

## ACADEMIC SENATE

Circulated: 13 November 2012

Confirmed minutes of meeting 12/05 of the Academic Senate of the University of Western Sydney held on Friday 26 October 2012 at 9:30am in the Boardroom, Building AD, at Werrington North.

### Present:

Associate Professor Paul Wormell (Chair)	Professor Janice Aldrich-Wright
Dr Susan Armstrong	Ms Robyn Benjamin
Professor Andrew Cheetham	Dr Bronwyn Cole
Professor Donna Craig	Professor Gabriel Donleavy
Professor Kevin Dunn	Professor Rhonda Griffiths
Assoc Professor Cecily Hengstberger-Sims	Dr Stephen Janes (for Prof Adams)
Dr Cindy Kersaitis	Professor Gregory Kolt
Mr Angelo Kourtis	Professor Kerri-Lee Krause
Mr Terry Mason	Dr Peter Mauch
Ms Shaneen McGlinchey	Professor Donald McNeill
Associate Professor Jane Mears	Dr Terri Mylett
Mr Michael Richardson	Associate Professor Leanne Rylands
Professor Simeon Simoff	Professor Zhong Tao
Ms Maxine Veale	Dr Greg Whateley

### In Attendance:

Ms Gillian Brown (Secretary)	Mr James Fitzgibbon
Ms Deirdre Lee	Dr Paul Rowland

### Apologies:

Professor Michael Adams	Professor Ian Anderson
Associate Professor Berice Anning	Dr Catherine Attard
Dr Betty Gill	Mr Elie Hammam
Professor Annemarie Hennessy	Professor Peter Hutchings
Mr Richard Kindness	Professor Wayne McKenna
Dr Michael O'Connor	Dr Awais Piracha
Associate Professor Anne Power	Professor Janice Reid (VC)
Dr Seyed Shahrestani	Professor Lynette Sheridan Burns
Professor Clive Smallman	Professor Gary Smith
Professor Kate Stevens	Professor Deborah Stevenson
Professor Deborah Sweeney	Professor Margaret Heather Vickers
Professor Steve Wilson	

### Absent:

Ms Soumaya Alaouie	Associate Professor Craig Ellis
Mr Robert Coluccio	Professor Jann Conroy (for Prof Anderson)

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## 1 PROCEDURAL MATTERS

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### 1.1 INTRODUCTION, WELCOMES, AND APOLOGIES

#### Welcome

The Chair of Academic Senate Associate Professor Paul Wormell chaired the meeting of the Senate, and opened it by reading an Acknowledgment of the Traditional Owners, as follows:

“As a matter of Indigenous cultural protocol and out of recognition that its campuses occupy their traditional lands, the University of Western Sydney acknowledges the Darug, Gandangarra and Tharawal peoples and thanks them for their support of its work in Greater Western Sydney.

In particular I acknowledge the Traditional Owners of the land on which we are meeting today, and pay my respects to their Elders, past and present, and to other Aboriginal and Torres Strait Islander people who are here today.”

The Chair also acknowledged and welcomed Professor Janice Aldrich-Wright to her first Academic Senate meeting as the newly elected Academic Staff Level D or E, School of Science and Health member. The Chair also welcomed Dr Stephen Janes representing Professor Michael Adams.

The Chair noted no further apologies from the floor and advised his imminent discussions with the executive of the Student Representative Council and our Student Representation and Participation unit regarding promoting and encouraging attendance of student members on Academic Senate and its Standing Committees. The Chair also welcomed the postgraduate student representative Michael Richardson to the meeting and thanked him for his participation.

### **Apologies**

Apologies as listed were noted.

## **1.2 DECLARATION OF INTERESTS**

Members were requested to declare any interests, in terms of the Conflict of Interest Guidelines, they may have in relation to the items on this agenda. The Chair of Academic Senate declared an interest in relation to item 3.4 Academic Governance Matters, including a pecuniary interest, as declared in the 17 August meeting AS 12/04.

The Chair then invited the Associate Director, Secretariat, Mr James Fitzgibbon, on behalf of the Office of Governance Services, to speak to the Declaration of Interests paper provided as attachment 1.2 to members. The purpose of the paper, to clarify and provide examples of interests to be declared by members in Academic Senate and its Standing Committee meetings, was advised with the intention to communicate the paper to all Standing Committees. The newly developed Conflict of Interests training module was also promoted to members.

Members were reminded that they should declare any interests that become apparent during a meeting of Academic Senate or one of its committees. The Chair and the Committee then decide how the declaration of interest should be dealt with.

The Pro Vice-Chancellor Research provided comment regarding the necessity for the early declaration of interest to ensure a Higher Degree Research student is aware of any relationship between members of the Supervisory Panel.

The meeting endorsed the paper by the Office of Governance Services and supported its promotion to the Standing Committees of Academic Senate, including School Committees.

### 1.3 STARRING OF ITEMS

Apart from procedural items, items already starred on the agenda were:

- 3.1 Chair's Report
- 3.2 Higher Education Standards and TEQSA Regulatory Risk Framework
- 3.3 Australian Qualifications Framework Compliance
- 3.4 Academic Governance Matters
- 3.7 Blended Learning Strategy
- 4.4 Education And Assessment Committees (incorporating Student Experience and Engagement Committee)
- 4.6 Bachelor (Honours) Committee

The Chair and the Dean of the School of Social Sciences and Psychology requested that item 4.5 Academic Planning and Course Approvals Committee report be starred.

**It was resolved (AS12:05/01):**

*that the documents for all unstarred agenda items be noted and, except where alternative action is noted as appropriate, all recommendations contained in those items be endorsed.*

The Chair gratefully acknowledged the considerable amount of expert work that has been done by the Academic Senate Standing Committees, including the School and research-related committees, in preparing these agenda items, and recognised the generosity of the five new Scholarship donors.

### 1.4 ORDER OF BUSINESS

The order of business was altered to allow for input by the Pro Vice-Chancellor (Students) prior to his early departure, as follows:

- Item 3.4 Academic Governance Matters was discussed after the Chair's Report and prior to item 3.2; and
- Item 3.7 Blended Learning Strategy was discussed after item 3.2 and prior to item 3.3.

### 1.5 OTHER BUSINESS

There was no other business.

### 1.6 MINUTES OF THE PREVIOUS MEETING

Senate had before it the unconfirmed minutes of the Senate meeting held on 17 August 2012.

**It was resolved (AS12:05/02):**

*To confirm the minutes of the Senate meeting held on 17 August 2012 as an accurate record.*

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## 2 BUSINESS ARISING

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### 2 BUSINESS ARISING FROM THE MINUTES OF PREVIOUS MEETINGS

## **2.1 MINUTE 2.1 – REVISED WORDING OF 4 MAY 2012 MINUTES**

Without discussion, it was noted that the wording of the 4 May minutes, under item 1.6, had been revised.

## **2.2 MINUTE 2.2 – RESEARCH HIGHER DEGREES APPEALS POLICY**

Without discussion, it was noted that the revised *Research Higher Degrees Appeals Policy* had been published on the Policy DDS.

## **2.3 MINUTE 2.3 – RESEARCH HIGHER DEGREE CANDIDATE ESSENTIAL RESOURCES POLICY**

Without discussion,

**It was resolved (AS12:05/03):**

*That the Academic Senate note the proposed amendments to the Research Higher Degree Candidate Essential Resources Policy.*

## **2.4 MINUTE 2.4 – RESEARCH HIGHER DEGREE SCHOLARSHIPS POLICY – AUSTRALIAN CITIZENS AND PERMANENT RESIDENTS**

Without discussion, it was noted that the revised *Research Higher Degree Scholarships – Australian Citizens and Permanent Residents Policy* had been published on the Policy DDS.

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## **3 GENERAL BUSINESS**

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### **3.1 CHAIR'S REPORT**

Senate had before it a report from the Chair. The Chair reported the following matters:

- The Chair had recently been elected as Chair of the NSW/Territories Committee of Chairs of Academic Boards/ Senates. This reflects well on our University's reputation and standing, and the Chair acknowledged the high reputation his predecessor, Professor Anne Cusick, had on this committee and the mentoring she had provided.
- The Committee of Chairs reports to the NSW Vice-Chancellor's Committee. The President of the NSWVCC is our own Vice-Chancellor, Professor Janice Reid – so UWS is well represented in the sector.
- The Committee of Chairs provides an excellent opportunity for sharing ideas and good practice. The Chair asked members to provide details of any matters they would like raised with the group. The Chair also assured members that items of concern at UWS are shared by other universities, including increased competition from other universities, private providers and overseas institutions; entry standards; MOOCs; blended learning; changes to the academic year; assessment standards; English language competency; Indigenous education; ERA, research funding, the AQF, TEQSA, and academic workloads.

- In particular the Chair is seeking advice about how the various alternative academic-year models work in practice – including full trimester models such as at Southern Cross University, and an expanded Winter Session as at the University of Canberra. This includes the ways in which they handle curriculum matters, course sequencing, review and approval of student grades, student progression and appeals.
- The Chair encouraged members to provide feedback regarding the Academic Year Review to Dr Ann Cheryl Armstrong. Academic Senate will need to closely monitor matters that affect academic policy, assessment and standards.
- The Chair advised members that the School of Business Academic Committee had written to him to advise that the committee “respectfully requests that the Board of Trustees defer any decision on the Academic year until their scheduled meeting on 27th February 2013”. The School has been advised to approach the University Executive about this request.
- The Chair referred to the Vice-Chancellor’s email advice about the 2013 budget that “Deans have been asked to carefully examine our course and unit offerings to address those that have very low enrolments and are therefore being cross-subsidised by others (80% of our students are in 20% of our units), and to ensure our programs are both efficient and sustainable.” This and other academic developments such as blended learning, the AQF, professional accreditation and possible changes to the academic year are factors that could generate a very large volume of course and unit changes. The Chair advised that he has been working with members of the UWS Executive to consider how this might be scheduled and managed, while meeting our onerous accountabilities for good academic governance and quality assurance.
- The Chair asked for expressions of interest or recommendations from Senate members regarding a request from the Chair of the UWS Mental Health & Wellbeing Strategy Group for an academic member for that group.

Associate Professor Jane Mears and other members then congratulated the Chair on his successful election to the position of Chair of the NSW/Territories Committee of Chairs of Academic Boards/ Senates.

### **3.2 HIGHER EDUCATION STANDARDS AND TEQSA REGULATORY RISK FRAMEWORK**

The Chair of Academic Senate presented a brief summary concerning the Higher Education Standards Framework and TEQSA Regulatory Risk Framework, in particular referring to the increased clarity in the standards domain and the division in responsibilities and communication lines. The Academic Registrar then confirmed that the Office of Strategy and Quality and Academic Registrar’s Office are collaborating on a website designed to be the central repository of TEQSA and Higher Education Standards communications.

The Chair reminded members of the joint responsibilities of all in the University, especially in the Regulatory Risk areas of Academic Governance and Academic Quality Assurance. The Chair also reminded members that the Provider and Qualification Standards are being reviewed in 2013 with a possibility that Learning and Teaching, Research, and Information standards might be included in them as part of the Threshold Standards.

TEQSA has indicated that one of its first sector-wide Quality Assessments would be on English Language Proficiency, based on the following Threshold Standard: “The higher education provider ensures that students who are enrolled are sufficiently competent in the English language to participate effectively in the course of study and achieve its expected learning outcomes and sets English language entry requirements accordingly.”

Academic Senate conducted an extensive discussion about English Language Proficiency, introduced by the Chair and led by the Pro Vice-Chancellor (Education).

It was noted that it is easier to regulate the English language entry requirements for International students than for our domestic students, and problems with English literacy are shared by many of our domestic students, including some of non-English-speaking backgrounds, and indeed some of English-speaking backgrounds.

The Pro Vice-Chancellor (Education) advised of recent discussions with School representatives to identify the scope of the issue, and explained the support that already exists, proposals for expanded support, and additional English Literacy strategies. More skill development within the first-year, first-semester curriculum was seen as required, with special consideration of mature age students and other pathways to University. A whole-of-University strategy should include diagnostic testing, taking account of the differences between disciplines. This is needed to ensure that students can achieve their course outcomes, and we have the information to provide support to students before the end of their course. The TEQSA Quality Assessment can serve as a catalyst for this program of work, but we have other reasons to pursue these strategies.

Members of Academic Senate made the following points during the discussion:

- English literacy skills are not just an undergraduate issue; they are important in Bachelor (Honours), postgraduate and Higher Degree Research candidatures.
- Aspects of English literacy skills could be addressed in UWS-endorsed course MOOCs.
- Basic guidelines regarding sentence structure and basic grammatical protocols should be made available to all students.
- The University could make extended use of UWS College literacy support modules.
- It would be possible to use an introductory exercise for postgraduate students as a guidance tool for literacy strategies, and as formative assessment.
- Student support should be centralised and offered through one gateway, to ensure resources are effectively distributed and easy to find. The most effective model needs to be devised, and strategies could be piloted in some areas.
- A menu of options would be required, considering in and out of School support.
- An expansion of the PASS programme is being investigated but it relies on non-recurrent funding and needs to be strengthened to connect to other types of support within a student life-cycle approach.
- Face-to-face support could be provided via core English as a Second Language (ESL) groups.

- Students' mentoring roles for other students should be acknowledged on their transcripts.
- English language support should not be subsidiary to students' learning in their academic programs, but an integrated part of it.
- There was discussion about the extent to which English literacy development should be integrated into the educational process and academic programs, rather than emphasising support from professional staff, which appears to be the current direction.
- The introduction of 'third space' professionals and more informal learning spaces could produce a change in the role of the educator towards a blended professional with a merging of teaching and administrative functions. This reflects trends within the sector.
- English literacy support needs to be part of an overall approach to the student experience.
- It is important to take account of students' perspectives on their success, and acknowledge them for it.
- Students with poor language skills need assistance with conversational English, as well as reading and writing for academic purposes.
- A user-pays alternative could be investigated, but it would only be considered after the University has done all it could through its usual support mechanisms.
- Lower staff-to-student ratios would permit staff to have more of a tutoring role, with close association with available support by the Student Learning Unit.

The Pro Vice-Chancellor (Education) thanked the members for their input and many ideas and welcomed any further feedback to be emailed directly to her at [k.krause@uws.edu.au](mailto:k.krause@uws.edu.au).

### 3.3 AUSTRALIAN QUALIFICATIONS FRAMEWORK COMPLIANCE

At the 24 February Academic Senate meeting, it was noted...

“... TEQSA had adopted the Australian Qualifications Framework (AQF), and the University would have to look at courses, learning outcomes, and assessment to ensure compliance.”

At the 4 May Academic Senate meeting...

***“It was resolved (AS12:03/04):***

*To endorse the process and timeline for ensuring that all UWS award courses comply with the revised Australian Qualifications Framework.”*

The Chair noted to members that in late August 2012, following responses to the *Graduate and Vocational Graduate Certificates and Diplomas in the Australian Qualifications Framework – June 2012* consultation paper, the AQF Council determined:

- the Vocational Graduate Certificate and Vocational Graduate Diploma qualification types will be removed from the AQF; and
- the Graduate Certificate and Graduate Diploma qualification types will be retained in the AQF at level 8 and will be available for accreditation,

regulation and issuance in both the higher education and vocational education and training sectors.

The Chair then advised members that discussions were now commencing regarding four-year degrees and Bachelor Honours degrees.

As advised previously, it was noted that the large volume of curriculum renewal will continue in the remaining months of 2012 and 2013, owing to university and sector-level priorities.

Members of Academic Senate were requested to provide any information or comment about AQF-related matters to the Chair and Academic Registrar.

### **3.4 ACADEMIC GOVERNANCE MATTERS**

The University's Office of Governance Services had prepared a further paper for Senate's consideration, following the deferral of proposed revisions to the *Academic Governance Policy* in relation to the conduct of Senate elections and some other matters, and the procedures for amending the memberships and terms of reference of Senate Standing Committees.

At the 17 August meeting it was resolved:

*That the Academic Senate make the following recommendations to the Board of Trustees regarding the proposed Academic Governance changes –*

- 1. That the limitation on the terms of office for elected (and appointed) members be increased to four consecutive two-year terms, subject to continued eligibility for election or appointment.*
- 2. That the requirement that the procedures for Senate elections be the same as those provided for in the UWS By-law be removed from the Academic Governance Policy, and be replaced by a reference to the University Elections Policy.*
- 3. That the existing arrangements for elected academic staff members be confirmed, but the relevant sub-clauses be combined in the Academic Governance Policy to clarify the role of these members as having been elected by the school.*
- 4. That the terms of office of the elected members of Senate and the chair and deputy chair be brought into alignment so that they serve concurrent two year terms and that this be brought into effect for 2014-15.*
- 5. That as a transitional measure the current terms of the chair and deputy chair be extended by the Board of Trustees so as to expire on 31 December 2013, as opposed to the current end date of 31 May 2013.*
- 6. That the proposed amendments to the Academic Governance Policy be endorsed and recommended to the Board of Trustees for approval.*
- 7. That, subject to the Board's approval of the changes to the Academic Governance Policy, the Academic Senate Standing Committees Policy be repealed and that Senate approve the role, terms of reference and membership of its committees as need be for publication on the Senate web site.*

8. *That the committees specified in the current Standing Committees of Academic Senate Policy remain in place to satisfy the requirements of clause 11 of the revised Academic Governance Policy.*

Senate had before it this subsequent paper, together with a track-changes version of the proposed amendments to the *Academic Governance Policy*. This subsequent paper proposed the following additional items:

1. That to implement the proposed changes to the number of consecutive terms of office served, the previous terms of current elected and appointed members of Academic Senate be counted for the purposes of determining the number of consecutive terms that each member has served. The exception will be where the previous terms were for truncated periods of less than twelve months.
2. That the arrangements for the two elected postgraduate student Academic Senate members be adjusted to provide for one postgraduate student to be elected by and from the postgraduate students and one postgraduate student to be elected by and from the higher degree by research students of the University. The Chair has been consulting with the Student Representative Council on this matter however discussions are not yet finalised.
3. Issues related to delegated authorities were raised in the 17 August meeting, especially with regard to the practicality of delegations that cannot be further delegated, and the approval of Awards. Following discussions with the Academic Registrar, it is proposed that the Delegations clause of the *Academic Governance Policy* be extended to include the Executive Committees of the School Academic Committees.
4. It is proposed to modify the membership of Academic Senate to include one elected staff member from a Research Institute, given the Research Institutes have a significant number of academic staff, comparable to a small School.
5. That the Senate consider the proposed amendments to the *Academic Governance Policy*, and if endorsed, recommend them to the Board of Trustees.

The Associate Director, Secretariat presented the paper to Senate, and spoke to each of the recommendations. The Chair advised that correspondence with representatives of the Student Representative Council had supported the adjustment of the two elected postgraduate students to provide for one postgraduate student to be elected by and from the postgraduate students and one postgraduate student to be elected by and from the higher degree by research students of the University. This was also supported by the postgraduate student representative on Academic Senate.

With regard to the inclusion of an elected member from the Research Institutes, the Pro Vice-Chancellor (Research) confirmed that the Institutes had an increasing number of academic staff, currently between 80 to 100. The Chair highlighted the importance of promoting collaboration and engagement with the Research Institutes.

**It was resolved (AS12:05/05):**

*That the Academic Senate make the following recommendations to the Board of Trustees regarding the proposed Academic Governance changes:*

1. *That the previous terms of current elected and appointed members of Academic Senate be counted for the purposes of determining the number of consecutive terms that each member has served, except where the previous terms were for truncated periods of less than twelve months.*
2. *That the Academic Governance Policy be amended to provide for one postgraduate student member of Academic Senate to be elected by and from the postgraduate students and one postgraduate student to be elected by and from the higher degree by research students of the University.*
3. *That the Delegations clause of the Academic Governance Policy be extended to include the Executive Committees of the School Academic Committees, allowing them to approve the conferral of degrees, diplomas and certificates for undergraduate, honours and postgraduate coursework programs, in cases where it is not practicable for the School Academic Committee to meet. Any exercise of this delegation would be reported to the next appropriate meeting of the School Academic Committee and Academic Senate.*
4. *That the membership of Academic Senate be amended to include one elected academic staff member from a UWS Research Institute.*
5. *That the proposed amendments to the Academic Governance Policy be recommended to the Board of Trustees for approval.*

**It was resolved (AS12:05/06):**

*That, subject to the Board's approval of the proposed amendments to the Academic Governance Policy, the Academic Senate approves a consequential amendment to the Academic Senate Standing Committees Policy to reflect the delegation for Executive Committees of School Academic Committees to approve the conferral of degrees, diplomas and certificates for undergraduate, honours and postgraduate coursework programs.*

The Chair thanked the members of the Office of Governance Services for their work regarding these governance matters.

### **3.5 DRAFT GUIDELINES FOR AN INSTITUTIONAL CODE OF ETHICS IN HIGHER EDUCATION**

The Draft Guidelines for an Institutional Code of Ethics in Higher Education were available for comment on the Policy DDS system on 6 July 2012.

*From the Policy DDS Bulletin Board:* The International Association of Universities (IAU), of which UWS is a member, has invited the Vice-Chancellor to provide feedback on the Guidelines for an Institutional Code of Ethics in Higher Education. The Guidelines were produced as a response to the final question asked in 2010 during the IAU International Conference on Values and Ethics, held at Mykolas Romeris University in Vilnius "Is a universal code of ethics for higher education possible?"

At the 17 August 2012 meeting the Chair invited discussion and comment on the draft guidelines for an Institutional Code of Ethics in Higher Education by members, as this relates to Senate's roles in the *UWS Act* as 'the peak forum of the University for academic debate and discourse' and 'the primary custodian of academic values and standards for the University' and specifically in the context of what advice can be provided to the Vice-Chancellor about whether the Senate agrees with the Draft Guidelines. During discussion the ethos of the guidelines was widely appreciated and supported.

**It was resolved (AS12:04/08):**

*That the Academic Senate provide the following comments to the Vice-Chancellor on the Draft Guidelines for an Institutional Code of Ethics in Higher Education:*

- *This document is seen as a useful tool to recommend to UWS staff as a timely reminder regarding Ethics in Higher Education, which brings together elements contained in Codes of Conduct and Practice and other legal documents.*
- *There were some concerns about the use of the term "sanctioning" and its ambiguous nature in an Australian context in clause 3.2 a (iv), in relation to "Sanctioning academic misconduct." It was noted that the term is used in the proposed UWS Misconduct Rule as a penalty rather than permission.*
- *The listing in clause 3.2 f (i) (Avoidance of all abuse of power) should be expanded to include reference to ethnicity and disability.*
- *Our Aboriginal and Torres Strait Islander colleagues should be regarded as more than just another stakeholder. Clause 3.2 j (i) (Fair management of intellectual property) is seen as being stronger than our current Policy, with specific relevance to Aboriginal Intellectual Property as belonging to the relevant community and not an individual or the University.*
- *Academic Senate supports the adoption of these Guidelines, which could be used to develop an Institutional Code of Ethics that strengthens and aligns our existing codes and statements, for dissemination to UWS staff and students.*

Feedback from the Office of University Legal Counsel and the above comments, were provided to the Vice-Chancellor.

### **3.6 MISCONDUCT RULE**

At the 18 November 2011 Academic Senate meeting, the Senate considered a paper "Student Misconduct @UWS – Background Paper for Discussion" prepared by, Ms Helen Fleming, University Legal Counsel.

And ...

*"It was agreed to ask Senate Education Committee's working party on the Misconduct: Student Academic Misconduct Policy to give advice and assistance to the University Legal Counsel during this review."*

At the 22 June 2012 meeting Associate Professor Craig Ellis, the Convener of the Education Committee's Academic Integrity Working Party (AIWP), reported on progress with work to prepare a single University Rule for misconduct. This entailed a completely new approach to the current arrangements for managing misconduct. Extensive feedback on the proposed Rule was received from the Academic Registrar's Office and the Secretariat, and a revised iteration was prepared for consideration by the AIWP in July, and then forwarded to the 4 September 2012 Academic Senate Education Committee meeting. At this meeting Associate Professor Craig Ellis introduced the proposal and his covering paper which reported the issues discussed and further work identified by the AIWP.

Most notably the new Rule:

- provides for Authorised Delegates, including Directors of Academic Program and Academic Course Advisors, but not Unit Coordinators, to investigate and decide allegations of misconduct, and
- limits the appeals process by not allowing appeals against decisions and outcomes for minor academic misconduct.

The Academic Senate Education Committee discussed the draft Rule and expressed support for the proposal that Directors of Academic Program (DAPs) rather than Unit Coordinators should deal with most cases. The DAPs were considered to be the most appropriate people to deal with cases, although if a case is sufficiently serious, it would be appropriate to involve the Dean or Deputy Dean. It was noted that for students in professional courses, substantiated misconduct allegations have implications for their future careers, and therefore care should be taken over who makes the decision.

**It was resolved (EC12:06/03):**

*That Education Committee endorses the draft UWS Student Misconduct Rule and invites feedback from the community via the Policy DDS Bulletin Board.*

Further discussions are being held and arrangements are being made for the draft *UWS Student Misconduct Rule* to be available for general comment on the Policy DDS Bulletin Board.

### **3.7 BLENDED LEARNING STRATEGY**

At its meeting on 4 May 2012 Academic Senate considered the draft *UWS Learning and Teaching Plan 2012 – 2014*, which included the following strategy:

“Develop a UWS Blended Learning Strategy to enable a blend of face-to-face and online delivery, along with innovative ICT-enabled learning.”

The Pro Vice-Chancellor (Education), Professor Kerri-Lee Krause, and the Executive Director, Strategy and Quality, Dr Paul Rowland gave a presentation and led a discussion about the UWS Blended Learning Strategy, including the UWS approach to blended learning, discussions with the Schools, an example of a blended learning framework for a course, and timelines for implementing the strategy.

The Pro Vice-Chancellor (Education) explained the objective of the blended learning strategy in renewing and reforming the curriculum into a transformative student learning experience. She also made it clear that a blended learning strategy should not be read simply as online learning, as the intent is to include all modes of teaching including but not limited to face to face, intensive learning, weekend, external, field placements, clinical placements and potentially trimesters.

The University's approach was to formulate a definition of blended learning through discussions with academic staff, and then to invite academic staff as the experts in their disciplines to propose what their units/courses would look like in a blended learning format. These blended learning profiles are now being reviewed to identify how well they align with the UWS 'model' for blended learning, and what further work is needed. It is intended to reconfigure undergraduate courses and first year units for the UAC deadline of April 2013, Open Day August 2013 and teaching in February 2014. It was recognised that this is a very large body of work, including the marketing of the UWS brand and identity; the logistics regarding staffing, timetables, places and spaces, teaching changes and training; and the financial modelling which ensures sustainable courses and units.

Comments and questions were then invited from members and provided as follows:

- Staff are aware of the competitive threats to the University, but there is also a perception that blended learning is a cost-saving exercise and it principally relates to moving to an online alternative. These perceptions need to be addressed through a clear communication strategy.
- It was noted that the academic programs already include a substantial amount of blended learning, but it needs to be identified and coordinated.
- It was suggested that more extensive use could be made of the existing residential college framework, with the blended learning alternatives this provides, and this could be advertised as part of a package.
- In response to the question - *Recognising that this is huge shift for staff and could be quite traumatic with increased workload issues, what support will be available for staff during the transition?* - the Executive Director, Strategy and Quality advised that the Board of Trustees was aware of the transition costs involved in creating this blended learning environment, including specialist resources required. A project capacity will be provided for Schools, and workload relief for relevant School staff to ensure their capacity to complete the work. Learning and Curriculum Advisors will be available on campuses and within Schools to work with the Deputy Deans. The extent of the need for this support will be driven by the blended learning model for the relevant School. Online and just-in-time resources will also be provided, with practical and visible assistance such as examples of blended learning, facilitated networking and technical advice.
- In response to the question - *How will this workload be reflected in the teaching resource model? This workload may not always be apparent.* - the Pro Vice-Chancellor (Education) indicated that funding to Schools will reflect a targeted approach guided by the Deans. This highlights the importance of ensuring the accuracy of the course/unit blended learning blueprints.
- Concerns were raised about staff capacity for more change, as also reflected in the recent MyVoice survey. It was suggested that when staff have already implemented changes, and achieved great outcomes, then the requirement to implement more changes may inflict significant damage to the recently achieved educational outcomes.

- The delivery and communication of these strategies for differentiating UWS as an innovative educational institution may require us to develop a different terminology for blended learning. Experts in marketing and logistics will be engaged, so that we can capitalise on our distinctive opportunities including our multiple campuses.
- The short and challenging timelines for implementation have been imposed upon UWS by the changing environment and our need to be competitive with other institutions.
- The need to ensure compliance with ESOS and student visa regulations for students regarding face-to-face content was highlighted.

The Chair thanked Professor Krause and Dr Paul Rowland for their very informative presentation. A copy of this presentation is available for Academic Senate members. Please email [Gillian.brown@uws.edu.au](mailto:Gillian.brown@uws.edu.au)

### 3.8 AEGROTAT GRADE AWARD

Mr Christopher Zotos SID 16103636

At the 18 July 2012 School Academic Committee (SAC) meeting, the School of Humanities and Communication Arts approved that Christopher Zotos (SID 16103636) be allowed to graduate from course 1604.7 Bachelor of Arts with a Major in Psychological Studies under the UWS Aegrotat Grades Policy.

The Policy requires that “The Senate must be notified of the award decision and the rationale for it.” This student has completed 220 credit points, including 140 credit points in Psychology. Due to deterioration in his health it is unlikely he will be able to complete the remaining 20 credit points.

In accordance with the *Posthumous Awards and Aegrotat Grades Policy* ...

Without discussion,

**It was resolved (AS12:05/07):**

*That the Academic Senate note the award of the Bachelor of Arts with a major in Psychological Studies degree to Christopher Zotos SID 16103636 under the UWS Posthumous Awards and Aegrotat Grades Policy.*

### 3.9 AWARDS OF THE UNIVERSITY MEDAL

The following students were awarded the University Medal at the September 2012 Graduation ceremonies, as approved by the Chair of Academic Senate, on behalf of the Senate.

- Kylie BRICE (SID 16343447) Bachelor of Science (Honours)
- Luke STREHER (SID 16496284) Bachelor of Business and Commerce (Honours)
- Benjamin John SOUTHWELL (SID 16632817) Bachelor of Engineering

**It was resolved (AS12:05/08):**

*That the Academic Senate note the awards of the University Medal, approved by the Chair of Academic Senate, on behalf of the Senate.*

### 3.10 APPROVAL OF SCHOLARSHIPS

Proposals for five new University Scholarships, prepared by the Office of Development, were considered by Academic Senate as follows:

**Roy Medich Bachelor of Medical Research Scholarship** – This is intended for students enrolled in the Bachelor of Medical Research and accepted to study through the Ingham Institute for Applied Medical Research at Liverpool, with a research area focus on cancer.

**The Hill Trust Scholarship** – This is intended for students who have received an offer to study a full-time undergraduate program at UWS and demonstrate financial or other hardship, based on the UWS Opportunity and Equity criteria and who are the first in their family to attend university.

**Wu Opportunity Scholarship** – This is intended for students who have received an offer to study the Bachelor of Social Science (with preference for students undertaking the pathway to Master of Urban Management and Planning) full-time at UWS and demonstrate financial or other hardship, based on the UWS Opportunity and Equity criteria and who are the first in their family to attend university.

**Rooty Hill RSL Club Medical Scholarship** – This is intended for students who have received an offer to study the Bachelor of Medicine/Bachelor of Surgery at UWS with preference given to applicants who have been residents of the Blacktown local government area for at least 12 months prior to applying for the scholarship and continue to reside within the area for the duration of the degree. Applicants from other parts of Greater Western Sydney may be considered. Applicants must be enthusiastic ambassadors for health in the Blacktown area and Greater Western Sydney and assessment will be based on their personal statement and academic results.

**Mary Gilmore Bursary** – This is intended for students who have received an offer to study a full-time undergraduate program at UWS and demonstrates financial or other hardship, based on the UWS Opportunity and Equity criteria and who are the first in their family to attend university.

**It was resolved (AS12:05/09):**

*That Academic Senate approve the Roy Medich Bachelor of Medical Research Scholarship.*

*That Academic Senate approve the Hill Trust Scholarship.*

*That Academic Senate approve the Wu Opportunity Scholarship.*

*That Academic Senate approve the Rooty Hill RSL Club Medical Scholarship.*

*That Academic Senate approve the Mary Gilmore Bursary.*

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## 4 REPORTS AND RECOMMENDATIONS FROM SENATE COMMITTEES

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### 4.1 SENATE EXECUTIVE COMMITTEE

Without discussion...

**It was resolved (AS12:05/010):**

*That Academic Senate note the reports of the Senate Executive Committee electronic meetings conducted between 6 and 11 September 2012 and between 25 September and 2 October 2012.*

#### **4.2 RESEARCH COMMITTEE**

The Research Committee met on 2 October 2012. The draft *Research Institute Policy* was discussed including recommendations for changes.

The Research Committee noted that it will shortly convene its Scholarship Ranking Panel to determine the ranking of applicants for stipend scholarships recommended by the School Research and Higher Degrees Committees. Each School (and Institute for APA scholarships) has carried out its own ranking using a revised set of Higher Degree Research Scholarships Guidelines, and will make an academic case for the highest-ranked students to the Scholarship Ranking Panel.

The Research Committee agreed that it would comprise the Scholarship Ranking Panel, subject to members' availability, using its delegation under subclause 49i of the *Academic Senate Standing Committees Policy*.

The IPRS Scholarship Ranking Panel met on Friday 5 October 2012 and the APA Scholarship Ranking Panel is scheduled for Tuesday 4 December.

Without discussion...

**It was resolved (AS12:05/11):**

*That Academic Senate note the minutes of the 2 October 2012 Research Committee meeting.*

#### **4.3 RESEARCH STUDIES COMMITTEE**

The Research Studies Committee met on 7 August, 4 September and 2 October 2012.

The Research Studies Committee recommended that the standard clause about English Language Requirements in the UWS Higher Degree Research Policies be amended by adding some additional text, as shown in bold text below. This reflects the admission criteria that are being used by UWS International, and ensures an appropriate level of English proficiency across the subtests for reading, speaking, listening and writing. The required score for writing is higher, to reflect the importance of this skill in an HDR degree.

The standards are:

- a. IELTS – 6.5 overall score with a minimum 6.0 in each subtest;
- b. TOEFL – 575 (minimum 4.5 in TWE);
- c. TOEFL computer based test – 232 (minimum 4.5 in Essay Writing);
- d. TOEFL Internet based test – 89 (**writing = 21 and all subtests = 18**);
- e. Cambridge Certificate in Advanced English – (CEA) – A grade of B or above; or
- f. Cambridge Certificate of Proficiency in English – A grade of B or above.

Without discussion...

**It was resolved (AS12:05/12):**

*That the Academic Senate approve the proposed revisions to the Doctor of Philosophy Policy and Research Masters (Honours) Policy, effective from the date of publication of the revised Policies.*

Without discussion...

**It was resolved (AS12:05/13):**

*That Academic Senate note the minutes of the 7 August, 4 September and 2 October 2012 Research Studies Committee meetings.*

#### **4.4 EDUCATION and ASSESSMENT COMMITTEES (incorporating Student Experience and Engagement Committee)**

The Education Committee met on 4 September, the Assessment Committee on 8 October and the Student Experience and Engagement Committee on 30 August 2012. A combined report was provided.

The Education Committee proposed minor changes to the *Referencing Styles Policy* and sought the Senate's endorsement of these minor changes. The Education Committee noted that the Policy was reviewed in consultation with the Library with a view to greater standardisation, to move towards greater consistency and clarity for students.

The current Policy was placed on the Policy DDS Bulletin Board and a number of comments were received along with responses from the Library and Secretariat, including an issue raised by academic staff regarding the limited referencing styles available, and suggesting that styles more suitable to their disciplines should be allowed.

The Education Committee decided that the current policy wording allowed sufficient flexibility to satisfy the needs of large multidisciplinary schools, and did not wish to place a further burden on students by removing the current restrictions. There was no support for restricting Schools to a single style, even for first year students, and the view was that large multidisciplinary Schools should be able to manage with the several University-supported styles available. It was agreed that Deputy Deans should initiate discussions within the School Academic Committees, and ensure that first year transition issues are taken account of when approving referencing styles.

Minor amendments, in consultation with the Library, and in response to feedback, were endorsed as shown in the provided version of the Policy.

Without discussion...

**It was resolved (AS12:05/14):**

*That Academic Senate approve the proposed amendments to the Referencing Styles Policy, effective from the date of publication of the revised Policy.*

The Assessment Committee also endorsed the proposal that all Deputy Deans and the Dean, Indigenous Education, should be members of the committee. Members supported the proposal, noting the importance of the Committee's work, especially the quality aspects, and of the Deputy Deans hearing the discussions first-hand.

Without discussion...

**It was resolved (AS12:05/15):**

*That Academic Senate approve the proposed amendments, regarding the membership of the Assessment Committee, to the Academic Senate Standing Committees Policy, effective from the date of publication of the revised Policy.*

Without discussion...

**It was resolved (AS12:05/16):**

*That Academic Senate note the combined report of the Education and Assessment Committees meetings (held on 4 September and 8 October respectively) also incorporating the report for the Student Experience and Engagement Committee held on 30 August 2012.*

#### **4.5 ACADEMIC PLANNING AND COURSES APPROVALS COMMITTEE**

The Academic Planning and Courses Approvals Committee (APCAC) met on 12 September 2012. A report was provided. The Chair advised of the withdrawal of two course variations, with agreement of the Chair of APCAC as follows:

- Master of Convergent Media
- Graduate Certificate in Convergent Media

The Committee had considered a paper entitled *Potential changes to timelines and processes for considering course and unit proposals, to reflect the university's blended-learning strategy, AQF compliance and other factors affecting coursework curricula*, and noted the following:

- The purpose of the paper was to seek advice from APCAC about potential changes to timelines and processes for considering course and unit proposals, to reflect the university's blended-learning strategy, AQF compliance and other factors affecting coursework curricula. Also, it encompassed recent suggestions that the delegations of the Curriculum Quality Committees might be extended to expedite the approval of unit variations.
- The scope and volume of curriculum renewal will increase significantly in the remaining months of 2012 and 2013, owing to university and sector-level priorities.
- The TEQSA Regulatory Risk Indicators will need to be monitored and managed (the University is currently well placed but will need to manage risks appropriately). The key operational issues were detailed, including:
  - Maintenance of close liaison between stakeholders to identify proposed new courses, and to prioritise existing courses for revision.
  - Development of an integrated timeline for assessing the impacts of various factors on each course, developing modified curricula, and submitting Course Proposals to UWS Executive and the relevant academic governance committees, including deadlines for submission of Course Proposals to UWS Executive, to ensure compliance with timelines.
  - Revisions to the Course Concept Proposal form to include information that will allow the UWS Executive to assess the resourcing impacts, including information about unit enrolments and standard documentation for a business case.

- Revisions to the *Award Courses and Units Approvals Policy* to (a) clarify the process for UWS Executive consideration of Course Concept Proposals; (b) streamline the process for considering major course changes; and (c) identify the course changes that require consideration by UWS Executive.
- Clarification of the definitions of a “new unit” and “major course change”.
- Potential amendments to the delegations of the Curriculum Quality Committees, to expedite the approval of unit variations (i.e., changes).

The Committee supported the initiatives suggested in the paper, including the proposed changes to the *Award Courses and Units Approvals Policy* as presented.

The proposed changes, with updates based on further feedback, will be considered by Senate Education Committee at its meeting on 5 November 2012, for recommendation to Academic Senate. The Dean of the School of Social Sciences and Psychology suggested that amendments to the processes for considering course and unit proposals need to simplify the processes and documentation, including the Course Concept Proposal. It was noted that the recommendations in the report of the 12 September APCAC meeting do not include any amendments to academic policies and documentation, and the APCAC paper on *Potential changes to timelines and processes for considering course and unit proposals* will receive further consideration by Senate Education Committee.

**It was resolved (AS12:05/17):**

*That Academic Senate note the report of the 12 September 2012 Academic Planning and Courses Approvals Committee meeting, and ratify the recommendations contained therein, as follows:*

**ARTS AND BUSINESS**

New course

**(APCAC12: 09/04)**

*To approve the introduction of the new course 1705 Bachelor of Psychological Science to commence in Autumn 2013 at the Bankstown campus, subject to approval by University Executive.*

**Note:** Where decisions are subject to approval by the University Executive, this relates to the resourcing aspects of the proposed changes. If changes are not endorsed by the Executive, the proposals will be referred back to the relevant School.

**(APCAC12: 09/05)**

*To approve the major course variation to 2752 Bachelor of Communication / Bachelor of Laws consisting of the removal of the Campbelltown offering, the addition of Parramatta offerings to the Public Relations, Journalism and Advertising majors, minor changes to the handbook summary and course structure to commence in Autumn 2013. TRIM reference: D12/270806*

**(APCAC12: 09/06)**

*To approve the major course variation to 2501 Bachelor of Laws (Graduate Entry) consisting of changes to the LLB alternate units list in the course structure to commence in 2013. TRIM reference: D12/472299*

**(APCAC12: 09/07)**

*To approve the major course variation to 2502 Bachelor of Laws (Non-graduate Entry) consisting of the removal of LLB alternate units list from course document and changes to the course structure to align with the handbook entry to commence in 2013. TRIM reference: D12/280654*

**(APCAC12: 09/08)**

To approve the major course variation to 2526 Bachelor of Economics / Bachelor of Laws consisting of the removal of LLB alternate units list from course document and changes to the course structure to align with the handbook entry (item 15b) to commence in 2013. TRIM reference: D12/280657

**(APCAC12: 09/09)**

To approve the major course variation to 2537 Bachelor of Arts / Bachelor of Laws consisting of a change in core structure from 8 units (level 1, 2 and 3) to 4 at level 1, changes to majors; names of majors; inclusion of 4-unit compulsory sequences in all humanities majors; rationalisation of unit sets in all majors and the addition of a sub-major requirement in the Bachelor of Arts component, and replacing the LLB alternate unit list with a reference to the list within course 2501 B Laws, to commence in Autumn 2013. TRIM reference: D12/483877.

**(APCAC12: 09/10)**

To approve the major course variation to 2538 Bachelor of Social Science / Bachelor of Laws consisting of the removal of LLB alternate units list from course document and changes to the course structure to align with the handbook entry (item 15b) to commence in 2013. TRIM reference: D12/280663

**(APCAC12: 09/11)**

To approve the major course variation to 2740 Bachelor of Business and Commerce / Bachelor of Laws consisting of the removal of LLB alternate units list from course document (item 15b) to commence in 2013. TRIM reference: D12/280667

**(APCAC12: 09/12)**

To approve the major course variation to 2743 Bachelor of Science / Bachelor of Laws consisting of the removal of LLB alternate units list from course document and changes to the course structure to align with the handbook entry (item 12b) to commence in 2013. TRIM reference: D12/280681

**(APCAC12: 09/13)**

To approve the major course variation to 2747 Bachelor of Business and Commerce (Advanced Business Leadership) / Bachelor of Laws consisting of removal of LLB alternate units list from course document and changes to the course structure to align with the handbook entry (item 18b) to commence in 2013. TRIM reference: D12/472357

**(APCAC12: 09/14)**

To approve the major course variation to 1688 Bachelor of International Studies / Bachelor of Business and Commerce consisting of change of Bachelor of International Studies major name – M1032 Asian Studies and International Relations to M1055 International Relations and Asian Studies – to commence in Autumn 2013. TRIM reference: D12/457046

**(APCAC12: 09/17)**

To approve the major course variation to 1662 Bachelor of Policing consisting of updating School name, adding elective 101969 Policing Leaders Internship, change in core unit code and name from 101553 Organisations, Communities and Communication to 101900 Working with Communities, clarification of the existing alternate third year progression paths for the course and mapping the Indigenous Graduate Attribute, to commence in Autumn 2013. TRIM reference: D12/432424

**(APCAC12: 09/18)**

To approve the major course variation to 1504 Bachelor of Arts (Honours) Psychology consisting of change to School from College, Admission Details, Course Structure, Accreditation Period, change to Graduate Attributes, Quality Assurance and Handbook entry to commence in Autumn 2013, subject to approval by University Executive.

**(APCAC12: 09/19)**

To approve the major course variation to 1502 Postgraduate Diploma of Psychology consisting of update of accreditation requirements, details and period, update of school name, change in an elective unit and update of handbook entry to commence in Autumn 2013, subject to approval by University Executive.

**(APCAC12: 09/20)**

To approve the major course variation to 3660 Bachelor of Science / Bachelor of International Studies consisting of change of Bachelor of International Studies major name - M1032 Asian Studies and International Relations to M1055 International Relations and Asian Studies – and change to handbook summary to commence in Autumn 2013. TRIM reference: D12/457252

**(APCAC12: 09/21)**

To approve the major course variation to 3658 Bachelor of Science / Bachelor of Arts consisting of change in core structure, change to names of majors, inclusion of 4-unit compulsory sequences in all humanities majors, rationalisation of unit sets in all majors, addition of sub-major requirement to Bachelor of Arts component and change to handbook summary to commence in Autumn 2013. TRIM reference: D12/457208

**(APCAC12: 09/22)**

To approve the major course variation to 3654 Bachelor of Information and Communications Technology / Bachelor of Arts consisting of change to Bachelor of Arts component from key programs to majors, change to names of majors, inclusion of 4-unit compulsory sequences in all humanities majors, rationalisation of unit sets in all majors, addition of sub-major requirement in Bachelor of Arts component and change to handbook summary to commence in Autumn 2013. TRIM reference: D12/457180

**(APCAC12: 09/23)**

To approve the major course variation to 1695 Bachelor of Arts / Bachelor of Business and Commerce consisting of change in core structure, change to names of majors, inclusion of 4-unit compulsory sequences in all humanities majors and rationalisation of unit sets in all majors in the Bachelor of Arts component to commence in Autumn 2013. TRIM reference: D12/457064

**(APCAC12: 09/24)**

To approve the major course variation to 1600 Bachelor of Arts (Honours) consisting of change to admission requirements and handbook summary to commence in 1H 2013. TRIM reference: D12/457025

**(APCAC12: 09/25)**

To approve the major course variation to 1519 Bachelor of Arts (Interpreting and Translation) consisting of change to course structure by merging the two streams (interpreting and translation), updating core units in accordance with the new structure of 1706 Bachelor of Arts, updating languages and linguistics units, handbook summary, prospectus and UAC entries to commence in Autumn 2013. TRIM reference: D12/457009

**(APCAC12: 09/26)**

To approve the major course variation to 2758 Bachelor of International Studies / Bachelor of Laws consisting of change of Bachelor of International Studies major name – M1032 Asian Studies and International Relations to M1055 International Relations and Asian Studies – to commence in Autumn 2013. TRIM reference: D12/457143

**(APCAC12: 09/27)**

To note the Vice-Chancellor's approval of the removal of Campbelltown campus for 2752 Bachelor of Communication / Bachelor of Laws from Autumn 2013 and approve the transition arrangements. TRIM reference: D12/457427

**(APCAC12: 09/28)**

To approve the major course variation to 1691 Master of Teaching (Birth - 5 Years/Birth - 12 Years) and 1672 Master of Teaching (Birth - 5 Years) consisting of update to include mid-year intake to UAC applicants as well as current UWS students, reduce number of progression charts by including Birth-5 exit in Birth-12 progression chart and update of admission requirements to reflect new national standards rather than NSW Institute of Teacher requirements for undergraduate degree to commence in 2H 2013. TRIM reference: D12/354818

**(APCAC12: 09/29)**

To approve the major course variation to 1706 Bachelor of Arts consisting of change to course code, change in core structure from 8 units (level 1, 2 and 3) to 4 at level 1, changes to majors: names of majors, inclusion of 4-unit compulsory sequences in all humanities majors, rationalisation of unit sets in all majors, and addition of sub-major requirement to commence in Autumn 2013. TRIM reference: D12/389048

**(APCAC12: 09/30)**

To approve the major course variation to 1655 Bachelor of Arts (Dean's Scholars) consisting of change in core structure from 8 units (level 1, 2 and 3) to 4 at level 1, changes to majors: names of majors, inclusion of 4-unit compulsory sequences in all humanities majors, rationalisation of unit sets in all majors, addition of sub-major requirement, removal of advanced level units, addition of Parramatta campus and minor change to handbook entry to commence in Autumn 2013. TRIM reference: D12/389064

**(APCAC12: 09/31)**

To approve the major course variation to 1658 Bachelor of International Studies consisting of changes to name of major and change of unit names, reduction in sub-majors, and minor change to handbook entry to commence in Autumn 2013. TRIM reference: D12/389075

**(APCAC12: 09/32)**

To approve the major course variation to 1651 Bachelor of Arts (Pathway to Teaching Primary) consisting of change in core structure from 8 units (level 1, 2 and 3) to 4 at level 1, changes to majors: names of majors, inclusion of 4-unit compulsory sequences in all humanities majors, rationalisation of unit sets in all majors and change to handbook entry to commence in Autumn 2013. TRIM reference: D12/389080

**(APCAC12: 09/33)**

To approve the major course variation to 1652 Bachelor of Arts (Pathway to Teaching Secondary) consisting of change in core structure from 8 units (level 1, 2 and 3) to 4 at level 1, changes to majors: names of majors, inclusion of 4-unit compulsory sequences in all humanities majors, rationalisation of unit sets in all majors and change to handbook entry to commence in Autumn 2013. TRIM reference: D12/389084

**(APCAC12: 09/34)**

To approve the major course variation to 1696 Bachelor of Communication consisting of change to course structure, revised structure for the Media Arts Production Major, revised structure for Advertising and Public Relations Majors and update to handbook summary, to commence in Autumn 2013, subject to approval by University Executive.

**(APCAC12: 09/35)**

To approve the major course variation to 1571 Bachelor of Design (Visual Communication) and 1624 Bachelor of Design Studies (early exit degree) consisting of addition of new units Writing Ecologies and Visual Storytelling, change to course sequence and change to course structure to commence in Autumn 2013. TRIM reference: D12/391511

**(APCAC12: 09/36)**

To approve the major course variation to 1500 Bachelor of Psychology consisting of introduction of a new exit award 1705 Bachelor of Psychological Science, replacement of Level 3 elective unit 101192 Psychology of Religion with new unit 101958 The Science of Wellbeing, replacement of fourth year embedded Honours Pathway former elective unit 100981 Contemporary Issues Seminar with 101541 Advanced Topics in Psychology, specifying the degree rules for progression to fourth year in accordance with Australian Psychology Accreditation Council requirements, inclusion of embedded Honours pathway units in the course template, changes to Handbook entry, contact person, admission requirements and update to Professional Accreditation details to commence in Autumn 2013. TRIM reference: D12/432356

**(APCAC12: 09/37)**

To approve the introduction of the new unit set SM1083 Music for Secondary Teaching to commence in Autumn 2013 at the Penrith campus. TRIM reference: D12/464190

**(APCAC12: 09/38)**

To approve the introduction of the new unit set SM1082 Music for Primary Teaching to commence in Autumn 2013 at the Penrith campus. TRIM reference: D12/464158

**(APCAC12: 09/39)**

To note the Vice-Chancellor's approval of the retirement of courses 1568 Master of Professional Communication and 1566 Graduate Certificate in Professional Communication from 2013 and approve the transition arrangements. TRIM reference: D12/340927

**UWSCollege**

**(APCAC12: 09/160)**

To approve the major course variation to 9012 University Foundation Studies - 1 Semester (UWSC) consisting of a clarification to the completion requirements and amendments to the intakes to commence in 2013. TRIM reference: D12/407407

**HEALTH & SCIENCE CURRICULUM QUALITY COMMITTEE**

**(APCAC12: 09/173)**

To approve the major course variation to 4689 Graduate Certificate of Allergic Diseases consisting of change to course structure to commence in 1H 2013. TRIM reference: D12/422140

**UWSCollege**

**(APCAC12: 09/193)**

To approve the major course variation to 7003 Diploma in Science consisting of the addition of a Term 2 intake and an up-date to the UAC entry to commence in 2013. TRIM reference: D12/406454

**(APCAC12: 09/194)**

To approve the major course variation to 7018 Diploma in Health Science, consisting of the addition of a Term 2 intake to commence in 2013. TRIM reference: D12/406454

**(APCAC12: 09/195)**

To approve the major course variation to 7009 Diploma in Science Fast Track consisting of the addition of Term 1 and Term 3 intakes to commence in 2013. TRIM reference: D12/406454

**Articulation proposals**

The following resolutions relate to the approval of pathway proposals with TAFENSW.

**(APCAC12: 09/201)**

To approve the advanced standing of 80 credit points towards 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Information Technology.

**(APCAC12: 09/202)**

To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Systems Analysis Design.

**(APCAC12: 09/203)**

To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Networking.

**(APCAC12: 09/204)**

To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Software Development.

**(APCAC12: 09/205)**

*To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Website Development.*

**(APCAC12: 09/206)**

*To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Digital and Interactive Games (Digital Media).*

**(APCAC12: 09/207)**

*To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Digital and Interactive Games (Programming).*

**(APCAC12: 09/208)**

*To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Digital and Interactive Games (Art).*

**(APCAC12: 09/209)**

*To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Database Design and Development.*

**(APCAC12: 09/210)**

*To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing (Information Systems) following successful completion of the TAFENSW Diploma of IT Systems Administration.*

**(APCAC12: 09/211)**

*To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Systems Administration.*

**(APCAC12: 09/212)**

*To approve the advanced standing of 80 credit points towards UWS 3639 Bachelor of Information and Communications Technology following successful completion of the TAFENSW Diploma of Digital Media Technologies.*

**(APCAC12: 09/213)**

*To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Information Technology.*

**(APCAC12: 09/214)**

*To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Networking.*

**(APCAC12: 09/215)**

*To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Database Design and Development.*

**(APCAC12: 09/216)**

*To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Website Development.*

**(APCAC12: 09/217)**

*To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Software Development.*

**(APCAC12: 09/218)**

To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Systems Analysis and Design.

**(APCAC12: 09/219)**

To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Digital Media Technologies.

**(APCAC12: 09/220)**

To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Digital and Interactive Games (Programming).

**(APCAC12: 09/221)**

To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Digital and Interactive Games (Art).

**(APCAC12: 09/222)**

To approve the advanced standing of 80 credit points towards UWS 3633 Bachelor of Computing following successful completion of the TAFENSW Diploma of Digital and Interactive Games (Digital Media).

**(APCAC12: 09/223)**

To approve the advanced standing of 10 credit points towards UWS 4691 Bachelor of Nursing following successful completion of the Benchmark College Certificate IV in Aged Care.

#### **4.6 BACHELOR (HONOURS) COMMITTEE**

The next meeting of the Bachelor (Honours) Committee is scheduled for 29 October 2012.

At the Academic Senate meeting held 17 August 2012 it was resolved to include the Pro Vice-Chancellor (Education) and Pro Vice-Chancellor (Research) in the membership of this committee (AS12:04/12). Arrangements are being made to update the *Academic Senate Standing Committees Policy*.

Changes to the *Bachelor (Honours) Policy*, with regard to the role of the third examiner, have been proposed and are being reviewed by a working party. The outcome and recommended changes are to be considered by the next Bachelor (Honours) Committee meeting.

At the 20 June 2012 meeting, the Committee also recommended that reference to the UWS Research Supervisor Register be removed from clause 27 of the *Honours in Bachelor Awards Policy*. The UWS Research Supervisor Register is maintained for Higher Degree Research (HDR) supervisors, and the professional development associated with it is specific to HDR supervision. However, the Committee's view was that there should be some form of register for Honours supervisors, covering the specific requirements of a Bachelor (Honours) candidature, and this will be investigated further in consultation with the Schools.

The proposed change is shown below.

(27) The primary supervisor will ~~be a member of the UWS Research Supervisor Register and will~~ hold qualifications at or above Honours and/or have a record of research or scholarly attainment in a relevant field.

Members of Senate noted that this is the first part of a two-step process, and it is important for there to be school-based registers of potential Honours supervisors who are well-briefed on the requirements for this role. These requirements are more stringent given the shorter timeframes for Honours projects, requiring well-developed skills in project design and organisation. The development of a proposal for School-specific training for Honours supervisors and an Honours supervisor register was clarified.

**It was resolved (AS12:05/18):**

*That Academic Senate approve the amendments to the Honours in Bachelor Awards Policy, effective from the date of publication of the revised Policy.*

#### **4.7 BOARD OF TRUSTEES**

The Board of Trustees met on 5 September 2012.

The next meeting is scheduled for 21 November 2012. Summaries of Board of Trustees meetings, and minutes of Board of Trustees meetings, are available on the web-site at: <http://www.uws.edu.au/boardoftrustees>.

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#### **5 FOR INFORMATION**

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**No items**

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#### **6 NEXT MEETING**

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Senate meeting dates for 2012 are as follows:

- Friday 7 December (provisional meeting - to be held if necessary)

All the meetings start at 9.30 AM, and will be held in the Board Room, Building AD, at Werrington North.

Senate meeting dates for 2013 are as follows:

- Friday 22 February
- Friday 3 May
- Friday 21 June
- Friday 16 August
- Friday 25 October
- Friday 6 December (provisional meeting – to be held if necessary)