MEMBERS OF THE BOARD OF COURSEWORK STUDIES
Senior Deputy Vice-Chancellor's Nominee as Chair (Winthrop Professor Bill Louden)
Chair of the Academic Board (Winthrop Professor Karen Simmer) – Acting Chair
Deputy Chair of the Academic Board (Winthrop Professor John Cordery)
Pro Vice-Chancellor (Education) (Winthrop Professor Jane Long)
Executive Director (Academic Services) and Registrar (Mr Peter Curtis)
Chair of the Board of Studies (Bachelor of Arts) (Winthrop Professor Alan Dench)
Chair of the Board of Studies (Bachelor of Commerce) (Winthrop Professor H. Y. Izan)
Chair of the Board of Studies (Bachelor of Design) (Associate Professor Kate Hislop)
Chair of the Board of Studies (Bachelor of Science) (Winthrop Professor Grady Venville)
Academic Secretary (Ms Sylvia Lang)
President of the Guild of Undergraduates (Mr Matthew Mackenzie)
Winthrop Professor David Plowman

STANDING INVITEES
Senior Academic Reviewer (Winthrop Professor Ian Reid)

OBSERVER
Senior Legislative Officer (Dr Claire McIlroy)

BY INVITATION FOR ITEM 6
Mr Jon Stubbs (Director, Student Services)

BOARDS OF COURSEWORK STUDIES MEETING –
THURSDAY, 19TH APRIL 2012

AGENDA

This is to confirm that a meeting of the Board of Coursework Studies will be held from 10.00am –
11.30am on Thursday, 19th April 2012 in the Prescott Room.

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

Dr Kabilan Krishnasamy
Executive Officer
Academic Policy Services

WELCOME

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

APOLOGIES

The Acting 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 Acting Chair will invite members to declare potential for conflict or perceived conflicts of interest,
if applicable, with regard to items on the agenda.
ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING

<table>
<thead>
<tr>
<th>ITEM/BUSINESS IN PROGRESS</th>
<th>ACTION</th>
<th>RESPONSIBLE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Policy on Ungraded Passes/Ungraded Fails</td>
<td>That a discussion paper, which compares and analyses the WAM and GPA instruments as selection tools for University courses, be prepared under the auspices of the Pro Vice-Chancellor (Education) with assistance from the Associate Director, Student Services (Admissions).</td>
<td>Pro Vice-Chancellor (Education)</td>
<td>In Progress. Scheduled to report to the Board of Coursework Studies in semester 1 2012.</td>
</tr>
</tbody>
</table>

1. **MINUTES – Ref F26981**

Confirmation of the minutes of the meeting of the Board of Coursework Studies held on 22nd March 2012.

**PART 1 – ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC**

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

At its meeting held on 23rd March 2012, the Board of Studies for the Bachelor of Philosophy (Hons) considered a paper entitled *Prizes for the New Undergraduate Degrees: Bachelor of Philosophy (Honours)* that identified a number of issues for consideration.

Attached (Attachment A) for member’s information is an extract from the minutes of the meeting of the Board of Studies for the Bachelor of Philosophy (Hons) held on 23rd March 2012.

For information.

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

3. **ITEMS FROM THE BOARD OF STUDIES FOR THE BACHELOR OF ARTS – Ref F18532**

3.1 **FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES: NEW HONOURS PROPOSALS FOR OFFERING FROM 2013 – Ref: F31438, F31415**

By R7/12 the Board of Studies for the Bachelor of Arts resolved to recommend to the Board of Coursework Studies that the recommendations, as set out in Attachment B, for the following honours specialisations be approved for offering from 2013: Honours in Music, Honours in Classics and Ancient History.

Members will note that detailed proposals could be made available on request from the Executive Officer.

If agreed, the Acting Chair suggests that the Board of Coursework Studies recommend to the Academic Council that the recommendations, as set out in Attachment B, for the following honours specialisations be approved for offering from 2013: Honours in *Music*, Honours in *Classics and Ancient History*.
3.2 FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES: NEW UNATTACHED UNITS FOR OFFERING FROM 2013 – Ref: F41488, F41489, F41093

By R8/12, the Board of Studies for the Bachelor of Arts resolved to recommend to the Board of Coursework Studies that the following unattached units be approved for offering from 2013:

<table>
<thead>
<tr>
<th>TRIM</th>
<th>Level</th>
<th>Unit Title</th>
<th>Prerequisite</th>
<th>Corequisite</th>
<th>Incompatible unit</th>
<th>Proposal for offering as</th>
</tr>
</thead>
<tbody>
<tr>
<td>F41488</td>
<td>2</td>
<td>Korean 3</td>
<td>KORE1402 Korean 2 or equivalent</td>
<td>Nil</td>
<td>Nil</td>
<td>• Unattached elective; • Broadening Category B • Substitute for Category A Broadening unit</td>
</tr>
<tr>
<td>F41489</td>
<td>2</td>
<td>Korean 4</td>
<td>KORE2XXX Korean 3 or equivalent</td>
<td>Nil</td>
<td>Nil</td>
<td>• Unattached elective; • Broadening Category B • Substitute for Category A Broadening unit</td>
</tr>
<tr>
<td>F41093</td>
<td>3</td>
<td>Feminist Thought</td>
<td>Any Level 2 unit in Gender Studies</td>
<td>Nil</td>
<td>WOMN2200 Text and Gender</td>
<td>• Unattached elective; • Broadening Cat B</td>
</tr>
</tbody>
</table>

Members will note that detailed proposals could be made available on request from the Executive Officer.

If agreed, the Acting Chair suggests that the Board of Coursework Studies recommend to the Academic Council that the above listed units be approved for offering from 2013.

4. ITEMS FROM THE BOARD OF STUDIES FOR THE BACHELOR OF SCIENCE – Ref F18532

4.1 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES: NEW HONOURS PROPOSAL IN ABORIGINAL HEALTH AND WELLBEING FOR OFFERING FROM 2013 – Ref: F31450

By R7/12 the Board of Studies for the Bachelor of Science resolved to recommend to the Board of Coursework Studies that the recommendations, as set out in Attachment C, for the Honours in Aboriginal Health and Wellbeing be approved for offering from 2013.

Members will note that detailed proposals could be made available on request from the Executive Officer.

If agreed, the Acting Chair suggests that the Board of Coursework Studies recommend to the Academic Council that the recommendations, as set out in Attachment C, for the Honours in Aboriginal Health and Wellbeing be approved for offering from 2013.
4.2 FACULTY OF LIFE AND PHYSICAL SCIENCES: NEW UNATTACHED ELECTIVE FOR OFFERING FROM 2013: BIOENERGETICS IN EXERCISE, NUTRITION AND ENERGY – Ref: F31989

By R8/12 the Board of Studies for the Bachelor of Science resolved to recommend to the Board of Coursework Studies that the following unattached unit be approved for offering from 2013:

<table>
<thead>
<tr>
<th>TRIM</th>
<th>Level</th>
<th>Unit Title</th>
<th>Prerequisite</th>
<th>Corequisite</th>
<th>Incompatible unit</th>
<th>Proposal for offering as</th>
</tr>
</thead>
<tbody>
<tr>
<td>F31989</td>
<td>3</td>
<td>Bioenergetics in Exercise, Nutrition and Energy</td>
<td>SSEH 2260 Exercise Physiology, or a level 1 or 2</td>
<td>Nil</td>
<td>Nil</td>
<td>• Unattached elective;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physiology or Biochemistry unit</td>
<td></td>
<td></td>
<td>• Broadening Category B</td>
</tr>
</tbody>
</table>

Members will note that detailed proposals could be made available on request from the Executive Officer.

If agreed, the Acting Chair suggests that the Board of Coursework Studies recommend to the Academic Council that the proposed new unattached unit entitled Bioenergetics in Exercise, Nutrition and Energy be approved for offering from 2013.

PART 3 – ITEMS FOR DISCUSSION AND DECISION

5. ITEM FROM THE SERVICE LEARNING WORKING PARTY: PROCEDURES FOR IDENTIFYING SERVICE LEARNING UNITS AND FORMAL RECOGNITION OF SERVICE LEARNING UNITS – Ref: F42086

Members are reminded that the terms of reference for the Service Learning Working Party (SLWP) required the working party to advise on:

- forms of participation in community-based projects that should form part of the service learning arrangements embedded in relevant units completed during coursework;
- forms of record-keeping and recognition that the University should establish respectively for (i) co-curricular voluntary community service and (ii) curriculum-embedded service learning.

In September 2011, Academic Council resolved by 170/11 to give formal recognition on a student’s academic transcript to ‘Service Learning Units’ taught within its courses – units in which, on the basis of a partnership with an organisation in the wider community, students engage in structured unpaid work that combines some public benefit with an enrichment of their educational experience.

At its meeting held on 22 March 2012, the SLWP considered:

(i) a paper entitled ‘Procedures for identifying Service Learning units’ that:
- provides a report on the first stage of identification of units currently being taught that warrant formal recognition as Service Learning Units;
- explains how it is envisaged that this process will be extended in the future.

(ii) eleven submissions received from unit coordinators in response to a request by Student Services to nominate units that may fit the provided Service Learning definition.

The Board is asked to consider the following recommendations:

(i) that the following units merit formal recognition as Service Learning Units:
- HUMA2901 – Arts Practicum
- HUMA 3901 – Arts Internship
• EDUC1102 – Learning Effectively
• SSEH3390 – Professional Practice [Sports Science]
• BIOL3360 – Saving Endangered Species
• HSMED3316 – Health Industry Practicum

(ii) that the annual procedure (as described in section 3 of the attachment to the agenda) for identifying further Service Learning Units in the future be approved.

Attachment D comprises:

• Paper entitled Procedures for identifying Service Learning Units
• Extracts for the minutes of a meeting of the Service Learning Working Party held on 22 March 2012

For discussion and recommendation to the Academic Council.

6. BOARDS OF STUDIES AND ADMINISTRATION OF NEW UNDERGRADUATE COURSES – Ref F28106

By way of 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 the administration of New Courses as approved by R89/11 by the Academic Council.

In accordance with the approved governance arrangements for New Courses the University’s five Boards of Studies will be responsible, amongst other things, for the following:

1. Academic progress assessment – responsibility of Boards of Studies, on recommendation from the faculty offering the student’s degree-specific major or for the BPhil (Hons), the Academic Coordinator.

2. Enrolment following exclusion – permission to enrol – responsibility of Boards of Studies with the understanding that an advising faculty would consult with a second faculty if the student proposed nominating a second major offered by another faculty.

3. Course completion checking – course completion will be computer assisted and determined as follows: for pass degrees, the faculty offering the student’s degree-specific major; for BPhil (Hons), the Academic Coordinator; for other Honours degrees, the faculty offering the honours discipline; for diploma course, the faculty offering the major. Boards of Studies will authorise lists.

4. Honours classification – responsibility of Boards of Studies, for BPhil (Hons), on recommendation from the Academic Co-ordinator having considered reports from the relevant faculty; for end-on honours, on recommendation from the faculty offering the student’s honours discipline. In both cases, where a student is completing joint honours offered by two faculties, both need to be involved in advising the Boards of Studies of the recommended classification.

Attached (Attachment E) for members’ consideration is a paper that describes the ways in which the responsibility of the Boards of Studies should be discharged in each of the above, and recommends the following:

Recommendation 1:

a) That in the case of the diplomas, three-year undergraduate degrees and end-on honours disciplines, each faculty establish an Academic Progress Review Sub-Committee.

b) That in the case of BPhil (Hons), the Board of Studies for the Bachelor of Philosophy establish an Academic Progress Review Sub-Committee.

c) That the review sub-committee will have, but not be limited to, the following key roles in regard to academic progress assessment:
(i) To review, in accordance with the Undergraduate Degree Course rules and the University Policy on Academic Progress, a student’s academic progress and make decisions, where appropriate, on behalf of the relevant Boards of Studies, and forward its decision direct to Student Administration for further processing of a student's academic results.

(ii) To provide advice/feedback to students, where relevant.

(iii) To refer exceptional cases, where the application of the University Undergraduate Degree Course Rules and the University Policy on Academic Progress may not be straightforward, with a recommendation to the joint Board of Examiners of the Boards of Studies for further deliberation.

(iv) To consider and make recommendations on relevant student appeals and “show cause” applications.

(vi) To produce a summary report at the end of each semester for noting by the relevant Board of Studies.

Recommendation 2:
That the outcome of an application to re-enrol following exclusion rest with the Board of Examiners of the Boards of Studies following consideration of a recommendation from the faculty offering the student's degree-specific major.

Recommendation 3:
That (i) the Academic Coordinator be responsible for course completion checking on behalf of the Bachelor of Philosophy Board of Studies; and (ii) in the case of pass-degree students the Faculty offering the student's degree-specific major be responsible for course completion checking on behalf of the Boards of Studies.

Recommendation 4:
That a joint Board of Examiners of the Boards of Studies be established to deal executively with all matters relating to the award of honours classification and other related matters.

For discussion and endorsement.
6. PRIZES FOR THE NEW UNDERGRADUATE DEGREES: BACHELOR OF PHILOSOPHY (HONS) - Refs: F3347 & F28852

Members considered 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). It had been suggested that the proposed BPhil (Hons) prize would be the most prestigious undergraduate prize in perpetuity under the new course structure.

Members had before them a discussion paper entitled Prizes for the New Undergraduate Degrees: Bachelor of Philosophy (Honours) that identified a number of issues for members’ consideration:

- 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

The following points were noted in the subsequent discussion:

- It was agreed a policy that incorporated key principles should be developed to guide the establishment of future prizes.

[Executive Officer’s Note: A University Policy on Establishment of Prizes is currently being formulated by Academic Policy Services and will be referred to the Academic Council for approval in due course. Appropriate consultation with key stakeholders will be undertaken as part of the formulation process.]

- While recognising that the University’s processes for prizes and scholarships were different, it was noted that the BPhil scholarships should aim to attract eastern states applicants. The value of a Melbourne University scholarship was quoted as $10,000 per year plus a fee waiver.
- Traditionally, prizes normally involved the award of a certificate and prize money. However, it was suggested that the prize in the BPhil could be made more visible by way of also awarding a medal.
- The concept of labelling the proposed BPhil prize referred by the Office of Development and Alumni Relations as the ‘most prestigious award’ was discussed. It was noted that the University had already established the J. A. Wood Memorial prize which is also a prestigious prize awarded to the most outstanding graduand completing an honours in any disciplinary area. Therefore, it was agreed that it would not be possible, or desirable, for the proposed prize to be tagged as the most prestigious award.
- Members briefly discussed the possibility of establishing a prize for the GCRL1000 unit and awarding it to a student who would achieve the highest grade in the unit. Since research would be the capstone of the BPhil degree, members agreed with the suggestion that the proposed Dr Harry Cooper Memorial Prize could be awarded to a student who achieves the top score in the dissertation component of the four-year BPhil course. Members noted that if such a prize were to be established it would be necessary to establish a benchmark for dissertation grades that accounted for disparate grades across disciplines, and to establish other related requirements of the prize. It was therefore agreed that the Board of Studies for the Bachelor of Philosophy (Hons) should be responsible for the establishment of prizes at the course level for the BPhil and consequent selection processes.

Further, it was agreed that the proposed allocation of $50,000 in perpetuity and the stated annual prize value of $2,500, although a generous amount for a prize, would need to be revisited for a prize at the BPhil course level. It was noted that the Vice-Chancellor had commissioned a working party to consider third party agreements (convened by the Registrar)
and that this Working Party was considering appropriate values of gifts, donations and prizes, including prizes at the course level within the context of new courses.

It was agreed that the minuted discussion be referred to the Board of Coursework Studies for its information and that a University Policy on Establishment of Prizes would need to take account of these issues, together with outcomes from the Working Party on Third Party Agreements.

<table>
<thead>
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<th>File to (Name)</th>
<th>Action Required</th>
<th>Recipient Initials</th>
<th>Date Actioned</th>
<th>Action Taken</th>
<th>Folio number</th>
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<tbody>
<tr>
<td>26/02/12</td>
<td>BOS BPhil (Hons) (KM-S)</td>
<td>BCS</td>
<td>For information</td>
<td>KK</td>
<td></td>
<td>BOS BPhil extract provided to EO BOS.</td>
<td>F26272</td>
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### FEEDBACK/RECOMMENDATIONS FOR END-ON HONOURS SPECIALISATION IN MUSIC

<table>
<thead>
<tr>
<th>TRIM Ref</th>
<th>Proposal Type</th>
<th>Unit Level</th>
<th>New or Existing</th>
<th>Title</th>
<th>Feedback / Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>F31438</td>
<td>End-on Honours proposal</td>
<td>New</td>
<td>Music</td>
<td>That the end-on honours specialisation in Music be approved for offering from 2013.</td>
<td></td>
</tr>
<tr>
<td>F41124</td>
<td>Core 4</td>
<td>New</td>
<td>Contemporary Debates in Music*</td>
<td>That the proposed unit Contemporary Debates in Music be approved as a core within the end-on honours specialisation in Music.</td>
<td></td>
</tr>
<tr>
<td>F41125</td>
<td>Core 4</td>
<td>New</td>
<td>Professional Music Practices*</td>
<td>That the proposed unit Professional Music Practices be approved as a core within the end-on honours specialisation in Music.</td>
<td></td>
</tr>
<tr>
<td>F41200</td>
<td>Core 4</td>
<td>New</td>
<td>Investigating Music</td>
<td>That the proposed unit Investigating Music be approved as a core within the end-on honours specialisation in Music.</td>
<td></td>
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<tr>
<td>F41203</td>
<td>Core 4</td>
<td>New</td>
<td>Music in Words</td>
<td>That the proposed unit Music in Words be approved as a core within the end-on honours specialisation in Music.</td>
<td></td>
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<tr>
<td>F41201</td>
<td>12-points core 4</td>
<td>New</td>
<td>Music Honours Research 1</td>
<td>That the proposed Music Honours Research 1 be approved as a core within the end-on honours specialisation in Music.</td>
<td></td>
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<tr>
<td>F41202</td>
<td>12-points core 4</td>
<td>New</td>
<td>Music Honours Research 2</td>
<td>That the proposed unit Music Honours Research 2 be approved as a core within the end-on honours specialisation in Music.</td>
<td></td>
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</tbody>
</table>

*also offered in the Master of Teaching with specialisation in Music

### FEEDBACK/RECOMMENDATIONS FOR END-ON HONOURS SPECIALISATION IN CLASSICS AND ANCIENT HISTORY

<table>
<thead>
<tr>
<th>TRIM Ref</th>
<th>Proposal Type</th>
<th>Unit Level</th>
<th>New or Existing</th>
<th>Title</th>
<th>Feedback / Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>F31415</td>
<td>End-on Honours proposal</td>
<td>New</td>
<td>Classics and Ancient History</td>
<td>That the end-on honours specialisation in Classics and Ancient History be approved for offering from 2013.</td>
<td></td>
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<tr>
<td>F41395</td>
<td>Core 4</td>
<td>New</td>
<td>Researching the Classical World 1 - Problems and Resources</td>
<td>That the proposed unit Researching the Classical World 1 – Problems and Resources be approved as a core within the end-on honours specialisation in Classics and Ancient History.</td>
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<tr>
<td>F41396</td>
<td>Core 4</td>
<td>New</td>
<td>Researching the Classical World 2 – The Research Seminar in Practice</td>
<td>That the proposed unit Researching the Classical World 2 – The Research Seminar in Practice be approved as a core within the end-on honours specialisation in Classics and Ancient History.</td>
<td></td>
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<tr>
<td>F41391</td>
<td>4</td>
<td>New</td>
<td>Ancient Greek Language and Literature</td>
<td>That the proposed unit Ancient Greek Language and Literature be approved as an option within the end-on honours specialisation in Classics and Ancient History.</td>
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<tr>
<td>F41392</td>
<td>Choose 2 options 4</td>
<td>New</td>
<td>Latin Language and Literature</td>
<td>That the proposed unit Latin Language and Literature be approved as an option within the end-on honours specialisation in Classics and Ancient History.</td>
<td></td>
</tr>
<tr>
<td>F41393</td>
<td>4</td>
<td>New</td>
<td>Literature, Narrative, History</td>
<td>That the proposed unit Literature, Narrative, History be approved as an option within the end-on honours specialisation in Classics and Ancient History.</td>
<td></td>
</tr>
<tr>
<td>F41394</td>
<td>4</td>
<td>New</td>
<td>Material Culture</td>
<td>That the proposed unit Material Culture be approved as an option within the end-on honours specialisation in Classics and Ancient History.</td>
<td></td>
</tr>
<tr>
<td>F41389</td>
<td>12-points core 4</td>
<td>New</td>
<td>Dissertation 1</td>
<td>That the proposed unit Dissertation 1 be approved as a core within the end-on honours specialisation in Classics and Ancient History.</td>
<td></td>
</tr>
<tr>
<td>F41390</td>
<td>12-points core 4</td>
<td>New</td>
<td>Dissertation 2</td>
<td>That the proposed unit Dissertation 2 be approved as a core within the end-on honours specialisation in Classics and Ancient History.</td>
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<tr>
<td>F31450</td>
<td>1463</td>
<td>Honours</td>
<td>Honours in Aboriginal Health and Wellbeing</td>
<td>That the end-on honours specialisation in Aboriginal Health and Wellbeing be approved for offering from 2013.</td>
<td></td>
</tr>
<tr>
<td>F31618</td>
<td>519</td>
<td>core</td>
<td>Research Conduct and Ethics</td>
<td>That the proposed unit Research Conduct and Ethics be approved as a core within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
<td></td>
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<tr>
<td>F31736</td>
<td>703</td>
<td>core</td>
<td>Honours Research process</td>
<td>That the proposed unit Honours Research process be approved as a core within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
<td></td>
</tr>
<tr>
<td>F31739</td>
<td>707</td>
<td>Select two options</td>
<td>Epidemiology 1</td>
<td>That the proposed unit Epidemiology 1 be approved as an option within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
<td></td>
</tr>
<tr>
<td>F31735</td>
<td>698</td>
<td>core</td>
<td>Biostatistics 1</td>
<td>That the proposed unit Biostatistics 1 be approved as an option within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
<td></td>
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<tr>
<td>F32550</td>
<td>1607</td>
<td>Qualitative Research Methods in Health</td>
<td>That the proposed unit Qualitative Research Methods in Health be approved as an option within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
<td></td>
<td></td>
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<tr>
<td>F32551</td>
<td>1611</td>
<td>Core</td>
<td>Clinical Epidemiology</td>
<td>That the proposed unit Clinical Epidemiology be approved as an option within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
<td></td>
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<tr>
<td>F40632</td>
<td>2015</td>
<td>Core</td>
<td>Aboriginal Health Honours Project Part 1</td>
<td>That the proposed unit Aboriginal Health Honours Project Part 1 be approved as a core within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
<td></td>
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<tr>
<td>F40633</td>
<td>2016</td>
<td>Core</td>
<td>Aboriginal Health Honours Project Part 2</td>
<td>That the proposed unit Aboriginal Health Honours Project Part 2 be approved as a core within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
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<tr>
<td>F40634</td>
<td>2017</td>
<td>Core</td>
<td>Aboriginal Health Honours Project Part 3</td>
<td>That the proposed unit Aboriginal Health Honours Project Part 3 be approved as a core within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
<td></td>
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<tr>
<td>F40635</td>
<td>2018</td>
<td>Core</td>
<td>Aboriginal Health Honours Project Part 4</td>
<td>That the proposed unit Aboriginal Health Honours Project Part 4 be approved as a core within the end-on honours specialisation in Aboriginal Health and Wellbeing.</td>
<td></td>
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</tbody>
</table>
PROCEDURE FOR IDENTIFYING SERVICE LEARNING UNITS

TRIM FILE REFERENCE: F26599

FILE PATH ON SERVER: \ADMIN-SERV03\VC\OVC\REVIEW OF COURSE STRUCTURES\FF IMPLEMENTATION\WORKING PARTIES\SERVICE LEARNING WP\2012 MEETINGS\22 03 12\PROCEDURE FOR IDENTIFYING SERVICE LEARNING UNITS REPORT (FINAL).DOC

DOCUMENT STATUS

☐ Draft ☐ Ready for Review ☒ Final

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1 Background

In September 2011, Academic Council resolved to give formal recognition on a student’s academic transcript to ‘Service Learning Units’ taught within its courses – units in which, on the basis of a partnership with an organisation in the wider community, students engage in structured unpaid work that combines some public benefit with an enrichment of their educational experience.

The University is also supporting the Guild’s development of a Volunteering Hub through which students can participate in various well-resourced and well-regulated extra-curricular service activities.

In the UWA context, the term ‘service learning’ refers specifically to community engagement activities that are embedded in units of study within the academic curriculum – structured and assessed as formal educational experiences. In contrast, voluntary activities are located on a less formal part of the community service spectrum. The importance of a clear distinction between service learning and volunteering is that they are managed separately (the former within the usual course arrangements, the latter through the Guild Volunteering Hub or a similar mechanism) and linked to different kinds of recognition (the former on a student’s academic transcript, the latter on a supplementary document). Academic Council has approved the Working Party’s proposals for administering the two kinds of activities on this basis, noting that some procedural details were yet to be clarified.

The present paper:

- provides a report on the first stage of identification of units currently being taught that warrant formal recognition as Service Learning Units;
- explains how it is envisaged that this process will be extended in the future.

2 Initial procedure for identifying Service Learning Units

Student Services, in partnership with the Service Learning Working Party, prepared an email message that was sent in February 2012 to all unit coordinators. It asked that anyone currently teaching a unit that appeared to fit the provided definition of service learning should nominate it for consideration by the Service Learning Working Party, with a view to having the unit tagged as such in the Student Information Management System. Appendix A reproduces that message.

The nine responses came from six different faculties, proposing a total of 12 units for consideration. The Working Party at its meeting of 22 March 2012 identified six units that, in its view, merit formal recognition as Service Learning Units in their present form. They are listed in Appendix B.

Feedback is being provided to the coordinators of the other proposed units to assist them in developing the service learning component of their units more fully for the future.

The Board of Coursework Studies is now asked to endorse the Working Party’s list of units approved for this purpose, and to recommend to Academic Council that they be formally recognised as Service Learning Units.

It is proposed that Coordinators of these units will be asked to indicate at the time of submitting a student’s unit results whether he/she completed satisfactorily a service learning component.

3 Procedure in future years

The following annual procedure is envisaged for 2013 onwards:

1. Student Services will send out a request in much the same terms as used this year, reinforcing the value of this formal Service Learning Unit recognition by also mentioning that it is indicated in the Handbook.

2. Those coordinators whose units have already achieved formal SL recognition in 2012 will be asked each year whether their units have changed in any way.
3. As the Service Learning Working Party is not expected to continue beyond 2012, the evaluation of nominated units will be undertaken in the future by the relevant Board of Studies, assisted (if this would be welcome) by a small group of staff with expertise in service learning. This group could be selected by the Chair of the Board of Coursework Studies.

4. A list of the recommended units would then be forwarded via the Board of Coursework Studies to Academic Council for endorsement of their status.

4 Recommendations

1. That Academic Council be advised that the following units merit formal recognition as Service Learning Units:

   HUMA2901 – Arts Practicum
   HUMA 3901 – Arts Internship
   EDUC1102 – Learning Effectively
   SSEH3390 – Professional Practice [Sports Science]
   BIOL3360 – Saving Endangered Species
   HSMD3316 – Health Industry Practicum

2. That Academic Council be advised of the annual procedure (as described above) for identifying further Service Learning Units in the future.
Appendix A

Text of an email sent to all Unit Coordinators in February 2012
Subject: SERVICE LEARNING UNITS

The University wishes to identify any units being taught in 2012 that could attract formal recognition on a student’s academic transcript as “Service Learning Units.” We are asking you to take a moment to consider whether this may apply to a unit that you teach, and if so to let us know.

The background to this is a recommendation in the report from which New Courses 2012 emerged: that students should be given greater opportunities for “engagement with the wider community through a structured unpaid service learning experience with a not-for-profit organisation”.

In pursuing this objective, the University has since resolved (among other things) to recognise on a student’s academic transcript the completion of approved units that embed service learning, and to encourage staff to integrate service learning opportunities within the curriculum.

The following information explains the relevant details.

Definition

In the present context, “Service Learning” refers to a structured educational experience of community engagement that meets the following criteria:

1. It forms a substantial part, or the whole, of an approved unit of study at UWA, and the community engagement is explicitly indicated in the approved unit outline, specified learning outcomes and assessment details;

2. It is shaped by a collaborative partnership between the University and an external organisation to ensure that the service component is beneficial to both the recipient (community members) and the provider (students individually or as a group);

3. It integrates students’ participation in a real-world service experience with guided curriculum-embedded reflection on that experience;

4. It requires students to produce work that combines academic rigour with practical relevance and is evaluated as part or all of their assessment for the unit.

Clarification

In some cases the component of service learning may be an option within the unit; in other cases it may be required of all students undertaking the unit.

An internship or professional practicum does not necessarily involve service learning. But it may sometimes do so, particularly if:

a) the external organisation that hosts the student is part of the “third sector” – i.e. a not-for-profit organisation with community benefit as its main purpose; or

b) if the work done, though not in a not-for-profit organisation, requires the student to produce assessable work that involves analysis of community benefit issues.
In any case, to qualify for recognition as service learning the work done must meet the definitional criteria listed above.

Unit Coordinators will be asked to indicate at the time of submitting a student's unit results whether he/she completed satisfactorily a service learning component. This can be done quite simply. But the first step is to identify those units that do give students an opportunity for SL, so that Student Services can later request the relevant information from the Unit Coordinator.

**Recognition**

Units for which the approved outline, specified learning outcomes and assessment details include an explicitly stated component of service learning will be tagged as such in SIMS (the Student Information Management System).

Units with a formally defined component of service learning will be indicated on the academic transcript. In such cases there will be a generic statement at the end of the transcript which says: “[Unit Code] [Unit Name] contained an assessable component of Service Learning”. The definition of Service Learning will appear on the reverse of the transcript.

**What we require from you**

If you believe a unit you teach contains a component of Service Learning as outlined by the above criteria and would like it considered for official recognition of Service Learning, please forward the following information to adam.stubbs@uwa.edu.au by 9th March. This submission will then be reviewed by the Service Learning Working Party.

- Unit Code
- Unit Title
- A description of the community engagement that this unit includes, accompanied by a brief justification as to how it qualifies as Service Learning
- A description detailing how the Service Learning component will be assessed
- Whether this component is an option within the unit, or required by all students undertaking the unit

If you have any queries regarding Service Learning please don’t hesitate to contact me on ext. 4229 or the Chair of the Service Learning Working Party, Ian Reid, on ext. 2470. More information can also be obtained from the CATL website available [here](https://www.uwa.edu.au).
Appendix B

List of units recommended for formal recognition as Service Learning Units

HUMA2901 – Arts Practicum; and HUMA 3901 – Arts Internship
Each of these units comprises an industry placement based on a negotiated arrangement with an external organisation. The learning outcomes emphasise constructive responses to workplace problems, and both units require all students in their assessed work to reflect on specified issues of social responsibility and community benefit.

EDUC1102 – Learning Effectively
The explicit purpose of this unit includes “opportunities for community service through tutoring”, and these are negotiated with external organisations. There is a benefit for the person being tutored, while the UWA student is required to produce a reflective journal and/or case study indicating what the external organisation or individual has learned.

SSEH3390 – Professional Practice [Sports Science]
There is a strong community focus in many of the placements undertaken in this unit. Partner organisations include WA Disabled Sport, the Autism Association and Puntukurnu Aboriginal Medical Service. Work required for assessment includes a reflective report on the student’s experience.

BIOL3360 – Saving Endangered Species
This has a “real world” focus on environmental challenges identified within a particular south-west community. It is organised around an intensive period spent in Albany and contributes to local conservation knowledge and problem-solving in that region. The students’ findings are provided to the external partner (DEC).

HSMD3316 – Health Industry Practicum
Students enrolled in this unit complete a placement in a health-related agency, carrying out a project identified by the external partner. There is a reciprocal benefit: the final work is presented to the agency, and the student also produces for assessment a portfolio that includes a reflection on the learning experience.
8. PROCEDURE FOR IDENTIFYING SERVICE LEARNING UNITS – REF: F26599

Members were reminded that when Academic Council approved the Working Party’s proposal for administering service learning and volunteering in the new course structure (170/11) it noted that some procedural details were still to be clarified. An incomplete draft paper entitled Procedure for Identifying Service Learning Units (Attachment D) provided a report on the first stage identification of units currently being taught that could warrant formal recognition as Service Learning units. The report also explained how it was envisaged this process would be extended in the future.

Members agreed that with the inclusion of the units identified as, in the Working Party’s view, meriting formal recognition as Service Learning units the final paper would be transmitted to the Board of Coursework Studies for consideration, with a view to endorsing the proposed recommendations. The paper would contain two recommendations for the Board to consider for endorsement and transmission to Academic Council.

AGREED:
1. EO to transmit the final copy of the Procedure for Identifying Service Learning Units report to the Board of Coursework Studies for consideration, with a view to endorsing the proposed recommendations.

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Regards,

Adam Stubbs

------------------------------------------------
Business Analyst, Student Systems
University of Western Australia
Ph: (08) 6488 4229
Email: adam.stubbs@uwa.edu.au
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HSMD3316 – Health Industry Practicum
Students enrolled in this unit complete a placement in a health-related agency, carrying out a project identified by the external partner. There is a reciprocal benefit: the final work is presented to the agency, and the student also produces for assessment a portfolio that includes a reflection on the learning experience.
9. REVIEW UNIT COORDINATOR SUBMISSIONS REQUESTING RECOGNITION OF UNITS CONTAINING SERVICE LEARNING

Members were provided with a copy of the submissions received from unit coordinators (u/c) in response to a request by Student Services to nominate units that may fit the provided Service Learning definition.

The Chair provided some feedback based on his preliminary assessment of the proposed units for members’ guidance only. He emphasised that the feedback was not intended to constrain or pre-empt discussion. Members considered each unit and identified those they considered warranted formal recognition as Service Learning Units as follows:

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<th>Members’ discussion/comments</th>
<th>Outcome</th>
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<td>GRMN1002/2002</td>
<td>• Agreed: there is no evidence of a focus on community engagement or public benefit.</td>
<td>Not accept</td>
</tr>
<tr>
<td>GRMN1405/2405/ 3405</td>
<td>• Has potential; the unit outline needs to be more explicit in stating the objectives / learning outcomes.</td>
<td>Provide feedback to u/c: the unit has the potential to be recognised, but needs to demonstrate explicit community engagement and student reflection.</td>
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<tr>
<td></td>
<td>• Are students engaging with the interviewees?</td>
<td></td>
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<tr>
<td>HUMA2901/3901</td>
<td>• Agreed: these units fit well; Reflection is well incorporated.</td>
<td>Accept both</td>
</tr>
<tr>
<td>EDUC1102</td>
<td>• Agreed: this unit meets requirements.</td>
<td>Accept</td>
</tr>
<tr>
<td>CHIN2801</td>
<td>• Agreed that this unit has the potential to provide a great service learning opportunity.</td>
<td>Provide feedback that encourages the unit coordinator to proceed with implementation of the outlined unit.</td>
</tr>
<tr>
<td>SSEH3390</td>
<td>• Is this more of a professional practicum unit than a service learning based unit? • Agreed: provides service learning framework.</td>
<td>Provide feedback to u/c that while the opportunity for service learning is inherent in the unit, the integration between the student reflection and community focus of the professional skills is not explicit from the outline submitted. • These requirements are to be made explicit to the students. • Accept with u/c to attest at the conclusion of the unit those projects that have met the Service Learning requirements.</td>
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<tr>
<td>MUSC1981</td>
<td>• If assessment work focused on service learning was explicitly included, the Winthrop Singers option within this unit could become eligible for recognition.</td>
<td>Not accept</td>
</tr>
<tr>
<td>BIOL3360</td>
<td>• The desirability of providing a more explicit statement about community benefit was noted.</td>
<td>As for SSEH3390 above • Accept with u/c to attest at the conclusion of the unit those projects that have met the Service Learning requirements.</td>
</tr>
<tr>
<td>ENSC1001</td>
<td>• Has the framework and structure to meet service learning requirements. • Requires critical feedback and discussion with the u/c to determine the degree of community engagement and how students who actually contribute in a direct way to</td>
<td>Still to determine, where is the direct engagement with the community for the student? • Probably not accept although this may depend on the u/c’s feedback.</td>
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the community would be identified.

**HSMD2216**
- As clarified by the u/c, this unit prepares students for HSMD3316. Its main focus is on project management training
- **Not accept**

**HSMD3316**
- Presents a stronger case than HSMD2216 as a practicum unit with service / organization involvement.
- **Accept** with requirement that Service Learning components are to be more explicit.

**ACTIONS:**
1. Chair to discuss these outcomes with the relevant unit coordinators.
2. Advice to be transmitted to the Board of Coursework Studies as outlined in item 8.

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BOARDS OF STUDIES AND ADMINISTRATION OF NEW UNDERGRADUATE COURSES

TRIM FILE REFERENCE: F28106

FILE PATH ON SERVER: S:\Boards OF STUDIES\COURSE ADMINISTRATION\UNDERGRAD COURSE ADMIN - DISCUSSION PAPER_REVISED.DOC

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<td>Dr Kabilan Krishnasamy, Education Policy Officer, Academic Policy Services</td>
<td>draft</td>
<td>February 2012</td>
<td>Ms Sue Smurthwaite, Associate Director, APS</td>
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<td>0.2</td>
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<td>Slight revisions based on feedback on version 0.1</td>
<td></td>
<td>Mr Jon Stubbs, Director, Student Services</td>
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<tr>
<td>0.2 Exec Officers of BoS, Academic Secretary and Senior Leg Officer (APS)</td>
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<tr>
<td>0.3</td>
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<td>Revisions based on Jon’s feedback on version 0.2</td>
<td>March 2012</td>
<td>Mr Jon Stubbs, Director, Student Services</td>
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<td>W/Prof Bill Louden, SDVC and Chair of BCS</td>
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<td>W/Prof Ian Reid, Senior Academic Reviewer</td>
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DOCUMENT APPROVAL

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Introduction

In accordance with the governance arrangements for New Courses, the University’s five Boards of Studies will be responsible, amongst other things, for the following:

1. **Academic progress assessment** – responsibility of Boards of Studies, on recommendation from the faculty offering the student’s degree-specific major or for the BPhil (Hons), the Academic Coordinator.

2. **Enrolment following exclusion – permission to enrol** – responsibility of Boards of Studies with the understanding that an advising faculty would consult with a second faculty if the student proposed nominating a second major offered by another faculty.

3. **Course completion checking** – course completion will be computer assisted and determined as follows: for pass degrees, the faculty offering the student’s degree-specific major; for BPhil (Hons), the Academic Coordinator; for other Honours degrees, the faculty offering the honours discipline; for diploma course, the faculty offering the major. *Boards of Studies will authorise lists.*

4. **Honours classification** – responsibility of Boards of Studies, for BPhil (Hons), on recommendation from the Academic Co-ordinator having considered reports from the relevant faculty; for end-on honours, on recommendation from the faculty offering the student’s honours discipline. In both cases, where a student is completing joint honours offered by two faculties, both need to be involved in advising the Boards of Studies of the recommended classification.

The aims of this paper are to describe the ways in which the responsibility of the Boards of Studies should be discharged in each of the above and to identify issues that will require attention.

1. **Academic progress assessment**

Academic progress relates to a student's progress towards successful completion of the academic requirements of the course in which they are enrolled. It also includes a check on the maximum time available for the student to complete the requirements of the course in which they are enrolled. What this means in practice is that students will need to pass the units required for them to complete their course, within a reasonable timeframe.

Monitoring academic progress provides the University with an opportunity to advise, refer or assist students who are having difficulties completing their unit or course requirements.

A student who makes satisfactory progress is assigned the progress status of 'Good Standing'. But a student who does not make satisfactory progress may be assigned one of the following:

---

1. 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 as approved by Academic Council. While some of the administrative arrangements for New Courses have changed, faculties will continue to carry out their responsibilities in relation to all existing courses. See report entitled ‘Undergraduate Course Administration’ – endorsed by Academic Council (R89/11).

2. Previously known as Interim Boards of Studies - the name change was approved by Academic Council in November 2011 (R230/11). The following Boards of Studies have been set up for the University’s five new degrees: Bachelor of Arts, Bachelor of Commerce, Bachelor of Design, Bachelor of Science and Bachelor of Philosophy (Hons).

3. All students enrolled in any of the new undergraduate degrees are assigned to a faculty student advising office. The initial assignment is based on a commencing student’s declared area of interest (or in the absence of such information in accordance with initial enrolment choice and predicted load) and reviewed and updated where necessary when the student declares their degree-specific major. All BPhil (Hons) students are allocated to the Academic Coordinator. The allocation mechanism was developed by the Student Systems Group. A student’s assigned advising office is recorded and maintained in the University’s Student Information Management System.

4. The person responsible for advising students within the faculty is normally the Sub-Dean, Senior Student Advisers or other Senior Administrative Officers.


6. Satisfactory progress in a course in a calendar year is defined as ‘achieving a pass in units with a total credit point value of at least half the total credit point value of units in which the student remains enrolled after the final date for withdrawal without
‘On Probation’ refers to a situation where a student fails for the first time in more than half the units in which the student remains enrolled - conditions may apply for re-enrolment.

Suspended when a student fails for the second time in more than half the units in which the student remains enrolled - not permitted to re-enrol in the course for a period of 12 months.

Excluded when a student fails for the third time in more than half the units in which the student remains enrolled - not permitted to re-enrol in the course.

Notwithstanding this, the existence of exceptional circumstances may change the determination in respect of an individual student who has not made satisfactory progress.

1.1 What is involved in the process for assessing academic progress?

Three types of examination registers are prepared by Student Administration: a ‘Completions’ register, a ‘Late Completions’ register and a ‘Not Clear Pass’ register.

1.1.1 ‘Completions’ Register

The ‘Completions’ register is for the BPhil Academic Coordinator or, in the case of pass degrees and the diplomas, the relevant faculty to confirm that students who have been flagged as ‘expected to complete’ are still in a position to complete and who are ‘clear pass’. Typically no action will be required for most of the students in the completions register except a check to confirm that they are still able to complete. However, if for some reason a student previously thought to be completing will now not complete the course, the graduand approval status shown in this register should be amended accordingly. This Register will be used by the Graduations Office to adjust a student’s graduand approval status. An example of a ‘Completions’ Register is provided in Appendix 1.

1.1.2 ‘Late Completions’ Register

The ‘Late Completions’ Register identifies those students whose application to graduate was received late. These completions have thus not previously been seen by the BPhil Academic Coordinator or faculty as applicable and will require checking.

1.1.3 The ‘Not Clear Pass’ Register

The ‘Not Clear Pass’ register includes all students who have failed a unit including a component of a unit that must be passed in order to pass the unit (i.e. students with a FC (Failed Component) result in a unit). The ‘Not Clear Pass’ register is prepared and reviewed at the end of semester 1 and semester 2. An example of a ‘Not Clear Pass’ Register is provided in Appendix 2.

Although a progress status is only assigned at the end of semester 2, students with unsatisfactory performance are advised at the end of Semester 1 on what steps to take if they are experiencing difficulties with their studies. The ‘Not Clear Pass’ exam register for Semester 2 includes all students who have failed something in Semester 1 even if they had passed all units in Semester 2, as a progress status is assigned in relation to progress over a calendar year.

The faculty offering the student’s degree-specific major or the Academic Coordinator for the Bachelor of Philosophy (Hons) will be responsible for assessing a student’s academic progress in accordance with the undergraduate degree course rules and the university policy on academic progress. The assessment, however, will need to be completed within a short time frame with a view to ensuring that students are notified of their academic standing in a timely manner and that it coincides with the release of semester exam results. For instance, statistics obtained from the Business School indicated that in 2011 academic progress for 1100 students (‘Not Clear Pass’ register containing about 2,400 pages) was reviewed in a period between two and three days.


‘Probation’ is not normally applied to Diploma students.

The ‘Examination Register’ is a report produced from Callista SMS. The report presents, in a consolidated format, a significant amount of data about students’ course attempts. For details about its purpose see ‘The Examination Register Reference Manual for Faculty and School Staff’, SIMS Support Team, November 2008.

Discussions with the Faculty Sub-Dean, Faculty of Business.
Practical reasons such as the volume of the exam register and time constraints would make it difficult for the Boards of Studies to have a direct role in considering recommendations and subsequently making decisions relating to student’s academic progress. However, where matters relating to an individual student’s academic progress require input from the Boards of Studies, cases could be referred at the discretion of the BPhil (Hons) Academic Coordinator or the relevant Faculty sub-dean or Senior Academic Advisor for consideration by the Board of Examiners of the Boards of Studies (see 4.2.1 for details on joint Board of Examiners).

1.2 How will the Boards of Studies discharge their responsibility for assessing students’ academic progress?

The BPhil (Hons) Academic Coordinator and the faculties are in the best position to assess a student’s academic progress as they understand the special considerations that have been discussed in confidence with a student. Therefore, it is proposed:

Recommendation 1:

a) That in the case of the diplomas, three-year undergraduate degrees and end-on honours disciplines, each faculty establish an Academic Progress Review Sub-Committee (see 1.2.1 for details on composition of the review sub-committee).

b) That in the case of BPhil (Hons), the Board of Studies for the Bachelor of Philosophy establish an Academic Progress Review Sub-Committee (see 1.2.1 for details on composition of the review sub-committee).

c) That the review sub-committee will have, but not be limited to, the following key roles in regard to academic progress assessment:

(i) To review, in accordance with the Undergraduate Degree Course rules and the University Policy on Academic Progress, a student’s academic progress and make decisions, where appropriate, on behalf of the relevant Boards of Studies, and forward its decision direct to Student Administration for further processing of a student’s academic results (see 1.2.1 for details on the review process).

(ii) To provide advice/ feedback to students, where relevant (see 5.4).

(iii) To refer exceptional cases, where the application of the University Undergraduate Degree Course Rules and the University Policy on Academic Progress may not be straightforward, with a recommendation to the joint Board of Examiners of the Boards of Studies for further deliberation (see 4.2.1).

(iv) To consider and make recommendations on relevant student appeals and “show cause” applications.

(v) To produce a summary report at the end of each semester for noting by the relevant Board of Studies (for further details see 1.2.2).

1.2.1 Academic Progress Review Sub-Committee

Academic Progress Review Sub-Committees are established to review the ‘Not Clear Pass’ registers. The composition should be as follows:

For the diplomas, pass degrees and end-on honours disciplines
- Nominee of the Board of Studies (which should be the Dean of the relevant faculty or appointed nominee)
- The Associate Dean Teaching and Learning of the relevant faculty; and
- The senior Student Adviser of the relevant faculty

For the Bachelor of Philosophy (Hons)
- Nominee of the Board of Studies (which should be the Dean of the relevant faculty/faculties or appointed nominee)
- The Academic Coordinator for the Bachelor of Philosophy (Hons); and
- The senior Student Adviser of the relevant faculty/faculties

1.2.2 Summary Report to the Boards of Studies

At the end of each semester, each Academic Progress Review Sub-Committee will need to produce a summary report as provided in Appendix 3.
The summary report will provide a means for:

- communicating to the Boards of Studies the broad outcomes of the decisions taken in regard to students’ academic progress assessment;
- escalating any particular student case for further consideration by the Boards of Studies;
- Boards of Studies to identify any area of concern.

The table below provides the maximum number of degree-specific majors offered by faculties in each of the following degrees: Bachelor of Arts, Bachelor of Commerce, Bachelor of Design and Bachelor of Science.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of Degree-specific majors in the Bachelor of Arts</th>
<th>Number of Degree-specific majors in the Bachelor of Commerce</th>
<th>Number of Degree-specific majors in the Bachelor of Design</th>
<th>Number of Degree-specific majors in the Bachelor of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Humanities and Social Sciences</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture, Landscape and Visual arts</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering, Computing and Mathematics</td>
<td>1</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine, Dentistry and Health Sciences</td>
<td></td>
<td></td>
<td>4*</td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td>2</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>School of Indigenous Studies</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>8</strong></td>
<td><strong>3</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

* FMDHS negotiated with the Science Student Office for the latter to be the advising office for its majors.

Since more than one summary report may be received within each degree, the data from each report will need to be collated to provide a broad overview at the degree level.

2. **Enrolment following exclusion – permission to enrol**

Students are assigned a progress status of excluded because of unsatisfactory academic performance. That is, a student has failed for the third time in more than half the units in which the student remained enrolled.

A status of excluded means that a student is not permitted to re-enrol in the course. Options available to students who have been assigned a progress status of excluded are:

1. Accept the status of excluded;
2. Appeal on the grounds that the ‘excluded’ status was incorrectly assigned in accordance with the relevant rules; or
3. Submit a show cause application providing details of mitigating circumstances and how these are being addressed.

Each of the options listed above is elaborated as follows:
2.1 Acceptance of exclusion
No action is required by the student. The student remains excluded from the course.

2.2 Appeals
Student submits an appeal following the process outlined in the Regulations for appeals against progress status.

2.3 Show Cause applications
Student submits a show cause application in accordance with the University Policy on Show Cause, providing details of mitigating circumstances and how these are being addressed.

The student may seek to show cause why the progress status of ‘excluded’ should not be applied. If successful the student may be permitted to re-enrol on probation or placed on suspension for a period of 12 months. Suspended students have the right to re-enrol at the conclusion of the suspension period. A show cause application should be submitted within 20 University working days of the official release of the exam results. The University Policy on Show Cause captures the approval process for show cause applications. The current process can be diagrammatically presented as follows:

The process presented above is currently being reviewed in the context of the governance structure for new courses.

2.4 Application to re-enrol after a period of 12 months
A student who has been assigned a progress status of ‘excluded’ and whose status has not been amended as a result of an appeal or a successful show cause application may apply to enrol after a period of at least 12 months on the grounds that their case has changed since the status was applied.

Since faculties offering the student’s degree-specific major will have direct communication with the student and the opportunity to better understand individual cases and special considerations the faculty offering the student’s degree-specific major will be in the best position to consider such applications.

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70 The University’s Appeals process is currently under review. The University’s Appeals Regulations is available on the web at: http://calendar.publishing.uwa.edu.au/latest/partd/studentconduct?childfx=on
71 The show cause is a merits-based review process for students who have not made satisfactory progress and have been assigned the progress status of Suspended or Excluded. It complements the appeals process in an event where a student believes that a progress status has not been fairly arrived at by the application of the Undergraduate Degree Course Rules to their results. See University Policy on Show Cause: http://www.universitypolicies.uwa.edu.au/search?method=document&id=UP10%2F11
There are two options\textsuperscript{72} for managing this approval process and it is proposed that option 2 be adopted.

<table>
<thead>
<tr>
<th>Options</th>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student submits application to faculty offering student's degree-specific major</td>
<td>Faculty offering student's degree-specific major considers and makes a decision in consultation with a second faculty if the student has nominated a second major offered by another faculty</td>
<td>Faculty offering students' degree-specific major considers cases in consultation with a second faculty if the student has nominated a second major offered by another faculty</td>
</tr>
<tr>
<td>Faculty offering student's degree-specific major directly advises the student, student administration and other relevant stakeholders</td>
<td>Faculty offering students' degree-specific major submits a report which can be part of the Academic progress report, as described in 1.2.1 – see Appendix 3</td>
<td>Board of Examiners of the Boards of Studies considers faculty recommendations (see Appendix 4) and makes a decision</td>
</tr>
<tr>
<td>If the outcome is not successful, the student may appeal through the University's appeal process.</td>
<td>If the outcome is not successful, the student may appeal through the University's appeals process.</td>
<td></td>
</tr>
</tbody>
</table>

| Benefit(s) | • The Faculty offering the student's degree-specific major will have direct access to the students and the individual case. | • Consistency in decision-making within the degree |
| • Time taken to arrive at a decision and advise students may be shorter | • Provides a strong basis to ensure consistency across degrees |
| • Enhances integrity of approval process as decisions would be seen to be made by another body instead of the faculty which was the original decision-maker that had assigned the status of exclusion/suspension. | • Timing may be a problem - may take slightly longer for decisions to be made and for students to be advised of the decisions. |
| Disadvantage(s) | • No mechanism to ensure consistency in decision-making across faculties within a degree |
| • No basis for ensuring consistency in decision making across degrees | • The Joint Board of Examiners may not have direct access to the student's case and will heavily rely on the information provided by the Faculty offering the student's degree-specific major |

Recommendation 2: 
That the outcome of an application to re-enrol following exclusion rest with the Board of Examiners of the Boards of Studies following consideration of a recommendation from the faculty offering the student's degree-specific major.

3. Course completion checking

Course completion\textsuperscript{73} checking is a process that seeks to confirm students who have been flagged as 'expected to complete' are still in a position to complete their course in the next available completion period.

\textsuperscript{72} These options are formulated for the pass degrees. The Academic Coordinator would receive applications from BPhil (Hons) students, and that the faculty Academic Progress Review Sub-Committees perform the role for diploma and end-on honours students.

\textsuperscript{73} The standard minimum completion time for a bachelor’s pass degree is three years. The maximum completion time is 10 years.
Course completion checking process takes place twice a year, once in April - May and once in September - October. Faculties and the Academic Coordinator for the Bachelor of Philosophy (Hons) have approximately a month to undertake this task which normally commences about four – five months prior to graduation. For instance, the course completion checking process for the (September) graduation involves the following steps:

<table>
<thead>
<tr>
<th>Steps</th>
<th>When</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mid-April</td>
<td>Internal academic records containing data for all students who have nominated and are expected to complete in the next available completion period are run via Callista SMS by Student Administration. The reports for pass degree students will be run and sorted according to the Faculty offering the student’s degree-specific major. All BPhil (Hons) students will be checked by the Academic Coordinator.</td>
</tr>
<tr>
<td>2</td>
<td>End of April</td>
<td>The 'Red File' containing the academic records run in step 1 is sent to faculties and the BPhil Academic Coordinator by Student Administration for checking.</td>
</tr>
<tr>
<td>3</td>
<td>May</td>
<td>Faculties and the BPhil (Hons) Academic Coordinator check, confirm and annotate the file accordingly: i. confirming students who are still able to complete; and ii. identifying students previously thought to be completing who cannot now complete their course.</td>
</tr>
<tr>
<td>4</td>
<td>End of May (2 weeks prior to commencement of Exams)</td>
<td>The 'Red File' is returned to Student Administration before commencement of Semester Examinations. Following receipt of the ‘Red File’: i. Students who have been identified as unable to complete course in the next available completion period are advised accordingly by Student Administration; and ii. Graduations Office adjusts the expected year and period of course completion. No further action is required for those students who are confirmed as still able to complete in the next completion period.</td>
</tr>
<tr>
<td>5</td>
<td>Early July</td>
<td>Following finalisation of semester results Student Administration runs and distributes Exam Registers for further checking and confirmation: i. ‘Completions’ Register: is checked to ensure that students who have been confirmed in step 3 (i) to complete in the current completion period have done so. Faculties and the BPhil Academic Coordinator provide confirmation. ii. ‘Not-Clear Pass’ Register: a student who fails a unit, despite previously having been identified to complete in step 3 (i), will appear in the ‘Not-Clear Pass’ Register. Faculties and the BPhil Academic Coordinator will need to indicate on the Register whether the student previously identified to complete is eligible to complete or not in light of failing a unit and appearing in the ‘Not Clear Pass’ Register. 3 – 4 days is allowed for checking and return of exam registers to Student administration.</td>
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<tr>
<td>6</td>
<td></td>
<td>Student Administration updates Callista SMS to reflect faculty: • confirmations in regard to step 5 (i). These students will have a graduand approval status of COMPLETE. • decisions in regard to step 5 (ii). For these students the graduand approval status will be amended accordingly.</td>
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</table>
Clearly, the above process not only requires effective coordination between the Faculties and Student Administration but is also time critical. Such practical constraints would make it difficult for the Boards of Studies to have a direct role in the course completion checking process.

**Recommendation 3:**
That (i) the Academic Coordinator be responsible for course completion checking on behalf of the Bachelor of Philosophy Board of Studies; and (ii) in the case of pass-degree students the Faculty offering the student's degree-specific major be responsible for course completion checking on behalf of the Boards of Studies.

### 4. Honours Classification

Under the future framework, Honours will be end-on for the Bachelor of Arts, Bachelor of Commerce, Bachelor of Design, and Bachelor of Science, and an integral part of the Bachelor of Philosophy (Hons) degree.

Honours will normally be taken in the same degree and within the same discipline as the degree-specific major. However many students are likely to undertake more than one major which may result in students completing joint honours offered by two faculties either within the same degree or across degrees. Consider the following scenarios:

**Scenario 1:** Student completes honours in the same discipline within a degree (for example, completion of an end-on honours in the student’s degree-specific major in History in the Bachelor of Arts). The student, therefore, will complete all requirements of the end-on honours in History in the BA. That is, the student completes four standard units and a research thesis unit equivalent to four standard units.

**Scenario 2:** Student completes joint honours across disciplines within the same degree. For example, a student enrolled in degree-specific major in Political Science and International Relations and a second major in Work and Employment Relations may be interested in exploring aspects of political leadership and the management of diversity. This may result in the student desiring to complete joint honours in Political Science and International Relations major and Work and Employment Relations major, both offered in the BA.

**Scenario 3:** Student completes joint honours across disciplines and across degrees. For example, a student enrolled in the Bachelor of Philosophy (Hons) pursuing the Physics major offered in the Bachelor of Science and the Law and Society major offered in the Bachelor of Arts may have an interest to explore the legal considerations of radiation risks and may decide to complete a joint honours relating to both these disciplines.

**Scenario 4:** Student undertakes honours in a second major from another degree. For example, a Bachelor of Arts student with a second major in Anatomy and Human Biology gains admission to the Bachelor of Science honours course.

In scenarios 2 and 3 the student will have to complete the requirements for joint honours. The student may be required to complete 50% of the requirements in each discipline. This is normally arranged in consultation with the honours coordinators from the two disciplines.

In light of the above, evaluation of the Honours thesis, and indeed the whole of the Honours course, needs to be carried out within a common framework across the five degrees and in accordance with the University Policy on Honours Award.

Therefore, the process for awarding honours classifications will need to be consistent, defensible and transparent within and across degrees.

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74 Each standard unit comprises 150 hours of workload.
4.1 Adjudication Process for thesis grades

An honours thesis is assessed by two independent markers, neither of whom has been involved in the supervision of the student\textsuperscript{16}. However, supervisors are permitted to provide a brief statement about the student’s work, which the examiners are required to take into consideration in determining the thesis mark.

When the independent examiners of an Honours research thesis return a mark, it is important to have a common process for the formulation of the final grade\textsuperscript{17}. The Faculty offering the student’s degree-specific major or the Academic Coordinator for the Bachelor of Philosophy (Hons) will need to ensure, via honours coordinators, that the final Honours thesis mark and grade is determined in accordance with the University’s adjudication process.

4.2 Process for awarding Honours classification

The awarding of Honours classification, which occurs at the end of semester 1 and semester 2, will be a responsibility of the Boards of Studies. The process will include the following steps:

<table>
<thead>
<tr>
<th>Step 1:</th>
<th>Honours thesis mark is recommended by Honours coordinator(s).</th>
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<tbody>
<tr>
<td>Step 2:</td>
<td>Report (Appendix 5) is run by the Student Administration for consideration by the Board of Examiners of the Boards of Studies.</td>
</tr>
<tr>
<td>Step 3:</td>
<td>Board of Examiners of the Boards of Studies consider recommendation and award a final mark for thesis.</td>
</tr>
<tr>
<td>Step 4:</td>
<td>Final results are submitted to Student Administration.</td>
</tr>
<tr>
<td>Step 5:</td>
<td>Honours classifications are automatically derived from the Students’ WAMs.</td>
</tr>
</tbody>
</table>

An important factor that must be considered when developing the above process is timing – not only that steps 1 – 5 above must be completed in time for the official release of exam results, the amount of time available for step 3 to occur is very limited (only a few days at the end of each semester). The ability of each of the Board of Studies to meet separately to undertake this task may be difficult.

Further, the awarding of honours classification for students completing joint honours may require discussions between the relevant Board of Studies.

For the above reasons it is therefore, proposed:

**Recommendation 4:**

That a joint Board of Examiners of the Boards of Studies be established to deal executively with all matters relating to the award of honours classification and other related matters, as provided in its terms of reference in 4.2.1.

4.2.1 Board of Examiners of the Boards of Studies (BoE-BoS)

The joint Board of Examiners is a sub-committee of the five Boards of Studies. Its terms of reference and membership are provided below:


(i) Terms of reference

- To deal executively with all matters relating to the award of honours classifications.
- To deal executively with all exceptional cases relating to academic progress assessment, which have been escalated for further deliberation.
- To consider faculty recommendations on applications for readmission from students who have been excluded for more than 12 months.
- To provide a report to the Boards of Studies for noting.

(ii) Membership of BoE-BoS

(a) Nominee of the SDVC as convenor
(b) Chairs of the five Boards of Studies – exofficio
(c) Nominee of the Chair of the Academic Board appointed in each of the five Boards of Studies
(d) Up to two co-opted members, if required for expertise

(iii) Terms of Office

(1) Co-opted members under (ii) (d) are appointed for 1 year and may be re-appointed.

(iv) Frequency of Meetings

The BoE-BoS normally meets twice a year – at the end of each semester.

5. Issues requiring further investigation

Several issues will require attention and further exploration, as follows:

5.1 Annual reports for review of majors

The collection of performance and quality data to support the generation of annual course reports is another issue that will require further discussion. Annual reports will provide a means to:

a. review and assess the performance of majors and units;
b. monitor units showing unusual trends; and
c. provide quality assurance in regard to assessment procedures and practices that should be aligned with the stated assessment standards, principles and ethos.

The report should include:

- a brief analysis of the faculty’s strategic position relating to its majors and units;
- a summary of planned action including plans for curriculum development;
- an environmental scan of external and internal factors; and
- an analysis of the range of issues presented in Appendix 6.

The analysis should draw from wide-ranging data including:

- Student evaluation of units;
- Course and student experience surveys;
- Student engagement in the first year; and
- Success and progression

The data to support these analyses should be provided, as is University protocol, from the Statistics Office and should as is University practice, be aligned with data already collected, where possible, such as OPP data, SURF, CEQ etc. Following further discussion with the Director of Planning Services and the Director of Student Services a separate discussion paper will be prepared for future consideration.

5.2 An automated course completion checking process?

At the moment course completion checking is entirely a manual process, but steps are being undertaken to change this. It is envisaged that an on-line approval process will be trialled in the second half of 2012 which will include checking against the course (and unit set) completion rules. This should remove the need for staff to manually check all the requirements.
At present there is no additional documentation, apart from Callista documents (which are technical in nature), on how the on-line process operates. It is envisaged that following commencement of the pilot, the business processes for the online approval process will be documented before the pilot is fully implemented.

Notwithstanding this, the possibility of establishing a fully automated course completion checking process should be further explored.

5.3 Student advising

Some further work will need to be undertaken in exploring how students who have made unsatisfactory progress are advised. For example, what information do we currently provide to these students? What kinds of materials are published for students? How is the student advising done? These are some key questions that will require further investigation.

6. Summary of recommendations

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<thead>
<tr>
<th>Issue</th>
<th>Rec No.</th>
<th>Recommendation</th>
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| Academic Progress Assessment  | 1       | A. That in the case of the diplomas, three-year undergraduate degrees and end-on honours disciplines, each faculty establish an Academic Progress Review Sub-Committee (see 1.2.1 for details on composition of the review sub-committee).  
B. That in the case of BPhil (Hons), the Board of Studies for the Bachelor of Philosophy establish an Academic Progress Review Sub-Committee (see 1.2.1 for details on composition of the review sub-committee).  
C. That the review sub-committee will have, but not be limited to, the following key roles in regard to academic progress assessment:  
i. To review, in accordance with the Undergraduate Degree Course rules and the University Policy on Academic Progress, a student’s academic progress and make decisions, where appropriate, on behalf of the relevant Boards of Studies, and forward its decision direct to Student Administration for further processing of a student’s academic results (see 1.2.1 for details on the review process).  
ii. To provide advice/ feedback to students, where relevant (see 5.4).  
iii. To refer exceptional cases, where the application of the University Undergraduate Degree Course Rules and the University Policy on Academic Progress may not be straightforward, with a recommendation to the joint Board of Examiners of the Boards of Studies for further deliberation (see 4.2.1).  
iv. To consider and make recommendations on relevant student appeals and “show cause” applications.  
v. To produce a summary report at the end of each semester for noting by the relevant Board of Studies (for further details see 1.2.2). |
| Readmission of excluded students after a period of 12 months | 2       | That the outcome of an application to re-enrol following exclusion rest with the Board of Examiners of the Boards of Studies following consideration of a recommendation from the faculty offering the student’s degree-specific major. |
| Course completion checking    | 3       | That (i) the Academic Coordinator be responsible for course completion checking on behalf of the Bachelor of Philosophy Board of Studies; and (ii) in the case of pass-degree students the Faculty offering the student's degree-specific major be responsible for course completion checking on behalf of the Boards of Studies. |
| Honours Classification        | 4       | That a joint Board of Examiners of the Boards of Studies be established to deal executively with all matters relating to the award of honours classification and other related matters, as provided in its terms of reference in 4.2.1. |
THE UNIVERSITY OF WA

STUDENT INFORMATION SYSTEM

Results Register (UWAR0570)

Parameters

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Report as at: 02/03/2012 @ 10:09:49
Comment:

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Person ID: XXXXXXX
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Course Code: 
Owning Organisation Unit: FAC50

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TP End Date: 31-DEC-11
TP 1:
TP 2:
TP 3:
Applied Start Date: 
Applied End Date: 

Student Sort Order: Course, Surname & First Name
Academic Year: 2011
Location Code: %
Graduand Approval Status: %
Treat Missing, SG or DE Results as Pass: Y
Treat Specialist Unit Results as Pass: Y
Unit Academic Year: 
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### 5. Previous Progression Outcomes

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**Total Credit Points = 90**

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THE UNIVERSITY OF WA

STUDENT INFORMATION SYSTEM

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Version: 1.53

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THE UNIVERSITY OF WA

STUDENT INFORMATION SYSTEM

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Owning Organisation Unit: FAC50

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TP End Date: 31-DEC-12
TP 1: 
TP 2: 
TP 3: 

Applied Start Date: 
Applied End Date:

Student Sort Order: Course, Surname & First Name
Academic Year: 2012
Location Code: 
Graduand Approval Status: 
Treat Missing, SG or DE Results as Pass: Y
Treat Specialist Unit Results as Pass: Y
Unit Academic Year: 

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## Appendix 2

### SUSPENSION

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### 9. Academic History (for this course)
### STUDENT INFORMATION SYSTEM

**Results Register (UWAR0570)**

### Appendix 2

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<td>6</td>
</tr>
<tr>
<td>UNIT</td>
<td>LAWS1108.1</td>
<td>6</td>
</tr>
<tr>
<td>UNIT</td>
<td>LAWS3386.1</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credit Points = 102**

### 11. Intermission Details

**No Intermission Details recorded**
Appendix 3
Readers are asked to note that this form will be redesigned and therefore, are requested to focus on content only at this stage.

# UNDERGRADUATE COURSE ADMINISTRATION: SUMMARY REPORT TO THE BOARD OF STUDIES

<table>
<thead>
<tr>
<th>Faculty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Student Adviser/Sub-Dean:</td>
</tr>
<tr>
<td>No. of students assigned for advising:</td>
</tr>
<tr>
<td>Reporting for the year of:</td>
</tr>
<tr>
<td>Report submitted to the Board of Studies:</td>
</tr>
</tbody>
</table>

## 1. Course Completion:
- Total no. of students enrolled in the degree-specific majors offered in this degree by the faculty: 
- Total no. of students due to complete in the degree-specific majors in the current year of reporting: 
- Total no. of students due to complete course in the next calendar year: 
- General comments (Your response should include broad observations. For instance, identify majors with high enrolments and high completion rates):

## 2. Academic Progress Assessment:
- **Total no. of students placed on probation** (failed for the *first* time in more than half the units in which the students remained enrolled): 
- **Total no. of students suspended** (failed for the *second* time in more than half the units in which the students remained enrolled): 
- **Total no. of students excluded** (failed for the *third* time in more than half the units in which the students remained enrolled): 
- General comments: (Your response should include broad observations. For instance, do the figures provided in 2 above seem excessive relative to overall pass rates?):

## 3. Applications for special consideration:
- Total no. of special considerations considered: 
- No. of successful applications: 
- General comments:

## 4. Show Cause applications:
- Total no. of show cause applications considered: 
- No. of successful applications: 
- Highlight, if any, particular case(s) for the attention of the Board of Studies:

## 5. Appeals:
- Total no. of appeals considered: 
- No. of successful appeals: 
- Highlight, if any, particular case(s) for the attention of the Board of Studies:
## Appendix 4

### Recommendations for readmission of excluded students (due to unsatisfactory academic performance)

<table>
<thead>
<tr>
<th>Faculty:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Student Adviser/Sub-Dean:</td>
<td></td>
</tr>
<tr>
<td>No. of students assigned for advising:</td>
<td>No. of Degree Specific Majors:</td>
</tr>
<tr>
<td>Reporting for the year of:</td>
<td>Date submitted:</td>
</tr>
<tr>
<td>Report submitted to the Board of Studies:</td>
<td>Bachelor of</td>
</tr>
</tbody>
</table>

Faculty offering the student’s degree-specific major may present the following information on an excel spread sheet.

<table>
<thead>
<tr>
<th>Student number</th>
<th>Surname / Family name</th>
<th>Given name</th>
<th>Degree-specific major</th>
<th>Second major, if any</th>
<th>Summary of case provided by student for readmission</th>
<th>Recommendation to the Board of Studies</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
# Appendix 5

## Recommendations for Award of Honours Classification

<table>
<thead>
<tr>
<th>Faculty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Student Adviser/ Sub-Dean:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. of honours students assigned for advising:</th>
<th>No. of Degree Specific Majors:</th>
<th>Semester:</th>
<th>Date submitted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report submitted to the Board of Examiners of the Boards of Studies for:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bachelor of

Faculty offering the student’s degree-specific major may present the following information on an excel spread sheet.

### 1. Students completing Honours in a discipline

<table>
<thead>
<tr>
<th>Student number</th>
<th>Surname / Family name</th>
<th>Given name</th>
<th>Degree-specific major</th>
<th>Second major, if any</th>
<th>Honours results - marks for</th>
<th>Final mark for Dissertation by BoE-BoS</th>
<th>Final Honours mark</th>
<th>Final Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
</tr>
</tbody>
</table>

### 2. Students completing joint-honours across faculties within the same degree

<table>
<thead>
<tr>
<th>Student number</th>
<th>Surname / Family name</th>
<th>Given name</th>
<th>Degree-specific major</th>
<th>Joint Honours in</th>
<th>Honours results - marks for</th>
<th>Final mark for dissertation by BoE-BoS</th>
<th>Final Honours mark</th>
<th>Final Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
</tr>
</tbody>
</table>

### 3. Students completing joint-honours across degrees

<table>
<thead>
<tr>
<th>Student number</th>
<th>Surname / Family name</th>
<th>Given name</th>
<th>Degree-specific major</th>
<th>Joint Honours in</th>
<th>Honours results - marks for</th>
<th>Final mark for Dissertation by BoE-BoS</th>
<th>Final Honours mark</th>
<th>Final Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
</tr>
</tbody>
</table>
Appendix 6

Issues to be considered in reviewing majors

1.1. Grading patterns of units contributing to Degree-Specific Majors
(i) How many students failed in one or more units that potentially contributed towards their Degree-Specific Majors?
(ii) Of the numbers provided in 1.1 (i), how many have failed one or more of the units more than once?
(iii) Provide a breakdown of the fail rate of units by majors in Addendum A. Provide any comment here:
(iv) Identify units offered within the Degree-Specific Majors which more than 10% of enrolled students have failed. Provide details of enrolment and the numbers failed for each unit*.
(v) Identify units offered within the Degree-Specific Majors that show unusual trends, if any (for example, units with high enrolments, units with exceptional high / low marks). Explain the trend.

1.2. Grading patterns of units contributing to Second Majors
(i) How many students failed in one or more units that potentially contributed towards their Second Majors?
(ii) Of the numbers provided in 1.2 (i), how many have failed one or more of the units more than once?
(iii) Provide a breakdown of the fail rate of units by majors in Addendum B. Provide any comment here:
(iv) Identify units offered within the Second Majors which more than 10% of enrolled students have failed. Provide details of enrolment and the numbers failed for each unit.
(v) Identify units offered within the Second Majors that show unusual trends, if any (for example, units with high enrolments, units with exceptional high / low marks). Explain the trend.

1.3. Grading patterns of other units including Category A Broadening units and electives
(i) Identify other units which more than 10% of enrolled students have failed. Provide details of enrolment and the numbers failed for each unit.
(ii) Identify other units that have repeated failures.
(iii) Identify other units that show unusual trends, if any (for example, units with high enrolments, units with exceptional high / low marks). Explain the trend.

---

### Addendum A

<table>
<thead>
<tr>
<th>Degree-Specific Major</th>
<th>Total enrolled in the Degree-Specific major</th>
<th>Number of students failing in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core units</td>
</tr>
</tbody>
</table>

---

### Addendum B

<table>
<thead>
<tr>
<th>Second Major</th>
<th>Total enrolled in the Second major</th>
<th>Number of students failing in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Level 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Core units</td>
</tr>
</tbody>
</table>