examination of records on the Palkyu people’, UWA Research Development Award Scheme.


Ms. Tracie Pushman

Lecturer, School of Indigenous Studies

Tracie Pushman is a lecturer at the School of Indigenous Studies at the University of Western Australia. With a degree in psychology, her academic background has been strongly influenced by her belief in and support for social justice for Indigenous peoples, having particular interest in the stolen generations of Australia. In addition, Tracie Pushman has worked as a lecturer at the Curtin University of Technology, and as a published researcher at the Berndt Museum of Anthropology. Tracie has participated in many community service activities within the arts and has often extended her capacity as a lecturer to public organizations and academic institutions.
W/Prof Simon Anderson

Dean/Head of School/Winthrop Professor
School of Architecture, Landscape and Visual Arts

Biography: Winthrop Professor Simon Anderson has been appointed to lead the Faculty of Architecture, Landscape & Visual Arts as its Dean from 2010 to 2014. Key objectives during his appointment will be the roll out of the University's New Courses 2012 – Knowledge for a Changing World, the internationalisation of the Faculty and the creation of a significant academic-practitioner model of University tenure. Simon Anderson has taught and practised architecture at The University of Western Australia (UWA) since 1989. He has: won University and national awards and citations for excellence in teaching; won awards, prizes and commendations for buildings and competition designs for residential, multi-residential, institutional and industrial buildings; curated major architectural exhibitions; exhibited buildings and projects internationally; written on contemporary Australian architecture; authored expert opinions; produced competition briefs; been an elected councillor of the Australian Institute of Architects (AIA) for a decade. Additionally he has numerously and frequently been a design award juror, design competition judge, and professional journal editor and advisor. In 1990-2 he co-ordinated a library aid program for University of Architecture, Ho Chi Minh City, Vietnam. More recently: His work has been exhibited at the 10th and 11th International Architecture Exhibitions, La Biennale di Venezia 2006 and 2008. He won in 2007 the architectural competition for a world’s best practice eco-resort at Ningaloo. He won, with ALVA Winthrop Professor Geoffrey London, the 2007 AIA Sisalation Prize. In 2007 Sir Roger Penrose of Oxford described his (with Hassell) 2004 Gravity Discovery Centre as the ‘best science (education) centre in the world.’


Professor Ian Small

Director
Plant Energy Biology, ARC Centre of Excellence

Biography: Ian Small's PhD at Edinburgh University (awarded in 1988) was followed by a career with France's National Agronomy Research Institute (INRA) first as a postdoc and later as a tenured research scientist. He held the Vice-Director position at the Plant Genetics & Breeding Station in Versailles and the Plant Genomics Unit in Evry. In 2005 he was awarded a WA State Premier's Research Fellowship and moved to Perth to become the Director of the ARC Centre of Excellence in Plant Energy Biology early in 2006. Key research: Ian's PhD work on plant mitochondrial genomes (EMBO Journal, 1988; Cell, 1989) changed the way we view their evolution, revealing unsuspected dynamic changes that are only now being understood. Building on these discoveries, his post-doctoral work on mitochondrial genes involved in cytoplasmic male sterility (Molecular and General Genetics, 1992) contributed significantly to the development, patenting and commercialisation of INRA's technology for male-sterile brassicas used in the breeding of elite hybrid lines. Much of the canola grown globally is now produced using this technology. Ian's research has focused on the cellular machinery involved in translating messenger RNAs into proteins (The Plant Cell, 1996; Proceedings of the National Academy of Sciences USA, 2005), and on the transport of RNA and proteins into organelles (EMBO Journal, 1992). However, his research interests evolved rapidly to take advantage of the functional genomics technology emerging from the sequencing of the Arabidopsis nuclear genome. He coordinated the large European Union Framework 5 project, AGRIKOLA, that has provided unparalleled tools to the scientific community for analysing gene function in Arabidopsis (Genome Research, 2004) by the exciting new technology of RNA interference. He is perhaps best-known for the discovery and characterisation of the pentatricopeptide repeat (PPR) family of proteins, a huge family of 450 proteins involved in controlling gene expression in mitochondria and chloroplasts (Trends in Biochemical Sciences, 2000; The Plant Cell, 2004, 2007, 2008, 2009).
Jacinta Delhaize

Postgraduate Student (PhD)
International Centre for Radio Astronomy Research (ICRAR)

Biography: Jacinta Delhaize is a PhD student in astronomy and astrophysics at UWA. She studies the evolution of galaxies using various radio and optical/infrared telescopes in Australia and around the world. She completed high school at Mandurah Catholic College before undertaking a Bachelor of Science (Physics major) degree at UWA. She completed a 10 week astronomy internship at the Gemini Observatory in Chile before returning to UWA to complete her Honours year in 2008. She now conducts her postgraduate research at the new International Centre for Radio Astronomy Research (ICRAR) in UWA and at Oxford University in the UK.

Professor Robyn Owens

Deputy Vice-Chancellor (Research)
Vice-Chancellery

Biography: Professor Robyn Owens is Deputy Vice-Chancellor (Research) and has responsibility for research policy development and general oversight of the University's research activities, postgraduate education, industry liaison, intellectual property and commercialisation. Professor Robyn Owens has a BSc (Hons) from UWA and a MSc and a DPhil from Oxford, all in Mathematics. She worked at l'Université de Paris-Sud, Orsay, continuing research in mathematical analysis before returning to UWA to work as a research mathematician. She has lectured in Mathematics and Computer Science at UWA, and Electrical Engineering and Computer Science at Berkeley, as well as for shorter periods in Thailand and New Zealand. Her research has focussed on computer vision, including feature detection in images, 3D shape measurement, image understanding, and representation. Through her previous role as Pro Vice-Chancellor (Research & Research Training) at UWA, Professor Owens led the development and research training of over 1900 research students. Prior to taking up that position, she was Head of the School of Computer Science & Software Engineering at UWA from 1998 until the end of 2002.

Key research: Computer Vision; Graduate Research; Research Quality

W/Prof Jane Davidson

Callaway/Tunley Chair, Winthrop Professor
School of Music

Biography: Jane Davidson's career has spanned the university sector, conservatory education and the music profession. Her interests are in music psychology, music education, musicology, music theatre, vocal performance and contemporary dance. She has written more than 100 scholarly publications and secured a range of research grants. She has worked as an opera singer and a music theatre director, collaborating with performance groups such as Andrew Lawrence-King's Harp Consort, Opera North, and the Portuguese Company, Drama per musica. After thirteen years at University of Sheffield, Jane began working full-time at the School of Music, University of Western Australia in January 2008. Key research: Jane Davidson's research is broadly in the area of performance studies, with four core areas of interest: musical development, expression in performance, music and health, and vocal studies and performance. In the area of musical development, her major output is based on two longitudinal research studies, each running for more than 10 years: study one focused on children showing exceptional skills; study two traced how children develop musical lives and identities, whether or not they persist with instrumental learning. Expressive body movement in musical performance is a central research interest, with topics ranging from the solo classical pianist and the chamber orchestra to Robbie Williams and Annie Lennox. Music and health research has resulted in publications on music therapy interventions with multiple sclerosis patients and a series of investigation into the health benefits of singing. Jane is currently investigating singing interventions for older people, especially those facing social isolation. Vocal research has included an investigation of the effects of the contraceptive pill on the female operatic singer's voice. Two edited volumes -The Music Practitioner (Ashgate, 2004) and La purpura de la rosa: the staging of an opera, bringing the first Latin-American opera to life (DMLS, 2007) -reveal Jane's interest in the social psychology of operatic rehearsal and production.
**Associate Professor John Bamberg**

**Research Associate Professor**  
**Centre for Mathematics of Symmetry and Computation**

**Biography:** I grew up in Victoria (the Kinglake area) and went to Yea High School in country Victoria. I then attended La Trobe University where I completed a BSc (Hons) majoring in pure mathematics, before moving to UWA to do a PhD under the auspices of Cheryl Praeger and Tim Penttila. From 2004 until 2006 I held an APD research grant (with Tim Penttila) and then I spent nearly three years in a research position at Ghent University (Belgium). I am currently a research fellow at UWA. **Key research:** Finite geometry, group actions and algebraic combinatorics. **Honours and awards:** - Kirkman Medal (2006). - The best postgraduate publication in 2004 in the disciplines of “Mathematics, Physical Sciences, and Engineering” at UWA. **Previous positions:** Australian Postdoctoral Fellow, UWA (2004-2006) Research Fellow/Marie Curie Fellow, Ghent Uni. (2006-2009), Research Fellow, UWA (2009-)

**Winthrope Professor Philippa Maddern**

**Director**  
**ARC Centre of Excellence for the History of Emotions**

**Key research:** 15th century English history, gender history, landscape history.  

**W/Prof Mark Cassidy**

**Deputy Director**  
**UWA Oceans Institute**

Mark is an ARC Future Fellow and Director of the Centre for Offshore Foundations at The University of Western Australia. He graduated in Civil Engineering from the University of Queensland in 1994, and as a Rhodes Scholar, attained a doctorate in Engineering Science from the University of Oxford in 1999. His research interests are in offshore geotechnics and engineering, predominantly developing wave-structure-soil interaction models for the analysis of oil and gas platforms, mobile drilling rigs and pipelines. Mark is a fellow of the Australian Academy of Technological Sciences and Engineering. **Grants:** Professor Scott Sloan, Winthrop Professor Mark Cassidy, Professor Mark Randolph, Pro Vice-Chancellor John Carter, Professor Daichao Sheng, Prof Buddhima Indraratna, Professor David White, A/Professor Kristian Krabbenhoft, Associate Professor Christophe Gaudin 2011, 'Centre of Excellence for Geotechnical Science and Engineering', *University of Newcastle ex ARC Centre of Excellence.* Associate Professor Christophe Gaudin, Winthrop Professor Mark Cassidy, Professor Mark Randolph, Professor David White, Professor Scott Sloan, Prof Buddhima Indraratna, Professor David Williams, Associate Professor Jayantha Kodikara, A/Professor Mark Jaksa, A/Professor Kristian Krabbenhoft, Winthrop Professor Andries Fourie, Dr Richard Merfield, Dr Cholachat Rujikiatkamjorn, Dr Xueyu Geng, Dr Dorival Pedroso, Dr Alexander Scheuermann, Prof Abdelmalek Bouazza 2011, 'The National Geotechnical Centrifuge Facility', ARC **Linkage Infrastructure Equipment Facilities.** Associate Professor Christophe Gaudin, Winthrop Professor Mark Cassidy 2011, 'The Centrifuge Modelling of Offshore Wind Turbine Foundation', *University of Maine System.* Associate Professor Britta Bienen, Winthrop Professor Mark Cassidy 2010, 'Predicting the Foundation Performance of Offshore Jack Up Drilling Rigs in Intermediate Soils', ARC **Discovery Projects.** Winthrop Professor Mark Cassidy 2010, 'The Lloyds Register Educational Trust Chair in Offshore Foundation Systems & Research Centre of Excellence', Lloyds Register Educational Trust.

For the complete version of the biographies please go to [http://www.directory.uwa.edu.au/](http://www.directory.uwa.edu.au/)
Excursions made by the Bachelor of Philosophy students during their Summer Residence

- Visit to the Vice Chancellery building for morning tea with the Vice Chancellor Professor Paul Johnson for morning tea.
- To Trinity College for a Burt lecture and meeting with Mr Mike Shearer Head of College.
- Visit to the Business School for a BURT Lecture.
- The Architecture Landscape & Visual Arts faculty for a meeting with Winthrop Professor Simon Anderson.
- Visit to ICRAR - International Centre for Radio Astronomy Research, for a speech by Winthrop Professor Lister Staveley-Smith and PhD student Jacintha Delhaize.
- Dinner at St George’s College with the Chancellor Dr Michael Chaney and invited heads of faculties.
- Visit to the Music School for a meeting with Winthrop Professor Jane Davidson.
- Boat trip on the Swan River departing from the Bell Tower jetty to Fremantle.

Setting off for Freo
The Journey Home
## Crew Schedule for BPhil Summer Residence

<table>
<thead>
<tr>
<th>Day</th>
<th>Start (am)</th>
<th>Finish (pm)</th>
<th>Finish</th>
<th>Special tasks</th>
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<tbody>
<tr>
<td>Monday, 13 February 2012</td>
<td>No Crew needed</td>
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<tr>
<td>Tuesday, 14 February 2012</td>
<td>8:00am</td>
<td>Jun 6pm</td>
<td>About 9pm</td>
<td>Mitch &amp; Jack to stay o/night</td>
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<tr>
<td></td>
<td>All Crew needed full day</td>
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<tr>
<td>Wednesday, 15 February 2012</td>
<td>8:00 am</td>
<td>Jun – All day</td>
<td>9:30pm</td>
<td>Mitch &amp; Jack to stay o/night Assist with the Engineers Without Boarders Luan and Daniel Stone</td>
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<td></td>
<td>All crew needed full day</td>
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<tr>
<td>Thursday, 16 February 2012</td>
<td>8:00 am</td>
<td></td>
<td>4pm</td>
<td>Mitch can you attend Formal Dinner if possible, as one crew member is needed and as you will be staying o/night? Jack leaves 3:00</td>
</tr>
<tr>
<td>Jun Mua Gao not available</td>
<td>All crew needed full day</td>
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<tr>
<td>Friday, 17 February 2012</td>
<td>8:00 am</td>
<td>3-4pm Jun – free time</td>
<td>9:30pm</td>
<td>BPhil Olympics: Mitch &amp; Luan to organize please? Mitch o/night Jack leaves 3:00 Jun available for a while</td>
</tr>
<tr>
<td>Jun Mua Gao not available</td>
<td>All crew needed full day</td>
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<tr>
<td>Saturday, 18 February 2012</td>
<td>8:00</td>
<td>Jun + Over night</td>
<td>9:30pm</td>
<td>Extra over nite crew needed maybe Jun or Luan might like to do this? Jack arrives after lunch Mitch o/night</td>
</tr>
<tr>
<td>Sunday, 19 February 2012</td>
<td>No Crew Needed</td>
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- Breakfast/lunch/dinner is included whenever you are on duty 😊
- You are all invited to the St Catherine’s Scholars’ Dinner on Tuesday (dress: smart/casual)
- Only working crew can attend the St George’s Formal Dinner (dress: business attire)
- Mitch Sambell will be on overnight duty for the entire Summer Residence
- **If you are unable to do your shift please contact # Jenna Mead 0417 125 148 or Gerty Janssen 0405 659 909 or last resort call Narelle 0412 082 903**
# Mentors Schedule *(as at 6 Feb 2012)*

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<tr>
<th>Day</th>
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<th>Finish</th>
<th>Start (pm)</th>
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<td>Monday, 13 February 2012</td>
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<td>Pre-Residence planning/organisation (TBC)</td>
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<td>Tuesday, 14 February 2012</td>
<td>8:50am</td>
<td>1:00pm</td>
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<td>Registration of students</td>
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<td><em>Lunch included</em></td>
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<td>6:00pm</td>
<td>9:30pm</td>
<td>Organise a student quiz night</td>
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<td><em>Dinner included</em></td>
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<td>5:30pm</td>
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<td>Mentors to take part in the recreational activity</td>
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<td>12:30pm</td>
<td>8:30pm</td>
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<td><em>Lunch and Dinner included</em></td>
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Please complete this evaluation form, as it is anonymous please print in open questions

Please rate these aspects of the presentations

*(Tick x for your choice)*

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What was the best experience at the Summer Residence and why?

Where would you like to see improvements? Why?

Thank you for your feedback!
### Evaluation of Summer Residence Bachelor of Philosophy (Honours) February 2012

#### Research Seminar Burt

<table>
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#### Research Speakers

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#### Venues & Activities

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Simon Thuijs & Friends
“You’re a Researcher Now!”

2012 BPhil Camp Song

Verse 1
When I was a fresher,
I didn't know better,
I thought that the whole world,
Was at my feet.

When I was a fresher,
I came to BPhil camp,
And they said to me:
“Try something new
Forget TEE
It will not help you.”

When I was a fresher,
I came to BPhil camp,
And they said to me:
“Sustainability!
It’s not Philosophy.
So please don’t worry
We’ll teach you how . . . “
YOU'RE A RESEARCHER NOW!

Refrain
YOU'RE A RESEARCHER NOW! X 3

Verse 2
When I was a fresher,
I didn’t know better,
I felt as if I
Were all on my own —

When I was a fresher,
I came to BPhil camp,
And lo’ and behold
There were people like me!
And together we form
One big nerd family!

When I was a fresher,
I came to BPhil camp,
Scared as can be —
Nervous as hell —
But now there’s no way
You could even tell!
So go take a bow . . .
YOU'RE A RESEARCHER NOW!

Refrain
YOU'RE A RESEARCHER NOW! X 3

Verse 3
Your life will never be the same!
You are all destined for fame!
What will be your published name?
When a Nobel Prize you claim?

Because . . .
YOU'RE A RESEARCHER NOW!

Refrain
YOU'RE A RESEARCHER NOW! X 3

photo credit Tania Loke 2012