MEMBERS OF THE TEACHING AND LEARNING COMMITTEE
Deputy Vice-Chancellor (Education) (Winthrop Professor Alec Cameron) - Chair
Chair of the Academic Board (Winthrop Professor John Cordery)
Dean of Coursework Studies (Winthrop Professor Grady Venville)
Pro Vice-Chancellor (International) (Mr Iain Watt)
Director, Centre for the Advancement of Teaching and Learning (Winthrop Professor Denise Chalmers)
University Librarian and Director (Information Management) (Dr Mary Davies)
President, Guild of Undergraduates (Mr Cameron Barnes)
Nominee of the President, Postgraduate Students' Association (Ms Pratima Kumari Gupta)
Chair of each Faculty Teaching and Learning Committee or Dean of Faculty or nominee:
  Faculty of Architecture, Landscape and Visual Arts (Winthrop Professor Simon Anderson)
  Faculty of Arts (Dr Neil O'Sullivan)
  UWA Business School (Winthrop Professor Philip Hancock)
  Faculty of Education (Winthrop Professor Helen Wildy)
  Faculty of Engineering, Computing and Mathematics (Professor Cara MacNish)
  Faculty of Law (Assistant Professor Tracey Atkins for Associate Professor Meredith Blake)
  Faculty of Medicine, Dentistry and Health Sciences (Professor Sandra Carr)
  Faculty of Science (Winthrop Professor Brendan Waddell)
Nominee of the Dean of the School of Indigenous Studies (Associate Professor Grant Revell)
Executive Officer (Ms Sue Smurthwaite)

BY INVITATION (INCLUDING STANDING INVITEES)
Dr Sato Juniper, Graduate Research and Scholarships Office
Dr Greg Marie, Institutional Research Unit (IRU)
Dr Judy Skene, Student Services
Mr Brian Greene, Information Services
Professor Sally Sandover, Regional Programs
Mr Kelly Smith, International Centre
Mr Mike Shearer, Head of College (Trinity)
Dr Elizabeth Constable, Vice-Chancellor

OBSERVORS (INCLUDING STANDING OBSERVER)
Ms Sally Jackson, Administrative Officer, Academic Policy Services
Mr Suriadin Wan Malik, Graduate Research and Scholarships office

TEACHING AND LEARNING COMMITTEE MEETING – THURSDAY 6th JUNE 2013

This is to confirm that the next meeting of the Teaching and Learning Committee will be held on Thursday, 3rd October 2013 at 2.00 – 4.00pm in the Senate Room.

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

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

Ms Sue Smurthwaite
Executive Officer
AGENDA

WELCOME
The Chair will welcome all members and invitees to the meeting, including new members, invitees and observers:

- Mr Iain Watt, Pro Vice-Chancellor (International);
- Associate Professor Grant Revell, School of Indigenous Studies;
- Ms Pratima Kumari Gupta, nominee of the President of the PSA;
- Assistant Professor Tracey Atkins representing the Faculty of Law;
- Dr Elizabeth Constable, Vice-Chancellery; and
- Mr Suriadin Wan Malik, Graduate Research and Scholarships Office

The Chair would also like to take this opportunity to thank Mr Jarrad Bothe, the previous nominee of the President of the PSA, and Assistant Professor Mel Thomas from the School of Indigenous Studies for their contribution to the work of the Committee during 2013.

APOLOGIES
The Chair will record any apologies. Members are reminded that apologies should be forwarded to the Executive Officer prior to the meeting. Members representing the faculties are reminded that if unable to attend a meeting, an alternative attendee from the Faculty Teaching and Learning Committee or by nomination of the Dean should be organised prior to the meeting.

Members are also reminded that the meetings are usually scheduled for two hours (2.00 - 4.00pm), if members are unable to attend for the whole meeting would they please advise the Executive Officer prior as this may have an impact on the Committee proceeding inquorate.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST
The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if applicable, with regard to items on the agenda.

1. MINUTES – Ref: F12154
   The Chair recommends confirmation of:
   - the minutes of the Teaching and Learning Committee meeting held on 6\textsuperscript{th} June 2013;
   - the noting of decisions made on 2\textsuperscript{nd} August 2013 by way of circular by the Teaching and Learning Committee; and
   - the noting of decisions made on 9\textsuperscript{th} September 2013 by way of circular by the Teaching and Learning Committee.

Minutes and noting of decisions are available from the Committee’s web page:
http://www.teachingandlearning.uwa.edu.au/staff/committees/tlc/

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

2. MEETING DATES FOR 2014 – REF: F12153
   The University Executive has asked Chairs of Committees to revisit their constitutions with a view to reducing time spent in committees, which may be brought about, for example, by improved delegations, reduction in meetings or its membership. Within this context a brief review of meetings held and cancelled over the last three years has been undertaken by the Chair and Executive Officer, and based on this historical pattern, it has been agreed to reduce the meetings of the Committee from eight to six per annum for 2014. The schedule of meetings of the Academic Council, to which recommendations from this Committee flow, has also been taken into account.

The following principal meeting dates (and corresponding cut-off dates for receipt of material to be placed on the agenda) have been scheduled for 2014. Meetings will commence at 2.00pm, generally run until 4.00pm and will be held in the Senate Room or Old Senate Room.
<table>
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<td>24 July 2014</td>
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<td>5. Thurs, 4 Sep, 2014</td>
<td>21 August 2014</td>
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<tr>
<td>6. Thurs, 13 Nov, 2014</td>
<td>30 October 2014</td>
<td>Old Senate Room</td>
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The Chair requests that members note these important dates in their diaries for 2014.

**PART 2 – ITEMS FOR DECISION TO BE DEALT WITH EN BLOC**

3. **GRANTS AND SCHEMES STANDING COMMITTEE – NEW SCHEME – PHD CANDIDATE TEACHING AND LEARNING PUBLICATION PROJECT – FILE REF. F50555**

The draft guidelines of the PhD Candidate Teaching and Learning Publication Project (then known as the Post PhD Submission Scheme) were endorsed in principle by the Grants and Schemes Standing Committee at its 7th May 2012 meeting. These guidelines were then endorsed in principle by the Teaching and Learning Committee at its 7th June 2012 meeting and a budget allocation of $25,000 was approved for 2013.

Since that time a number of refinements/adjustments have been made to the Scheme and, as such, the Chair of the Grants and Schemes Standing Committee has amended the guidelines and referred the final draft ([Attachment A](#)) to the Teaching and Learning Committee for its consideration and approval.

This request is in accordance with the Committee's constitution and appropriate delegations, as follows:

**Delegation**

9.(1) Where Teaching and Learning Committee schemes are formulated for the purposes of 2(b) with clear guidelines, the administering bodies established to oversee the day-to-day operation of the schemes are delegated with the Committee’s authority to make and action decisions that are within the parameters of the guidelines.

9.(2) Any changes to existing guidelines or policies for Teaching and Learning Committee schemes must be forwarded by the administering body to the Teaching and Learning Committee for its approval."

The Chair recommends that the Teaching and Learning Committee endorse the PhD Candidate Teaching and Learning Publication Project guidelines as attached to the Agenda for commencement of the Scheme in 2013.

**PART 3 – ITEMS FOR DISCUSSION AND DECISION**

4. **UWA EDUCATION FUTURES PROJECT – VISION STATEMENT - REF: F50263**

Attached ([Attachment B](#)) for members' consideration is a progress report on the UWA Education Futures Project. The Project Director, Winthrop Professor Helen Wildy, will introduce this item.

For members' consideration and feedback.

5. **LATEST DATE FOR ADDING A UNIT TO ENROLMENT – PROPOSED AMENDMENT– REF F34878**

Attached ([Attachment C](#)) for members' consideration is a report formulated by the Academic Secretary, Academic Policy Services, outlining issues raised by a number of faculties associated with
the current latest date for adding a unit to enrolment. Also provided is an indication of what other universities do, together with some options for UWA.

The report was considered by the Associate Deans (Teaching and Learning) network at its 30 August meeting for consideration and recommendation to the Teaching and Learning Committee on a proposed way forward.

The Dean of Coursework Studies will briefly speak to this item and confirms that the Associate Deans recommend that the end of the second week would be an appropriate cut-off for new unit enrolments by students.

For discussion and decision.

6. OPEN ONLINE EDUCATION WORKING PARTY – ESTABLISHMENT – REF: F54420
Open online education is a growth area and to best position the University, the Chair recommends establishment of a short term (two years) Working Party to consider, develop and recommend to the Teaching and Learning Committee on a range of associated issues including policies, procedures, strategies, appropriate platforms, resources and opportunities relevant to the UWA culture.

Attached (Attachment D) for members’ consideration and approval are proposed terms of reference for the Open Online Education Working Party.

7. NEXT MEETING
The next meeting of the Teaching and Learning Committee will be held on Thursday, 14th November 2013 at 2.00pm in the Old Senate Room. The cut-off date for submission of items for the Committee’s agenda is Thursday, 31st October 2013. Please refer issues for discussion to the Executive Officer, Ms Sue Smurthwaite (sue.smurthwaite@uwa.edu.au).

__________________________
PhD Candidate Teaching and Learning Publication Project

TRIM FILE REFERENCE: F50555

DOCUMENT STATUS

☐ Draft  ☐ Ready for Review  ☑ Final

DOCUMENT MODIFICATION HISTORY

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1. Introduction

Guidelines

The University’s Teaching and Learning Committee has introduced a scheme to support a PhD Candidate Teaching and Learning Publication Project. The Scheme provides $25,000 which will support a number of projects to further the development of an existing teaching and learning project into a publication suitable for submission to a journal.

Up to $10,000 per applicant is available

The Scheme is open to all UWA PhD candidates who have submitted their PhD thesis for examination, however, preference will be given to applications from Postgraduate Teaching Interns* who wish to further develop their internship project. The duration of the project will be limited up to a maximum of 6 months.

The Scheme is administered by the Grants and Schemes Standing Committee, a standing-committee of the University’s Teaching and Learning Committee. The Grants and Schemes Standing Committee consists of:

- Deputy Chair (Teaching and Learning Committee) as Chair
- Director, Centre for the Advancement of Teaching and Learning
- Dean of the Graduate Research School
- President of the Postgraduate Students’ Association, or nominee
- Two faculty representatives from the Teaching and Learning Committee
- Up to 5 co-opted members (including the Postgraduate Teaching Internship Coordinator)

Administration

Broad administration of the Scheme will be overseen by the Grants and Schemes Standing Committee’s Executive Officer.

Eligibility

The Scheme is open to UWA PhD candidates who have submitted their PhD for examination and are awaiting classification. UWA PhD candidates employed at other Universities are not eligible.

Submissions

Applications will be considered and grants awarded by delegation of the Grants and Schemes Standing Committee by a small group comprising:

- Chair, Grants and Schemes Standing Committee
- Director, Centre for the Advancement of Teaching and Learning and
- Postgraduate Teaching Internship Scheme Coordinator

Applications can be made at any time following submission of the PhD thesis for examination and should be submitted on the application form to the executive officer, Grants and Schemes Standing Committee; Ms Sally Jackson, sally.jackson@uwa.edu.au, M456

* The Postgraduate Teaching Internship Scheme encourages promising doctoral research students (including professional doctoral students) to develop teaching skills in their fields, further information can be found at http://www.teachingandlearning.uwa.edu.au/students/postgraduates/internship
Assessment

The application will be assessed on the basis of the contribution that the project will make to the teaching and learning activities of the University and will be evaluated using the following criteria:

- A Teaching and Learning in higher education project has been undertaken, is largely completed and demonstrates strong potential for publication;
- Details of the project and its impact upon Teaching and Learning;
- Quality of the proposed journal or book chapter;
- Preference will be given to students who have completed a Postgraduate Teaching Internship; and
- Successful applications will show consultation between the student's internship supervisor (or PhD supervisor if the applicant has not undertaken the Postgraduate Teaching Internship Scheme) and the Centre for the Advancement of Teaching and Learning.

Reporting

Successful applications and dissemination of projects will be reported at the regularly scheduled Grants and Schemes Standing Committee meetings and forwarded to the Teaching and Learning Committee for its information. Outcomes of the teaching and learning projects and published articles will be made available at the following website http://www.teachingandlearning.uwa.edu.au/2382076.

2. What Assistance is Available?

2.1 In 2013 the Scheme will offer a number of grants of up to $10,000 in total. Exact levels of funding to each applicant will be determined dependent upon the individual submission of a budget bid. The budget bid should detail the number of hours anticipated to produce an article suitable for publication in a quality journal or book chapter. Hours will be paid at ORAA rate, for further information please see the UWA Casual Teaching rate at http://www.hr.uwa.edu.au/hr/salary_scales/casual_teaching_rate

2.2 The Centre for the Advancement of Teaching and Learning will provide resources and advice to support the development of the teaching and learning publication. Successful applicants will be expected to attend relevant programs on publishing and similar, provided through the Graduate Research School, CATL and OSDS to support the development of their writing skills.

3. What is Involved

3.1 The publication ready document should be completed in a period of up to and not exceeding 6 months from when the appointment commences.

3.2 The nature, timing and structure of the project is to be agreed by the applicant, their internship (or PhD) supervisor and the CATL Postgraduate Teaching Internship coordinator.

3.3 On completion, successful applicants are required to submit a copy of the publication ready document with details of the publisher where the document has been submitted to the Grants and Schemes Standing Committee, C/- the Executive Officer, Ms Sally Jackson, sally.jackson@uwa.edu.au; M456

4. How to Apply

Following submission of the PhD thesis for examination, applications for funding can be made at any time during the year.

Your application will consist of:

- The completed application form;
• A brief statement detailing your Teaching and Learning Project and any reports and/or any forum and/or conference presentation details undertaken to date;
• A brief statement of the proposed publication and intended publisher;
• A supporting statement from your Internship (or PhD) supervisor; and
• A timeframe to develop a publication, including a budget estimate signed by the Head of School.

5. **School Responsibilities**

5.1 Schools will be responsible for the appointment procedures – applicants must be employed on casual contracts, salary payments and the day-to-day management of the work of the applicant must be in accordance with Human Resources practices. The Head of School (in conjunction with the applicant) is expected to prepare a realistic budget proposal which must be submitted as part of the application process. This budget proposal should bear in mind the proposed cost of preparing the project for publication (including any on-costs, in accordance with current casual award rates [https://www.his.admin.uwa.edu.au/his/cas_teach.asp](https://www.his.admin.uwa.edu.au/his/cas_teach.asp)). The amount of up to $10,000 per applicant is available. Any additional funds required for this component of the Scheme should be met by the School.

5.2 The School must make available to the applicant an allocated working space, access to computing and library facilities etc.

5.3 The strength of support offered to applicants from their School is a vital component of this Scheme. Successful applications will show close consultation between the applicants’ supervisor(s), academic staff members (Discipline Chairs, Course Coordinators, etc.) as appropriate.

5.4 Schools may support more than one application. If this is the case, applications should not be ranked.

5.5 A staff member from the Centre for the Advancement of Teaching and Learning will be appointed to mentor and support the applicant.

6. **Reporting Requirements**

Fifty percent of the total funding will be forwarded to the School of successful applicants upon commencement of the project. The remaining fifty percent will be forwarded to the School upon submission of a copy of the publication ready document with details of the publisher where the document has been submitted along with a budget acquittal statement (any unspent funds must be returned to the Grants and Schemes Standing Committee) to the Grants and Schemes Standing Committee, C/- the Executive Officer Ms Sally Jackson, sally.jackson@uwa.edu.au; M456

Sally Jackson  
Executive Officer  
Grants and Schemes Standing Committee  
September 2013
The UWA Education Futures Project, directed by the Dean of Education, Winthrop Professor Helen Wildy, is progressing towards its initial aim of providing an inclusive review of UWA’s draft Vision for the future of learning and teaching. The draft Vision statement has been available for staff and student feedback on the LMS site for approximately one month and responses have been gathered from 32 staff members and 12 students. Since 17 July Professor Helen Wildy and/or Hon Dr Elizabeth Constable have met with a range of internal groups/individuals to stimulate interest in the draft Vision and to encourage feedback.

Internal Meetings
- Deans of each Faculty, who nominated key stakeholders relevant to their professional interest base
- Teaching and Learning Committees of each Faculty (except ALVA which has not had a T & L meeting in this period)
- David Harrison (external engagement)
- David Glance (MOOCS)
- Helen Whitbread (sustainability)
- PVC (I) Iain Watt (international perspectives)
- Heads of Schools (through Talking Heads sessions)
- Judy Skene and Louise Pollard (ASPIRE)

As well as consulting internally, the perspectives of key external stakeholders are also being sought. At 6 September 2013 the following external stakeholders have been interviewed:

External Stakeholder Meetings
- Heads of Colleges
- Richard Strickland (Department of Education Services)
- Rob Nairn (Western Australian Secondary School Executives Association)
- Peter Conran (Department of the Premier and Cabinet)
- Sharon O’Neill (DG, Department of Education)
- Sue Murphy (Water Corporation)
- Principals of numerous secondary schools

During the next weeks, interviews will be conducted by Hon Dr Elizabeth Constable with further key external stakeholders

- Medical Workforce (Division of Health Department)
- Postgraduate Medical Education Council of Western Australia
- Legal Practice Board
- Law Society
- Australian Institute of Landscape Architects
- Museums Australia (WA Branch)
- Chamber of Commerce and Industry WA
- Chamber of Minerals and Energy WA
- Department Training and Workforce Development
- School Curriculum and Standards Authority
Invitations to provide comment and feedback will be sent to these organizations, together with the draft Vision statement:

- Woodside
- Reserve Bank (WA Branch)
- BHP Billiton
- Catalyst
- Azure Capital
- Australian Medical Association
- The Royal Australasian College of Physicians (WA)
- The Royal Australasian College of Surgeons
- The Royal Australasian College of General Practitioners (WA)
- WA General Practitioner Education and Training
- The Western Australian Medical Students' Society
- Institute of Physics
- Academy of Science
- Geoscience Foundation
- Kings Park
- Department of Agriculture
- Department of Environment and Conservation
- Rio Tinto
- BHP
- Australian Psychological Association
- Psychologists Board of Western Australia
- Macquarie Group, Western Australia
- Alinta Group
- Westpac Banking Corporation
- FJM Property Pty Ltd
- Alverstoke Group LLC
- BHP Billiton Iron Ore
- West Australian Burns Services
- Woodside
- Reserve Bank (WA Branch)
- BHP Billiton
- Catalyst
- Azure Capital
- Australian Medical Association
- The Royal Australasian College of Physicians (WA)
- The Royal Australasian College of Surgeons
- The Royal Australasian College of General Practitioners (WA)
- WA General Practitioner Education and Training
- The Western Australian Medical Students' Society
- Institute of Physics
- Academy of Science
- Geoscience Foundation
- Kings Park
- Department of Agriculture
- Department of Environment and Conservation
- Rio Tinto
- BHP
- Australian Psychological Association
- Psychologists Board of Western Australia
- Macquarie Group, Western Australia
- Alinta Group
- Westpac Banking Corporation
- FJM Property Pty Ltd
- Alverstoke Group LLC
- BHP Billiton Iron Ore
- West Australian Burns Services
- Australian Computer Society
- Mathematical Association of Western Australia
- Chevron
- Shell
- Consult Australia (peak body for all the consulting firms)
- North Metropolitan Health Service
- South Metropolitan Health Service
- WA Country Health Service
- Women and Newborn Health Service
- Children and Adolescent Health Service
- Supreme Court of WA
- Corporate Law Firm Association of Perth
- The Western Australian Bar Association
- Legal Aid
- The Richmond Fellowship of WA
- Clarity Corporate Communications Pty Ltd
- Oxfam International
- Geoff Raby & Associates
- Urban Development Institute of Australia
- Association of Consulting Architects Australia
- The Association of Professional Engineers, Scientists and Managers, Australia
- Property Council of Australia
- Master Builders Association
- Australian Institute of Building
- Architects Accreditation Council of Australia
- Architects Registration Board of WA
- Heritage Council of WA
- Australian Commercial Galleries Association
Twenty short movies (approximately 6 minutes in length) showcasing excellent and innovative teaching within our university are also being produced through ClassMovies as part of this project. Movie-makers were identified by triangulating multiple data sources: student nomination (Guild president invitation), nomination from T and L committees, SURF scores and teaching award winners. The movie makers represent each of the Faculties and a range of teaching approaches in large classes and small classes, laboratory settings, using ICT, and involving interviews with staff and participants in classes. Each completed movie will be accessed through a portal associated, linked to an aspect of the Vision, annotated in relation to its discipline base and teaching approach as well as learning outcomes, with a discussion board through which other staff can discuss the teaching approach showcased in the movie with the movie-maker and other individuals. The movies are intended to be informative and educative for staff members. We hope that they will serve to promote discussion around teaching in UWA and to share and celebrate the innovation and excellence already evident across the Faculties.

Next steps
During October and November, we will compile the feedback from staff, students and key stakeholders, and consider how the draft Vision might be amended to reflect the main thrust of recurring themes in the comments. A redrafted Vision will be generated by the UWA Education Futures committee. In addition, other issues that are generated through the interviews and LMS feedback that are tangential to the Vision will be compiled into a supporting paper for subsequent discussion.

Helen Wildy
Project Director
6 September 2013
LATEST DATE FOR ADDING A UNIT TO ENROLMENT

TRIM FILE REFERENCE: F34878

FILE PATH ON SERVER:

DOCUMENT STATUS

☐ Draft  ☑ Ready for Review  ☐ Final

DOCUMENT MODIFICATION HISTORY

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<td>Sue Smurthwaite and Grady Venville</td>
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| 0.2            | Sylvia Lang, Academic Secretary, Academic Policy Services | Updated report following feedback. | 25 July 2013 | • Associate Deans (Teaching and Learning) Network – 30 August 2013  
• Teaching and Learning Committee – 5th September 2013 |

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   1.3 What do other universities do? ....................................................................................................... 4
   1.4 What should UWA do? ................................................................................................................... 5
   1.5 Other considerations ...................................................................................................................... 6
1 Latest date for adding a unit to enrolment

1.1 The UWA policy context

Prior to 2012, the University General Rules provided for students to add a unit to their enrolment up to and including the end of the third week of instruction in the unit. From 2012 addition of a unit to enrolment has been addressed in the Student Rules as follows:

9. Addition of a unit to an enrolment

(1) This rule applies to a student who is permitted by the rules that apply to their course to add a unit to their enrolment in a teaching period.

(2) If this rule applies to a student, the student may add the unit to their enrolment—

(a) no later than the relevant addition date set out in Schedule 1: Dates (changing enrolment); or

(b) after the relevant addition date, if—

(i) the student pays the relevant administrative charge set out in Schedule 2: Fees (undergraduate) and Schedule 2: Fees (postgraduate); and

(ii) the student satisfies the relevant faculty or board that exceptional circumstances exist that justify the addition of the unit; and

(iii) the relevant faculty or board agrees to the addition of the unit.

Note: The HES Act census date applies to Commonwealth-supported students in relation to the addition of units.

As will be noted from the above, the formula for calculating the final date for adding a unit is not stated in the Rules per se. For units taught in standard semesters, the latest dates for adding a unit appear in Schedule 1 to the Rules (see ‘Changing enrolment’ on the relevant page) as follows:

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<tr>
<td>Second semester units</td>
<td>Last date to add a second semester unit – 16 August</td>
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The above dates reflect the pre-2012 provision for units to be added until the end of the third week of instruction (the third week of the semester in this case).

The Associate Director, Student Services (Student Administration) has advised that students seldom seek to 'join' postgraduate units offered in non-standard teaching periods after the commencement of teaching. For that reason, no final date to add such units to enrolment is currently set in Schedule 1. However, the principle that students be allowed to enrol up until the end of the third week of instruction is generally applied where students wish to add units of this kind.

1.2 Issues

In recent months there has been discussion about a number of issues relating to the final date for adding units to enrolment. These have included:

- difficulties associated with allowing enrolments in certain block taught units once teaching has commenced, particularly where student presentations are central to the teaching
- the implications for teaching when students may have missed up to three weeks of the teaching period (Is there an obligation on teachers to provide additional assistance to the
students in this situation or does the responsibility for covering missed material lie with the students concerned?)

- the impact on students who add units to their enrolment within the permitted timeframe if assessments have already occurred during that period (is there an obligation on teachers to provide the students with an opportunity to undertake the assessment late or do students forego the assessment opportunity and lose the associated marks?)

- implications for group work if groups have been formed, and tasks assigned and commenced before a student enrolls in the unit (How can a teacher ensure that all students make a fair contribution in these circumstances and that the respective contributions can be assessed fairly?)

- a view expressed by the Faculty of Business that it is not in students’ best interests to be joining units as late as the end of the third week of semester.

In addition it has been suggested that the requirement for broadening units in undergraduate degree courses introduced in 2012 may have led to an increase in the number of students adding units to enrolment as students attempt to find units that they enjoy and in which they are likely to succeed.

Table a below provides information about changes to enrolment during the first three weeks of semester in the years 2009 to 2012 inclusive. (Note the data for 2013 is not yet complete.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Enrolled</th>
<th>Units Offered</th>
<th>Units added</th>
<th>Units added per unit offered</th>
<th>Units added per student</th>
<th>Units discontinued</th>
<th>Units discontinued per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>24069</td>
<td>3040</td>
<td>8848</td>
<td>2.91</td>
<td>0.368</td>
<td>8733</td>
<td>0.987</td>
</tr>
<tr>
<td>2010</td>
<td>25245</td>
<td>3106</td>
<td>9858</td>
<td>3.17</td>
<td>0.390</td>
<td>8890</td>
<td>0.902</td>
</tr>
<tr>
<td>2011</td>
<td>26644</td>
<td>3051</td>
<td>8722</td>
<td>2.86</td>
<td>0.327</td>
<td>9236</td>
<td>1.059</td>
</tr>
<tr>
<td>2012</td>
<td>27314</td>
<td>2897</td>
<td>10369</td>
<td>3.56</td>
<td>0.380</td>
<td>9647</td>
<td>0.930</td>
</tr>
</tbody>
</table>

Although the 2012 data shows that the overall number of units added in the first three weeks of semester in that year was significantly greater than in the previous year, the number of units added per student, while larger than in 2011, was less than in 2010 and not significantly greater than in 2009. It is therefore not clear that the introduction of broadening requirements has impacted in any significant way on the rate of addition of units by each student during the first three weeks of semester. However, it is reasonable to assume that if student numbers grow, the overall number of units added after the start of the teaching period may also increase. Moreover, the number of units offered by the University decreased in 2012 due to New Courses. Consequently the number of units added per unit offered increased from approximately three additions per unit to approximately three and a half additions per unit. While this average number of additions per unit may not seem large, it is possible that additions were concentrated in Level 1 units and/or in particular disciplines and may have caused some disruption from the unit coordinator perspective.

Given the issues that have been raised and because it is not desirable to have an absence of policy in relation to the final date for adding a unit taught in a non-standard teaching period, consideration needs to be given to determining the appropriate formula for calculating the final date (or dates) for adding units to enrolment.

1.3 What do other universities do?

Latest addition dates for the other Group of Eight universities and other Western Australian universities are as follows:

**End of Week 1**  
Curtin

**End of Week 2**  
ANU  
ECU  
Monash  
Melbourne
1.4 What should UWA do?

The Student Rules [9.(1)(b)] make provision for students to enrol beyond the normal cut-off date if the relevant faculty or board is satisfied that there are exceptional circumstances to justify late enrolment (and subject to payment of an administrative charge). It is assumed that provision for late enrolment in exceptional circumstances and with relevant approval will continue to be made. If this is the case, in setting a final date or dates for adding a unit to enrolment it will be necessary to take into account the potential effect of any such date(s) on the number of requests for special approval to enrol late.

The Faculty of Business Teaching and Learning Committee has proposed that the latest date for adding a unit to enrolment be brought forward to the end of the second week of Semester. This would align UWA’s latest enrolment date with the majority of the Group of Eight and with other WA universities (except Curtin).

Is the end of the second week of semester an appropriate date for UWA to set as the final date for adding a unit without special approval or should an earlier date, such as the end of the first week of semester, be considered?

Bringing the final date for addition of a unit forward to the end of the second week of semester would reduce problems associated with missed content and participation in group work while still providing a reasonable opportunity for students to assess whether they need to add a unit or change from one unit to another unit.

While students currently may add a unit up until the end of the third week of semester, Table b below shows that typically fewer than 20% of unit additions occur in the third week. Nonetheless some students may feel that reducing the period during which units can be added from three to two weeks is unacceptable because it restricts current opportunities to sample and move between units.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students Enrolled</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>24069</td>
<td>5175</td>
<td>2294</td>
<td>1379</td>
<td>8848</td>
</tr>
<tr>
<td>2010</td>
<td>25245</td>
<td>5119</td>
<td>2203</td>
<td>2535</td>
<td>9857</td>
</tr>
<tr>
<td>2011</td>
<td>26644</td>
<td>5145</td>
<td>2265</td>
<td>1312</td>
<td>8722</td>
</tr>
<tr>
<td>2012</td>
<td>27314</td>
<td>6476</td>
<td>2410</td>
<td>1483</td>
<td>10369</td>
</tr>
</tbody>
</table>

Setting the end of the first week of semester as the final cut-off for adding a unit would further ease problems relating to missed content or group work, however students, and particularly those new to tertiary study, may feel that the first week of semester does not provide an adequate opportunity to gauge whether they need to add a unit to their enrolment or change from one unit to another unit.

Table b shows that unit changes taking place within the second and third weeks of semester together represent less than 50% of the total number of changes occurring within the first three weeks. The number of changes occurring in weeks two and three is nonetheless significant. Reducing by two full weeks the period during which units can be added may be considered by students as unduly restrictive and possibly contrary to the principles of flexibility of choice associated with new undergraduate degree courses. Setting such an early cut-off date may also result in an increase in applications for special approval to add units beyond that date.

If the cut-off date for adding units is changed, should the change apply to both undergraduate and postgraduate units taught in standard teaching periods and should a similar formula be applied in the case of units taught in non-standard teaching periods?
A common formula for setting the cut-off date for adding a unit to enrolment may be appropriate for the following reasons:

- It would enable clear, consistent and simple policy and web-based information for students to be developed.
- Existing provision for introductory content to be taught in postgraduate courses may involve postgraduate students enrolling in versions of undergraduate units.
- Postgraduate students may be provided with opportunities to enrol in undergraduate units for conversion purposes in certain circumstances, (for example, the Master of Professional Engineering preliminary course).

A common formula for determining the final date for adding a unit would not prevent the management of specific issues associated with non-standard teaching periods or block teaching.

The teaching period for a unit is defined in the Glossary as follows:

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

The teaching period for a unit must be of sufficient length to permit the unit to meet the requirement that six credit points represent a 150 hour student workload, including contact hours, personal study time and examinations (University policy on credit point value of units).

A teaching period can commence prior to the first class (for example, with the provision of reading material to students) and in many cases this might be necessary to ensure that the 150 hour student workload standard is met by the unit. In this scenario, the unit coordinator could, if they considered it appropriate, arrange for the period to add a unit (whether it be the first week or the first two weeks of the teaching period) to end on the day when the first class is held thus minimising disruption.

Given the advice that students seldom seek to enrol in units taught in non-standard teaching periods after the commencement of the teaching period, determining a different formula for setting the cut-off date for adding such units to enrolment would appear likely to have little impact on students, however it would have the disadvantage of not permitting a single formula to be applied and a simple message relayed to students about final dates for adding units.

1.5 Other considerations

Among the issues raised in relation to the final date for adding a unit was the impact on students who add units to their enrolment within the permitted timeframe if assessments have already taken place during the period.

While students must take responsibility for decisions they make in relation to enrolment (having sought advice as necessary) it would seem inappropriate that they might be disadvantaged, in terms of losing opportunities for assessment, and associated marks, by adding units within policy parameters.

Whichever formula is adopted for determining the final date for adding a unit, it would seem relevant that consideration be given to not permitting assessments during the period in which units can be added, unless appropriate arrangements can be made for students joining the unit to undertake the assessment. Introduction of such a provision may make a reduction in the period during which they can add a unit to enrolment more acceptable to students.
DRAFT
Open Online Education Working Party

Scope
The scope of this Working Party will be UWA units or courses offered that:
• do not lead to a degree, diploma, certificate or other qualification awarded by UWA (not-for-credit); and
• are fully online.

Terms of Reference:
The Open Online Education Working Party provides advice to the Teaching and Learning Committee, within the above scope, in the following areas:
1. Policies and processes to ensure appropriate governance and quality assurance for online education.
2. UWA strategy for online education.
3. UWA platforms for online course development, other than Coursera (eg Class2Go, Moodle, etc).
4. Appropriate resources for development of this area.
5. Opportunities and innovations developed for not-for-credit offerings that could be incorporated into the University's degree course offerings.

Membership:
Chair of Academic Board (Winthrop Professor John Cordery) - Chair
Dean of Coursework Studies (Winthrop Professor Grady Venville)
Deputy Chair, Teaching and Learning Committee (Winthrop Professor Phil Hancock)
Director, CATL (Winthrop Professor Denise Chalmers)
Director, Centre for Software Practice (Associate Professor David Glance)
Up to two co-opted members

Executive Officer – Ms Kath Williams, Academic Policy Services

Timelines
It is anticipated that the Working Party will be established for approximately two years, to December 2015. The Working Party will provide quarterly progress reports to the Teaching and Learning Committee.

Alec Cameron
20 September, 2013