



## AGENDA

MEETING **CHM/COS Education Committee**  
 MEET NO. 2/2020  
 VENUE Science Conference Room, Peter Baume Bld 42  
 DATE/TIME Monday, 23 March 2020 @ 12.00pm  
 CONTACT Caroline Chapman, E: Caroline.Chapman@anu.edu.au P: 6125 0495

### Item 1 – Welcome and apologies

### Item 2 – Previous minutes

Previous minutes from Meeting 1/2020 – 17 February 2020 attached.

### Item 3 – Matters arising from previous minutes

Meeting 6/2019 Item 5.2	Report from Marketing and Communications – agent site visits	Brianna Maclean/Aq eeb Akram	Complete	Marketing team to report back to this committee 1/2020 in relation to Agent site visits and the marketing working groups so that there is time to organise a better showcase of CHM/COS facilities and experiences by including more academics.  <b>Update: Working Group has been formed. The next grouping of visits is on the 11th - 17th March, focussing only on Indian agents. A series of activities has been organised including a Gala dinner at the Boathouse. Both Deans and DDE have been invited.</b>
Meeting 1/2020 Item 5.3	Report from Technology Enhanced Learning Reference Group	1. ADSEs/ course conveners  2. Rowena Taylor-Henry	1. In progress  2. In progress	1. ADSE/course conveners to notify Rowena if there is any boutique software used in specific courses that needs to be tested.  2. Rowena to investigate whether it is possible to close the loophole in relation to students dropping courses in ISIS but still having access to the course Wattle site.
Meeting 1/2020 Item 7.2	AQAC 1/2020 Item 15 Coursework Review Schedule 2020 (CHM/COS extract)	Caroline Chapman	In progress	Secretariat to request relevant program review data from PPM and liaise with ADSEs and program conveners.  <b>Update: PPM have provided the data. Secretariat in process of preparing information packages for distribution. Due date for review submission to be confirmed.</b>
Meeting 1/2020 Item 7.3	AQAC 1/2020 Item 21 Course Representatives Policy and Procedure	Anna Cowan	In progress	DDE to seek clarification regarding course rep training.
Meeting 1/2020 Item 7.4	AQAC 1/2020 Item 28a Addressing admission requirements for programs to be brought in to the Student Planning and Selection Framework (SPSF) and application process	Caroline Chapman	Complete	Secretariat to clarify that the only statements being reviewed are those related to the SPSF default statements and therefore do not constitute amendments to the admissions statements. There will be an opportunity to amend program and admission requirements later in the year as per business as usual processes and timelines. These specific amendments will be approved out of session.  <b>Update: Confirmation received from ASQO and Admissions Office that the amendments only reflect the inclusion of the SPSF statements. The College can</b>

				<p>submit further changes as per business as usual processes.</p> <p>The final version of the admissions statements were approved by the DDE and returned to ASQO for out of session approval by AQAC and submission to AB 1/2020 (17 March).</p>
Meeting 1/2020 Item 7.7	Teaching & Learning in response to the travel restrictions resulting from the Coronavirus	1. ADSE  2. ADSE  3. ADSE  4. DDE	1. Complete  2. Complete  3. In progress  4. In progress	1. ADSEs to inform DDE whether they want data reports to continue to be sent directly to them, or to another person in the School (eg School Student Administration). 2. ADSEs to inform DDE of any courses that require whiteboard capture by COB today. 3. DDE to investigate whether central guidelines addressing health concerns are being prepared. Also to check whether there will be any slides for training purposes. 4. DDE to follow up the concern related to the printed fliers that are being posted on buildings advising people on how to protect themselves.

#### Item 4 – Starring of agenda Items

#### Item 5 – Reports

1. Report from student representatives
2. Report from Marketing and Communications
3. Report from Technology Enhanced Learning Reference Group

#### Item 6 – Minutes of other meetings

1. Joint Colleges of Science HDR Committee 6/2019 For endorsing

#### Item 7 – New business

	Origin	Item	Action
1.	STLC	<b>COVID-19 ongoing situation report</b>  Concerns raised by members for discussion: <ul style="list-style-type: none"> <li>• Evidence required for students missing activities or assessment tasks.</li> <li>• SELTs evaluations in light of the unprecedented first half of semester 1, 2020 and in anticipation of last minute changes to required teaching to come.</li> </ul>	<b>For discussion</b>

#### Item 8 – Curriculum proposals

##### 1. New program disestablishments for endorsing

Item Code	Item Name	School	Summary of request
MPSC	Master of Preclinical Science	MEU	Exit pathway from the 8950 MCHD Doctor of Medicine and Surgery

## 2. Courses proposals for feedback

<b>Item Code and link to CMS</b>	<b>Item Name</b>	<b>School</b>	<b>Summary of request</b>
<a href="#">SCNC2022</a>	Special Topics in Science	JCOS	New course
<a href="#">SCNC3022</a>	Special Topics in Science	JCOS	New course
<a href="#">SCNC8022</a>	Special Topics in Science	JCOS	New course

### Item 9 – Other business

### Item 10 – Next Meeting

The next meeting is on Monday 25<sup>th</sup> May 2020.

Details for all meetings can be found on the Science Intranet at <https://intranet.science.anu.edu.au/about/committees/joint-colleges-education-committee>



	<b>MINUTES - UNCONFIRMED</b>
MEETING	CHM/COS Education Committee
MEET NO.	1/2020
PRESENT	Anna Cowan (DDE) (Chair); Andrew Almonte (PARSA-COS); Juliey Beckman (RSB/STLC); Brian Billups (JCSMR); Chris Browne (STLC); Libbie Dinn (SHM SA); Kathryn Glass (RSPH); Will Grant (CPAS arrived at 2.45); Joe Hope (RSPE); Susan Howitt (RSB); Mike Ireland (RSAA); David Kramer (ANUMS); Brianna Maclean (Marketing); John Mavrogenes (RSES); Ian McDermid (RSFAS –CBE); Megan O’Mara (RSC); Michael Platow (RSP); Linda Stals (MSI); Craig Strong (FSES); Uwe Zimmer (CECS)
APOLOGIES	Lilia Ferrario (MSI); Zsuzsoka Keckses (ANUMS); Mark Krumholz (RSAA); Jacob McMullen (ANUSA); Vivien Silvey (ASLC)
IN ATTENDANCE	Caroline Chapman (STLC), Marian Irvine (STLC); Rowena Tayler-Henry (STLC)
VENUE	Science Conference Room, Peter Baume Bld 42
DATE/TIME	Monday, 17 February 2020 @ 12.00pm
CONTACT	Caroline Chapman, E: Caroline.Chapman@anu.edu.au P: 6125 0495

### Item 1 – Welcome and apologies

Welcome and apologies were noted as above.

### Item 2 – Previous minutes

Previous minutes from Meeting 6/2019 – 18 November 2019 were endorsed as an accurate record of the meeting.

### Item 3 – Matters arising from previous minutes

Meeting 6/2019 Item 5.2	Report from Marketing and Communications – agent site visits	Brianna Maclean/Aq eeb Akram	In progress	Marketing team to report back to this committee 1/2020 in relation to Agent site visits and the marketing working groups so that there is time to organise a better showcase of CHM/COS facilities and experiences by including more academics.  <b>Update: Working Group has been formed. The next grouping of visits is on the 11th - 17th March, focussing only on Indian agents. A series of activities has been organised including a Gala dinner at the Boathouse. Both Deans and DDE have been invited.</b>
Meeting 6/2019 Item 5.2	Majors, Minors, Specialisation Advisory Session	Committee members	Complete	Update: This event did not take place as scheduled. Instead it will be incorporated into a broader advisory event calendar that will be brought back to CEC in 2020.  <b>Update: Calendar is being drafted by Sub Deans and Student Admin.</b>
Meeting 7/2019 Item 7.3	Student Code of Conduct (draft)	Members	Complete	Action: Members to provide feedback to <a href="mailto:Caroline.Chapman@anu.edu.au">Caroline.Chapman@anu.edu.au</a> by the 9 <sup>th</sup> December.

				<b>Update: Feedback at a College level was provided to the University. The draft is currently being revised by the PVC (UE).</b>
Meeting 7/2019 Item 7.5	Student Assessment (Coursework) Procedure	Caroline Chapman	Complete	The secretariat to clarify and confirm with the Examination Office all formal mechanisms by which students can obtain approval to use an English Language dictionary in an exam.  <b>Update: The Examinations Office has confirmed the following 3 mechanisms:</b> <ol style="list-style-type: none"> <li>1. Permitted material - allowed into examination without any further approval required;</li> <li>2. LBOTE;</li> <li>3. Permitted material - allowed into examination with School approval only. Dictionary, and signed approval, must be dropped into EGAP prior to examination.</li> </ol>
Meeting 7/2019 Item 7.5	ANU Disability Action Plan	Members	Complete	Members to provide feedback to <a href="mailto:Caroline.Chapman@anu.edu.au">Caroline.Chapman@anu.edu.au</a> by the 26 <sup>th</sup> Nov

#### Item 4 – Starring of agenda Items

Items 5.2, 5.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6 were starred.

All non-starred items are deemed read and endorsed.

#### Item 5 – Reports

##### 1. Report from student representatives

No report was received.

##### 2. Report from Marketing and Communications

Current work in progress:

- Three STEM engagement days are planned so far (Siding Spring, Riverina and Kioloa) currently with participation of three CHM/COS Research Schools plus CECS. At this point transportation costs for high school students participating in the experience is not covered but a travel grant application has been submitted to the Australian Government to assist supporting schools that cannot overcome the travel barrier. These events will mainly target female rural and indigenous high schools students. Previous events have attracted 60-100 participants each.
- Two webinars. An Eol has been sent to conveners and outreach contacts in the schools.
- Case study competition in India. This activity targets students in select Indian universities whereby nominated students are invited to submit responses to a research paper that is judged by a panel of academics. Activities of this nature help develop brand recognition and build relationships with Universities of quality.

##### 3. Report from Technology Enhanced Learning Reference Group

TELRG has not had a formal meeting recently. Main discussions have focussed on testing software required for remote participation.

We have been advised that Zoom works for the majority of students as long as we use the US server from the Australian side, and remote students login through the Chinese server. A guide will be circulated soon with instructions on how to use Zoom and other tools.

There is new student appointment scheduling functionality in Wattle. It also has capacity to schedule group appointments and Zoom appointments. Instructions will be circulated soon.

Student drop-from-group functionality has now been integrated. If a student drops a course on ISIS they will now be automatically dropped from any student groups in the course Wattle site. Note: they will still need to be manually removed from the course Wattle site. This

creates a loophole whereby students may still be able to access the material. It might also create confusion for remote students who have erroneously enrolled in a course that is unavailable and been subsequently dropped from their enrolment.

**Action:** ADSE/course conveners to notify Rowena if there is any boutique software used in specific courses that needs to be tested.

**Action:** Rowena to investigate whether it is possible to close the loophole in relation to students dropping courses in ISIS but still having access to the course Wattle site.

#### Item 6 – Minutes of other meetings

- |                                                                                                |               |
|------------------------------------------------------------------------------------------------|---------------|
| 1. Joint Colleges of Science Medical Education Committee 06/2019<br>The minutes were endorsed. | For endorsing |
| 2. Joint Colleges of Science Medical Education Committee 07/2019<br>The minutes were endorsed. | For endorsing |

#### Item 7 – New business

- | Origin | Item                                                                                                                                                                             | Action                 |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
|        | <b>1. AQAC 1/2020 2020 QS Employability Rankings<br/>Item 11</b>                                                                                                                 | <b>For information</b> |
|        | ANU improved 7 places in this particular ranking. This survey does not look at whether students are employed or unemployed, just on employability using employer-based criteria. |                        |

Marian Irvine, EO to the DDE, has circulated an email to all ADSEs seeking data that will inform the 2021 rankings. The data requested provides an insight as to how the survey works. We are asked to provide information on career fairs, partnership agreements, internship or placement application portal websites, etc. All data provided by the colleges is collated and checked by PPM.

- |                                                                                     |                        |
|-------------------------------------------------------------------------------------|------------------------|
| <b>2. AQAC 1/2020 Coursework Review Schedule 2020 (CHM/COS<br/>Item 15 extract)</b> | <b>For information</b> |
|-------------------------------------------------------------------------------------|------------------------|

Three coursework programs were triggered for review due to low commencing load. A case was successfully made to remove two of these programs from the list:

- 7638 MSCOM Master of Science Communication. There have been a number of broad-ranging discussions about this degree, and program amendments will be submitted in 2020. For this reason, the College requested that the program is not reviewed in 2020 in its current form.
- 7601XMCPHY Master of Clinical Psychology. The College requested that this program is not reviewed in 2020. It was last reviewed in 2018, and professionally re-accredited in 2017. The College has an external viewpoint from the School Review from 2019. Reasons for the low load are the limited number of clinical placements, the requirement for individual supervision for the research, and the fact that there are no Graduate CSP places for a largely domestic cohort. The College is already considering the program in detail, including how to increase placement opportunities.

The College supported the review of the third program, the 4615 AENSU Bachelor of Environment and Sustainability (Advanced) (Honours), as we are considering the role of this degree and the review will assist in focussing the current discussions.

All other programs will be reviewed as per the schedule. The Diploma of Science will be reviewed in a cohort with all other Diplomas.

The Secretariat will be in contact with the schools in relation to the reviews. Please note not only does each program require an external reviewer who is an academic, it also requires a reviewer from a related industry.

Reminder: Courses also need to be reviewed on a 5-year cycle. Please remember to send through your responses to SELT reviews from last year. Many thanks to those who have sent this information already.

**Action:** Secretariat to request relevant program review data from PPM and liaise with ADSEs and program conveners.

### **3. AQAC 1/2020 Course Representatives Policy and Procedure** **For information** **Item 21**

These documents result from the partnership agreement between the University, ANUSA and PARSA. It is worth noting that CHM/COS has had informal Course rep guidelines for at least 10 years and an informal policy was implemented in 2016. It has always been a requirement that our courses must have a course rep and that the course rep is involved and provides appropriate feedback. This new policy aligns with our existing practices. We can still apply our local guidelines without overriding the policy. An example of where our local guidelines go further than the policy relates to ratio of course reps-course size which is not specifically referenced in the policy.

A concern was raised in relation to training, which is referenced in Item 4 of the policy and Items 6 & 8 of the procedure. It is not clear whether the training is a requirement or optional.

**Action:** DDE to seek clarification regarding course rep training.

### **4. AQAC 1/2020 Addressing admission requirements for programs** **For endorsing** **Item 28a** **to be brought in to the Student Planning and Selection Framework (SPSF) and application process**

- BHLTH – Bachelor of Health
- APHSC – Bachelor of Philosophy (Science)
- 7601XMCPHY – Master of Clinical Psychology
- MPPSY – Master of Professional Psychology

Further to the SPSF phase 2 targets, the Admissions Office has put up amendments to some of our program's admissions statements without following the formal governance approval processes. We have a short timeframe in which to approve these changes and respond to AQAC. The rationale is that these programs were out of scope of the SPSF. We should only be looking at the statements in the documents, not at the broader program.

**Action:** Secretariat to clarify that the only statements being reviewed are those related to the SPSF default statements and therefore do not constitute amendments to the admissions statements. There will be an opportunity to amend program and admission requirements later in the year as per business as usual processes and timelines. These specific amendments will be approved out of session.

### **5. DVC (A) Mandatory SELT** **For information**

Last year it was approved that the SET criteria would be broadened. In CHM/COS we have always wanted evaluations of teaching and this is one of the processes that work towards changing the policy around how we treat SELT. In many of our schools the teaching and course evaluations go to the ADSE.

Things to note:

- Final decisions have not been made regarding whether some of the feedback remains "anonymous" vs "confidential" as the testing scheduled to take place last year did not happen due to the data breach. There are many valid arguments in favour of some of the

data being confidential eg, this could facilitate the identification of student cohorts for the purposes of following trends; potential for early intervention for students in difficulties.

- In some instances it will be difficult making sure teachers meet the 10% requirement, in particular where the course is a large unit offering or goes across two semesters.
- Is it possible to add people into the SET process? Yes.
- Is it possible to automatically remove certain statements prior to distributing to lecturers and tutors. Yes, but at present this is a manual process.

## **6. JCEC                      SHM Governance Structure from 2020                      For information**

Committee members attention was drawn to before and after diagrams. Most functional areas will be split, however the Student Admin team and STLC team will remain unchanged for the time being. There is no change to the education committees structure which will now report into the split COS and CHM executive committees.

Concerns raised:

- Workload for the DDE should be slightly reduced as the top level JCoS Executive Committee has ceased to exist. There are tentative plans to appoint another Associate Dean Teaching & Learning which will facilitate committee work delegation and college representation.
- How will conflicts be resolved? This committee advises the DDE, who has the College Dean Education Delegations, the College Executives advise the Dean, therefore for Education they advise the Deputy Dean Education in the same way that the College Education Committee does. We aim to achieve consensus in this committee, so it is not envisioned that the work of the committee or education governance will significantly change.

## **7. STLC                      Teaching & Learning in response to the travel                      For discussion restrictions resulting from the Coronavirus**

Brief progress update on how the University is responding to the crisis:

- Courses need to be tagged in their course wattle site as available or unavailable. The DDE has already distributed the relevant wording to ADSEs for broader circulation within the school. This wording has also been circulated to other ANU Colleges.
- Course enrolments should be checked manually to identify and provide appropriate advice to remote participating students. If you are making adjustments to a particular course, you will need to contact remote participants to offer support and let them know how the course will be adjusted, eg if assessment is delayed or different. If the course is unavailable, you can provide alternative options and advise the student they need to unenrol. Wherever necessary please cc/liase with the College Student Admin team at [science.enquiries@anu.edu.au](mailto:science.enquiries@anu.edu.au) .
- Students have received several emails already about how to enrol. An email with links to the list of available/unavailable courses was sent on Friday 14 (remote participant instructions, FAQs and list of courses available here <https://www.anu.edu.au/news/all-news/remote-participation-faqs-for-students> ).
- Affected students are those who have been identified as being offshore. Several mechanisms have been used to identify these students (eg, VIVO, a university survey, tagging individuals who have contacted the University directly). All identified students have been tagged in SAS however if Schools are aware of instances where a tag has been incorrectly applied or where the student circumstances have changed, please inform [science.enquiries@anu.edu.au](mailto:science.enquiries@anu.edu.au) so that the data can be corrected.

- The standard enrolment date is normally the Monday of the second week, it is now Tuesday of the third week for remote participants (Tuesday 10<sup>th</sup> March).
- The DDE is running regular reports checking student enrolments. Now that students have been given instructions to enrol we can anticipate a change in the figures noting that the enrolment numbers will not only be very different to previous years but also to what we were anticipating prior to the outbreak.
- ADSEs to provide a list to the DDE of any courses that essentially require whiteboard capture as we need to resolve the impact this will have should the hardware not be available, eg relocating or rescheduling teaching activities.
- The University's position is that we will optimise everything we can without compromising on teaching quality however we cannot guarantee that 100% of students will be able to access everything all the time. The current circumstances are fluid and we will need to respond agilely to whatever may happen in the future. There are other options available – deferral, cross-institutional study, etc.

Questions from around the table:

- What are we doing for students who are in third countries? This is a Home Affairs issue. Please refer students to the FAQs on the ANU webpage.
- What are we doing re accommodation? Where the hall is owned by the University, we are being as flexible as possible. Where the student has a contract with a University affiliated college, the University is working to see what flexibility can be arranged.
- How do we advise students who refuse to come on-campus even if they are onshore? The reassurance must be that ANU is 100% following the advice of the Australian Government and Department of Health Officials. We can also direct them to the [WHO COVID-2019 situation report](#) website. There are no confirmed cases of coronavirus in ACT or on-campus. We have to strongly emphasise the message that the ANU will not tolerate discrimination as a result of the coronavirus. The Manager of Student Admin is seeking to obtain t-shirts and buttons with the core message that “Viruses don’t discriminate, and neither do we”.
- Will there be advice for conveners/lecturers to provide to students with concerns? The DDE will check to see if guidelines are being prepared but there has been talk that there will be some centrally organised staff/student forums on the coronavirus.
- Is it possible for Central to provide a PowerPoint slide that can be included in staff training materials so that we have a coherent and consistent message? Anna to investigate.
- What will be the University's response if there is a case identified on campus? This will be an ACT Health response, governed by a series of ACT Government protocols.
- Are some of the signs that have been posted on building entrances containing advice on how to protect yourself contradicting the message that the campus is safe? Possibly. DDE will raise this with those responsible.
- Now that we as an institution have agreed to go through a process of making our courses available online/remotely for students in need, have we set a precedent for all courses being made online in the future either generally or to other students in need? It is important to note that these courses are not “online” and have not been designed for online delivery. They have been made available for remote access with adjustments in response to a very specific crisis that is impacting a large group of students. Many of these courses will have a delayed face-to-face component. The focus is on achieving the learning outcomes of the course. It is possible that the actions taken here may form part of the conversations around accessibility moving forwards. It should also be noted that when the students return to

campus, they will not only be required to enrol full-time but will also be allowed to overload in order to catch up.

- How will this affect mid semester and final exams? We do not know how long the travel restrictions are going to be in place but we are working on the principle that students will still need to quarantine for 14 days. There are two identified ways to manage exams: 1. special consideration and 2. schools can change mid-semester exams to another form of assessment (eg a timed quiz) or maybe e-invigilation. This has been done in other courses.
- Enrolment numbers in the 1000 level courses and PG CW courses are down from where they would normally be and where they were predicted to be. Is it possible to determine how much of this is resulting from the changes in the Admissions space? Probably not. If the numbers are really out, this could be because the model used for predictions was wrong, or perhaps it is because of the coronavirus and students are concerned about being in large groups.

Any other questions can be emailed directly to [DeputyDean.ScienceEducation@anu.edu.au](mailto:DeputyDean.ScienceEducation@anu.edu.au)

<p><b>Action:</b> ADSEs to inform DDE whether they want data reports to continue to be sent directly to them, or to another person in the School (eg School Student Administration).</p> <p><b>Action:</b> ADSEs to inform DDE of any courses that require whiteboard capture by COB today.</p> <p><b>Action:</b> DDE to investigate whether central guidelines addressing health concerns are being prepared. Also to check whether there will be any slides for training purposes.</p> <p><b>Action:</b> DDE to follow up the concern related to the printed fliers that are being posted on buildings advising people on how to protect themselves.</p>
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### Item 8 – Other business

No other business was tabled.

### Item 9 – Next Meeting

The 2020 meeting schedule is attached.

The next meeting is on Monday 23<sup>rd</sup> March 2020

Details for all meetings can be found on the Science Intranet at <https://intranet.science.anu.edu.au/about/committees/joint-colleges-education-committee>

Meeting ended at 13.45

### Summary of action items:

Meeting 6/2019 Item 5.2	Report from Marketing and Communications – agent site visits	Brianna Maclean/Aq eeb Akram	Complete	Marketing team to report back to this committee 1/2020 in relation to Agent site visits and the marketing working groups so that there is time to organise a better showcase of CHM/COS facilities and experiences by including more academics.  <b>Update: Working Group has been formed. The next grouping of visits is on the 11th - 17th March, focussing only on Indian agents. A series of activities has been organised including a Gala dinner at the Boathouse. Both Deans and DDE have been invited.</b>
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		2. Rowena Taylor-Henry	2. In progress	2. Rowena to investigate whether it is possible to close the loophole in relation to students dropping courses in ISIS but still having access to the course Wattle site.
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Meeting 1/2020 Item 7.7	Teaching & Learning in response to the travel restrictions resulting from the Coronavirus	1. ADSE  2. ADSE  3. ADSE  4. DDE	1. Complete  2. Complete  3. In progress  4. In progress	1. ADSEs to inform DDE whether they want data reports to continue to be sent directly to them, or to another person in the School (eg School Student Administration).  2. ADSEs to inform DDE of any courses that require whiteboard capture by COB today.  3. DDE to investigate whether central guidelines addressing health concerns are being prepared. Also to check whether there will be any slides for training purposes.  4. DDE to follow up the concern related to the printed fliers that are being posted on buildings advising people on how to protect themselves.

## UNCONFIRMED MINUTES

### MEETING **CHM/COS HDR Committee**

MEET No. 4/2019

VENUE Science Conference Room 2.18A, Peter Baume Bldg. 42

DATE/TIME Wednesday 06 November 2019, 12noon

PRESENT Anna Cowan (Chair), Helmut Jerjen, Richard Burns, Spencer Whitney, Luke Connal, Diana Perriman, Stewart Fallon, Marco Casarotto, Chris Cvitanovic, Andini Pramono, Ann Evans, Stuart Szigeti, James Borger.

APOLOGIES Scott Morrison, Mark Edwards, Vivien Silvey, Rob Lanfear, Naresh Verma, Libbie Dinn, Andrew Almonte, Ben Polkinghorne, Lan Fu, Adrian Manning, Elena Ostrovskaya, Cathy Banwell.

IN ATTENDANCE Emma Sams, Alison Scott

CONTACT Alison Scott, x54520

### ITEM 1 Welcome and apologies

The Chair welcomed all members in attendance.

### ITEM 2 Previous minutes Meeting 3\_06 November 2019

The minutes from Meeting 3, 2019 were accepted as an accurate record – with a name change to replace Adrienne Nicotra with Rob Lanfear.

### ITEM 3 Matters arising from the previous meeting

Action id	Details	Responsibility	Status	Notes
Meeting 4/2017 Item 5.1 & Meeting 2/2018 Item 4.1	eForms	Committee Members	Ongoing	Any issues with the eForm system to be passed to Alison Scott, or <a href="mailto:science.hdr.sa@anu.edu.au">science.hdr.sa@anu.edu.au</a>
Meeting 1/2018 Item 4.1 & Meeting 4/2018 Item 4.1	Visa delays	Committee Members	Ongoing	Any significant visa delays should be passed to Alison for collation – to be passed to Dean HDR.

Meeting 2/2019 Item 5.1	Academic Leadership Roles in CHM/COS		Ongoing	Alison to investigate possibility of addition of a visual representation of roles and responsibilities.  Alison to ensure information is available on HDR Community Wattle site.
Meeting 2/2019 Item 5.2	Candidate Supervisor Agreement		Closed  Ongoing	Alison to circulate agreement to School HDR Conveners / AD (HDR)  Continual feedback on the use and usability of the agreement should be sent to Alison Scott, or <a href="mailto:science.hdr.sa@anu.edu.au">science.hdr.sa@anu.edu.au</a>
Meeting 3/2019 Item 4.1	Supervisor Recommendation Form	HDR Project Officer	Closed	Update form to include additional wording relating to 'Current Employment Status'
Meeting 3/2019 Item 5.1	Open Access Thesis Policy discussion	Chair & HDR Project Officer	Pending  Closed	Anna to check eForm to see if there is a section advising the student to discuss IP agreements with their supervisor.  Alison to circulate Open Access website link to the Committee.  ( <a href="https://anulib.anu.edu.au/research-learn/publishing-sharing/open-access">https://anulib.anu.edu.au/research-learn/publishing-sharing/open-access</a> )
Meeting 3/2019 Item 5.3	HDR Administrative Support Project – HDR Examinations & Thesis Submission eForm	Chair and HDR Project Officer	Closed	Alison to send details to Anna about the current GRO decision with regards to examiners being locked out / withdrawn from the process.

EForms (MMD and Milestones):

Systematic problems and feedback should continue to be passed to the College ([alison.scott@anu.edu.au](mailto:alison.scott@anu.edu.au) or [science.hdr.sa@anu.edu.au](mailto:science.hdr.sa@anu.edu.au)) for investigation and communication to the SIG and IDTC teams.

Visa Delays:

There are several significant visa delays being reported that are affecting international students particularly from China and India – this is impacting all G08 Universities and we are working together to try to manage the situation.

Schools should continue to report delays to the College for collation and feedback to the G08 representatives.

Academic Leadership Roles:

This item is still ongoing and a visual representation of roles and responsibilities will be completed as soon as possible. The Wattle HDR Community site is in development.

#### Candidate Supervisor Agreement:

The Candidate Supervisor agreement should be completed and uploaded to the first Annual plan milestone via the eForms system, and incorporated into local school orientation sessions. The document is not a legal contract but rather a negotiated agreement of expectations between the student and the supervisory panel.

The agreement should be reviewed, at each annual milestone meeting, or as required throughout the student's candidature, and amended as appropriate. The agreement should be uploaded to ERMS.

Continual feedback from schools is encouraged and should be passed to the College HDR Project Officer, or College HDR Coordinator for collation – [science.hdr.sa@anu.edu.au](mailto:science.hdr.sa@anu.edu.au).

### **ITEM 4 Reports**

#### **4.1 Report from Chair / Deputy Dean (Education)**

No report provided.

#### **4.2 Report from PARSA**

No report provided.

### **ITEM 5 New Business**

#### **5.1 A/Prof Ann Evans – Dean HDR attending to update on Redefining PhD White Paper, Oral Examinations and HDR Supervisor Register**

##### Redefining PhD White Paper:

A new version of the White Paper will be circulated to University Research Committee (URC) for review next week. Following URC discussions the White Paper will be recirculated amongst College HDR Convenors for further feedback by end of the year.

The White Paper sets out a plan to provide support to students through a series of support networks, including College / School HDR Convenors and Central services such as the Grand Challenges scheme to ensure student experience, sense of belonging and skill development is supported throughout ANU.

*Graduate School* - The White Paper envisions a Graduate School will be established to provide governance and strategic management for career skill development throughout the research student cohort, including communication, writing, leadership development and industry skill development so that graduates are better placed to succeed in the workplace as academics, teachers, leaders and / or industry partners.

A Graduate School would not replace College / School structure but would be the 'home' of delivery for career skill development and governance activities, and would include the Graduate Research Office (GRO), Office of Dean HDR (ODHDR) and Research Skills and Training (RS&T) Centre. The Graduate School would collaborate with local areas and provide additional support networks to the local areas of administration, pastoral care and research / teaching delivery.

Resourcing the Graduate School will be a strategic operation to include specific administrators, marketing and alumni / advancement personnel.

*Scholarships* - The White Paper also envisions a review of the AG RTP scholarship terms to include internship opportunities and improved international collaborations where scholarships up to 4 years will be available, and students will have the opportunity for international travel to attend conference, workshops, and industry placements, and / or to develop international relationships throughout their candidature.

There are discussions currently about resourcing an increase of stipends to 4 years as it will reduce the number of scholarships, in addition to potentially impacting the completion numbers if there are fewer students' receiving stipends. This resourcing issue will be discussed with SMG in the near future, to evaluate the possibility of additional ANU funding.

Scholarships at the moment are for 3 years with possible 6 month extension – however as the extension is an automatic process it is proposed that all scholarships will be 3.5 years duration with possible 6 month extension to participate in skill development activities.

Coursework is not mandatory in most Colleges throughout the ANU and previous surveys have confirmed that students often choose ANU due to the lack of coursework requirements. Additional coursework requirements in schools would need further discussion at the College level to determine their suitability and necessity prior to any formal changes to the HDR program are made.

In addition, a post-submission package is being reviewed to include a range of activities such as intensive writing programs, teacher training and internships.

#### Oral Examinations:

The White Paper confirms that oral examinations will be piloted within the ANU in late 2020 – with the first cohort of students being volunteers to undertake a formal oral examination at thesis submission. The ANU will base our oral examinations process on the New Zealand model where the thesis is reviewed by a number of examiners, prior to a formal (closed) oral examination being undertaken. The student will receive preparatory questions from the examiners prior to the examination to prepare. In addition, an examination chair will be appointed (academic not linked to the research / student) who will ensure the examination is conducted appropriately and fairly, including assistance with the types of questions being asked.

There are mixed views of the introduction of the oral examination at the ANU – the primary reasons for the pilot is:

- Make the process more defined / contained;
- Reduce the turn-around time for completion of the examination process;
- Provide more guidance for students – clear instructions regarding revisions to thesis;
- More effectively define intellectual contribution.

There was some discussion about an oral examination being timelier as it can take 6-12 months from submission to receiving examiners reports back – it is envisioned examiners will be given 6 weeks to provide a report and extensions will not be given as the oral examination date will be set prior to submission.

Current time delays are often caused by the Nomination of Examiners (NOE) eForm not being completed prior to submission of the thesis.

The current End of Term oral milestone would continue to be required and could be viewed as a 'permission to submit' milestone.

If a student is required to Revise and Resubmit the oral examination date would be delayed until the thesis has been re-examined.

#### HDR Supervisor Framework:

Emails were distributed on 04 November to all ANU Academic staff that have a SAS Supervisor Admin profile to communicate the HDR Supervisor Framework and the registration system in place.

Emails will be distributed to external supervisors with Chair of Panel and/or Primary supervisor status in the near future – there are currently some system errors that need to be resolved first. Within CoS and CHM there are few external supervisors that have Chair or Primary supervisor status however with Associate Dean (HDR) approval this has occurred particularly in cases where the academic was a previous ANU staff member with a current student, or in cases where a student cannot access ANU academic resources.

Further information can be found online at: <https://services.anu.edu.au/research-support/hdr-supervision-development>

Supervisor workshops will be held within schools in 2020 to enable specific discipline groups the opportunity to discuss best practice and supervisory objectives within a discipline area.

The framework includes a register of available supervisors, and the training associated with compliance to retain registration has been simplified to ensure minimal impact on the academic.

## 5.2 Overview of Career Development Framework

The Career Development Framework was launched on 14 December 2018 – as a two year pilot to help HDR students in the Colleges of Science, and Health & Medicine to develop, and get recognition for, a broad range of academic and work-relevant skills.

There are currently 1170 enrolments with approx. 50% having looked at the CDF wattle site at some time during the past 12 months. There are 39 PhD students that have submitted a combined total of 323 submissions of evidence of activities they have completed during their candidature. Of these 39 students there are:

- 13 first years (2019 enrolment)
- 10 second years (2018 enrolment)
- 2 third years (2017 enrolment)
- 2 fourth years (2016 enrolment)
- 2 beyond fourth year (on extension of program)
- 8 submitted their thesis (under examination or completed)

Of the 8 that have submitted 5 have received certificates from the CDF.

There are students from 10 of the 12 schools within the SHM that have been actively using the CDF over the last 12 months.

There are a total of 314 activities listed on the CDF site under the tracks of Research, Industry and Innovation, Policy and Governance and, Teaching and Learning. It is very easy to add new activities to the Wattle site using the form available online, or by emailing [science.careerdev@anu.edu.au](mailto:science.careerdev@anu.edu.au)

Feedback to date has been positive with a user guide, presentation and flyer having been created for local school orientation packs and advertising.

Many schools have been advertising the framework top-down to students and further targeting should continue. The pilot will continue to be managed within the STLC for another 12 months before review.

## 5.3 HDR Scholarship Allocations

Following the International AGRTP round the Central Scholarships committee agreed the College allocation of scholarships would not be further reviewed by the central committee. Scholarships allocated through COS and CHM Scholarship committee meetings will be confirmed by the Dean HDR prior to offers being made.

The Colleges of Science, and Health & Medicine decided that URS scholarships awarded to international students would be given a HDR Fee Remission Merit Scholarship (fee waiver) rather than a tuition fee scholarship.

10% of the scholarships have been held back for a mid-year round, and any scholarships not accepted by mid-December 2019 will be reallocated during the mid-year round on 15 April 2020.

There appears to be a decline in domestic applications for the 2019 round. This will be reviewed at the College Scholarship Committee meetings to determine whether URS scholarships will be offered to international students rather than domestic students.

The AGRTP Scholarship Committee meeting dates have been revised slightly as follows:

Domestic Round:

Documents to College – by 08 November  
CHM Committee – 15 Nov @ 10.30am  
COS Committee – 18 Nov @ 9.00am  
Documents to Central – by 27 November  
Central Committee – 04 Dec

#### 5.4 External Supervisors (VaHa system)

Since October 2018 with the introduction of the new Thesis Submission and Examinations eForms, the Candidates Primary Supervisor must now be provisioned with access to the University eForm system. ANU staff automatically have access to eForms, but external supervisors (Chair of Panel and / or Primary Supervisor) need to be managed through the ANU VaHa system to ensure they have access to ANU IT systems (email and eForms).

The eForm is accessed through <https://eforms.anu.edu.au> – where you can nominate the Chair of Panel and / or Primary Supervisor for ‘General Visiting Appointments’. You need to select the nomination type of “Any Other Appointee” and then check the box to select “Supervision” as the appointment reason, and “supervisors and examiners” from the nomination type dropdown list.

**ACTION:** Alison to send out guidelines to School HDR Convenors and HDR Administrators regarding the VaHa process.

#### ITEM 6 Any Other Business

##### 6.1 Changes to HDR Course information and naming convention

For HDR courses there are currently at least two course codes for each program within a school.

*For example:*

*PhD program 9620XPHD – course codes CHEM9650F and CHEM9650P  
MPhil program 8620XMPHIL – course codes CHEM8650F and CHEM8650P*

*Replace:*

*PhD program 9620XPHD – course code CHEM9650  
MPhil program 8620XMPHIL – course code CHEM8650*

The F and P were used to denote a full time and part time course – however with the introduction of unit values (0-24 units) the course code unit value will identify the full and part time intensity.

The College would like to replace the course codes to remove the F and P – there was agreement from the Committee to do this.

In addition, the naming conventions of the courses vary and the College would like to remove the current PhD / MPhil naming convention from the courses and retain this only at the program level.

*For example:*

*PhD program 9620XPHD – Doctor of Philosophy, Research School of Chemistry  
PhD course code CHEM9650F and 9650P – Doctor of Philosophy – Research Course, Research School of Chemistry*

*Replace:*

*PhD program 9620XPHD – Doctor of Philosophy, Research School of Chemistry  
PhD course code CHEM9650 – Research Course, Research School of Chemistry*

There was agreement from the Committee to do this. The College will communicate the changes with the schools next year.

## **6.2 eForms and engagement with supervisors (Diana Perriman)**

Students receive reminders when milestones are due but the supervisors do not get informed. It was confirmed that a request for a change to eForm notifications has been passed to GRO / SIG for implementation. The modification will include the first email notification will be sent to the student only, but subsequent reminders will be cc'ed to the Chair of Panel as well.

**ACTION:** *Alison to check with GRO / SIG for ETA of the change request.*

Thesis Proposal Review (TPR) milestones have been changed in some schools within SHM – it was confirmed that the milestone should be completed earlier in the candidature to enable issues are identified and resolved as soon as possible. Decisions should be consistent with the Research Awards Rule and amongst all students.

The TPR should be taken seriously in all schools and viewed as a 'Confirmation of Enrolment' milestone.

## **6.3 Examination eForm**

Divergence around examiner reports – where there is real divergence (i.e. rewrite and resubmit, & corrections) the DA must follow the guidelines and inform Anna that this has occurred (See: [https://policies.anu.edu.au/ppl/document/ANUP\\_012807](https://policies.anu.edu.au/ppl/document/ANUP_012807)). There needs to be a justification for the outcome.

If it is not clear that the appropriate procedure has been followed the discussion is managed outside the eForm system which involves a more time consuming process.

To confirm if an examiner recommends 'Award without Corrections' but the examiner has listed minor typos / grammatical errors – then the DA must recommend 'Award with Corrections' for the AD(HDR) to approve.

**ACTION:** *Alison to send the link to policy document to Committee members.*

## **6.4 ANU Licence for iThenticate**

The Chair asked the Dean HDR if the ANU had made a decision about the purchase of iThenticate license for the ANU. This software is used to review thesis submissions for plagiarised content.

**ACTION:** *Anna to follow up with Ann Evans regarding this decision.*

Meeting closed at 1.50pm.

## **ITEM 7 Next meeting TBC – 2020**

Drafted for David Kramer

## 09 - ANU Medical School - ANU College of Health and Medicine

**PROPOSER NAME:** Wendy Dimond  
**PROPOSED DATE:** 07/02/2020  
**APPROVED DATE:**

**DOCUMENT REFERENCE NUMBER****DISPLAYING FROM ACADEMIC YEAR** P \*

2021

**PROGRAM CODE****PLAN CODE** P

MPSC

**FULL AWARD TITLE** P \*

Master of Preclinical Science

**PROGRAM CONTACT/CONVENER** P \*

UID	Name	Email	Phone
u4549604	Prof Imogen Mitchell	admissions.medicalschool@anu.edu.au	

**EXECUTIVE SUMMARY** \*

The Master of Preclinical Science is an AQF9 exit-only qualification linked exclusively to the ANU AQF9E 8950XMCHD Doctor of Medicine and Surgery (MChD). Exit qualifications from medical programs have been the focus of discussion across the sector with a majority of Australian Medical Schools now offering or developing exit options for students who discontinue. The Master of Preclinical Science aptly conveys the educational content covered in the 96 units of academic study to qualify for the award and clearly delineates the exit award from the MChD, 8910XMPHIL Master of Philosophy, ANU Medical School and NSCBS Master of Science in Biological Science.

## Business Case

**SELECT YOUR ACADEMIC GROUP** P

CHM - ANU College of Health Medicine

**DOES THIS PROGRAM HAVE MORE THAN ONE OWNER?** \*

NO

**ACADEMIC ORGANISATION #1** P \*

CMBE - ANU College of Health and Medicine - ANU Joint Colleges of Science

**PERCENTAGE** \*

100

**ACADEMIC ORGANISATION #2** P**PERCENTAGE****PLEASE SELECT THE AWARD TYPE** P \*

Masters

**DO YOU WANT TO CRICOS REGISTER THIS PROGRAM?** \*

YES

**HOW MANY UNITS ARE REQUIRED TO COMPLETE THE AWARD?** P \*

96 - 2 Years

**PROPOSED DURATION ALTERNATE (IN YEARS)****GRADUATE COURSEWORK TYPE** \*

\*

Narrow Field Named Award

**PROVIDE A JUSTIFICATION IF THIS DEGREE DOES NOT COMPLY WITH ANU GRADUATE COURSEWORK MODEL**

N/A

**Priority Approval Criteria - please provide justification against ONLY the relevant criteria below:****WILL ATTRACT, CHALLENGE AND RETAIN STUDENTS OF OUTSTANDING TALENT**

This proposal is expected to increase program completions at the University. This will reduce the attrition rate from the College by providing a valid route for program completions (increasing retention) to students that require it.

**WILL BE INCLUDED IN A DOUBLE DEGREE WITH AT LEAST ONE GRADUATE AWARD**

**WILL RESPOND TO OR ANTICIPATES CHANGING NATIONAL OR GLOBAL WORKFORCE NEEDS**

Exit qualifications from medical programs have been the focus of discussion across the sector with a majority of Australian Medical Schools now offering or developing exit options for students who discontinue. As many medical programs do not accept transfer or credit from other programs, this then recognises the achievements of these students in a competitive workplace.

**WILL UTILISE LEARNING TECHNOLOGIES AND TEACHING APPROACHES TO EXTEND THE UNIVERSITY'S EDUCATIONAL REACH ON A NATIONAL OR GLOBAL LEVEL**

**WILL PROMOTE EXECUTIVE EDUCATION PATHWAYS, ESPECIALLY IN THE AREA OF PUBLIC POLICY AND OTHER DISCIPLINES OF NATIONAL SIGNIFICANCE.**

**WILL BE OFFERED IN PARTNERSHIP WITH ONE OR MORE UNIVERSITY OF OUTSTANDING REPUTATION.**

**WILL PROVIDE PATHWAYS OF DEMONSTRATED EFFICACY FOR UNDERREPRESENTED COHORTS, IN LINE WITH THE UNIVERSITY'S ACCESS AND EQUITY STRATEGIES.**

**OVERVIEW OF STUDY \***

Students who complete 96 units or more of the MChD as per the award rules of that degree, may exit through this program. No study is undertaken whilst enrolled in this degree.

**ACADEMIC MERIT AND STRATEGIC ALIGNMENT \***

This is an exit only plan and aligns with the strategic plan 2018 - 2021 in its aim to support student experience through improved student well-being and mental health. By providing an exit pathway for students who have changed their minds about a career in medicine, the plan will provide an affirmative option, recognising the achievements of the student while at the ANU. Currently, if a student elects to exit the MChD, they have nothing to show for their effort and this leads to substantial stress.

**RESEARCH LED EDUCATION \***

The 96 units of study within the MChD (AQF9E), required for this exit award includes foundation curriculum in research methods and their application to the disciplines of clinical epidemiology and evidence based practice in medicine. Additionally, students will have completed the course MEDI8013 Research Project in which they will have undertaken a piece of original research and produced a written report.

**COMPETING PROGRAMS \***

Western Sydney University offers an exit only Bachelor of Clinical Science for completion of 3 years of their 5-year undergraduate medicine program.

University of Queensland offers an exit only Master of Medical Studies for completion of 2 years of the 4-year postgraduate medical program.

The introduction of this Master of Preclinical Science is seen as an equivalent outcome to these programs and will most importantly give due recognition to candidates graduating with this exit award.

**ESTIMATED ENROLMENT (EFTSL) \***

YEAR	COMMENCING LOAD	JUSTIFICATION
1 All years	Not applicable, all students are current students exiting.	The medical school has identified 5 past students who discontinued the MBBS/MChD over the past 5 years who would have qualified for the proposed Master of Preclinical Science. These students have exited the program for various reasons but did not receive an award for their completed 96 units of study, at considerable effort and costs. A further 22 student exited the program having completed 48 units of study. Each year the medical school supports several year 3 and year 4 students who are struggling with coping with the demands of their program through counselling and approved program leave. A proportion of these students have expressed that they felt limited in their options because they did not have an exit award. While we do not wish to see an increase in the attrition rates for the MChD, the ANU Medical School believes that the exit option would be in the best interest for a few students who otherwise might suffer in their perseverance.

**PLEASE IDENTIFY THE AWARDS FROM WHICH THE ENROLMENT LOAD (EFTSL) WILL BE REDIRECTED TO ACCOMMODATE THE NEW AWARD? \***

Not applicable.  
Students are existing ANU students, there are no ANU commencing students. They pass through it having already completed all requirements whilst in the MChD and immediately exit.

Students in this degree are not new commencing load.

**DOES THE COLLEGE DEAN SUPPORT AWARD CREATION? \***

YES

**EXTERNAL ACCREDITATION**

Not required for this program - the Australian Medical Council accredits the MChD from which this plan is an early exit.

**RESOURCING \***

Requires no further resourcing than is available for the MChD.

## MARKET RESEARCH \*

The Medical School has identified 5 past students who discontinued the MBBS/MChD over the past 5 years who would have qualified for the proposed Master of Preclinical Science. These students have exited the program for various reasons but did not receive an award for their completed 96 units of study, at considerable effort and costs. A further 22 students exited the program having completed 48 units of study. Each year the medical school supports several year 3 and year 4 students who are struggling with coping with the demands of their program through counselling and approved program leave. A proportion of these students have expressed that they felt limited in their options because they did not have an exit award. While we do not wish to see an increase in the attrition rates for the MChD, the ANU Medical School believes that the exit option would be in the best interest for a few students who otherwise might suffer in their perseverance.

## RELEVANT INTERNAL ANU AND EXTERNAL CONSULTATION \*

WHO WAS CONSULTED?	DATE AND TIME	OUTCOME
1 ANU Medical School Education Committee	Meeting 03/2018 (June 2018) Meeting 04/2018 (August 2018) Meeting 05/2018 (September 2018) Meeting 07/2019 (November 2019) Meeting 02/2020 (March 2020)	Proposal discussed several times in light of overarching curriculum.  Proposal endorsed by the School committee (March 2020)
2 Medical Education Leads in Australia and New Zealand	2018 - online discussions held over several months.	There has been broad support for medical schools introducing an exit option to permit some candidates to elect to exit the medicine degrees with an award. This is accepted to be in the interest of supporting mental health and well being of the medical student community by providing an option with a positive outcome.

## Joint Award Responsibilities - only if this Award is offered in conjunction with another institution

### COURSE DELIVERY

### SETTING AND CHARGING FEES

### PRE-ENROLMENT ENGAGEMENT OF STUDENTS (MARKETING AND RECRUITMENT)

### PROVISION OF STUDENT SERVICES AND CARE

### STUDENT VISA REQUIREMENTS AND ECOE MANAGEMENT

## Program Overview

### PROGRAM DESCRIPTION FOR MARKETING AND PUBLICATION P \*

The Master of Preclinical Science is an exit qualification only. It provides an exit for ANU students in the Doctor of Medicine and Surgery who have already completed 96 units of courses as listed in the admission statement.

### LEARNING OUTCOMES P \*

Upon successful completion, students will have the knowledge and skills to:

1. Describe in molecular, cellular and physiological terms the biological basis of human health and disease.
2. Synthesise information obtained from the medical history, physical examination and investigations to identify a problem list in medical case.
3. Discuss the scientific basis of pharmacological management of health conditions.
4. Discuss biological, social and environmental determinants of health and evaluate approaches to study the relationship between these factors and health outcomes.
5. Describe evidence based approaches within health care as they relate to health outcomes, quality and safety.
6. Discuss the structure and functions of the Australian health care system.
7. Demonstrate knowledge of Australian Indigenous culture and history, and the impact this has on health.
8. Discuss key principles of ethics, law and human rights in health and disease.
9. Design and complete a research project in a health or medicine discipline.

**ALIGNMENT WITH AQF \***

Masters Degree (Coursework) AQF9: The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

This degree aligns with the purpose of the AQF (9) as it is the completion of at least two years of an accredited degree for the qualification of a Doctor of Medicine and Surgery.

**ALIGNMENT OF LEARNING OUTCOMES, STUDY REQUIREMENTS AND LEARNING PROGRESSION \***

LEARNING OUTCOMES	STUDY REQUIREMENT	DESCRIPTION OF CONTRIBUTION TO LO	LEARNING PROGRESSION
1 All Learning Requirements (LOs 1-9).	Compulsory courses	The learning outcomes of the program align with those in the first two years of the MChD. These are all compulsory courses.	All levels.

**PATHWAYS P**

Doctor of Medicine and Surgery

**WHAT ARE THE MODE/S OF DELIVERY? P \***

- In person

**LIST ALL COMPULSORY COURSES THAT ARE AVAILABLE ONLY IN ONLINE MODE**

None

**FIELD OF EDUCATION P \***

060101 - General Medicine

**AREAS OF INTEREST P \***

- 46 - Medicine

**EMPLOYMENT OPPORTUNITIES P****OTHER INFORMATION TO BE PUBLISHED ON PROGRAMS AND COURSES WEBSITE P**

Students exiting with this degree may not be able to graduate in the year of completion owing to the assessment timelines for the second year of the Doctor of Medicine and Surgery. Graduation will be available in the mid-year ceremony following the year of completion.

**OTHER INFORMATION THAT WILL NOT BE PUBLISHED**

Note: The Learning Outcomes are reflective of those published for the Doctor of Medicine and Surgery, excluding the clinical competencies.

**Study Requirements (Award Orders)****GLOBAL STUDY REQUIREMENTS P \***

The Masters of Preclinical Science requires completion of 96 units which must consist of:

**INTRODUCTORY COMPONENT STUDY REQUIREMENTS P****ESSENTIAL COMPONENT STUDY REQUIREMENTS P \***

96 units from completion of the following compulsory courses:

- [MEDI8011](#) Medicine 1A
- [MEDI8012](#) Medicine 1B
- [MEDI8013A](#) Research Project OR [MEDI8023A](#) Research Project (Advanced)
- [MEDI8013B](#) Research Project OR [MEDI8023B](#) Research Project (Advanced)
- [MEDI8020A](#) Medicine 2
- [MEDI8020B](#) Medicine 2

**BREADTH COMPONENT STUDY REQUIREMENTS P****Please link all capstone courses listed in the Study Requirements above****CAPSTONE COURSES**

- MEDI8013A - Research Project
- MEDI8013B - Research Project
- MEDI8023 - Research Project (Advanced)

IF NOT AVAILABLE THROUGH LINK, ENTER COURSE

## Please link all specialisations NOT listed in the Study Requirements above

GRADUATE SPECIALISATIONS **P**

IF NOT AVAILABLE THROUGH LINK, ENTER SPECIALISATION

### Double Degree Requirements (Vertical)

#### FVDD DOUBLE DEGREE GROUPS - SELECTION

#### IF THIS AWARD IS NOT PART OF A DOUBLE DEGREE GROUP (FVDD), PROVIDE A RATIONALE

This is an exit degree from an accredited medical program that is not part of the FVDD groups

#### FVDD GLOBAL REQUIREMENTS **P**

This vertical double degree requires the completion of 192 units.

#### FVDD ADDITIONAL REQUIREMENTS **P**

24 units from completion of elective courses from ANU.

#### FVDD HURDLE REQUIREMENTS **P**

Students must achieve a minimum GPA of 5.0 in the first 96 units attempted to commence the 24 units of Masters courses in their Bachelor degree. Students who do not achieve this GPA will be able to complete and graduate from their Bachelor degree but will not be able to undertake Masters courses.

If the total number of units attempted exceeds 96 in the same teaching period in which the 96th unit is attempted, all courses attempted will be used in the calculation of the GPA.

### Admission Requirements

#### ADMISSION REQUIREMENTS **P** \*

A Bachelor degree or international equivalent with a minimum GPA of 5/7

Applicants with a Bachelor Degree or Graduate Certificate in a cognate discipline may be eligible for 24 units (one semester) of credit.

Applicants with a Graduate Diploma or Honours in a cognate discipline may be eligible for 48 units (one year) of credit.

All applicants must meet the University's English Language Admission Requirements for Students

#### ALTERNATE ADMISSION REQUIREMENTS **P**

The Master of Preclinical Science is an exit award only.

Admission to the Master of Preclinical Science is:

- I. by transfer only from the ANU Doctor of Medicine and Surgery program (8950XMCHD); and
- II. the completion of:

96 units of courses towards the ANU Doctor of Medicine and Surgery program (8950XMCHD), which must consist of:

96 units from completion of the following compulsory courses:

[MEDI8011](#) Medicine 1A

[MEDI8012](#) Medicine 1B

[MEDI8013A](#) Research Project OR [MEDI8023A](#) Research Project (Advanced)

[MEDI8013B](#) Research Project OR [MEDI8023B](#) Research Project (Advanced)

[MEDI8020A](#) Medicine 2

[MEDI8020B](#) Medicine 2

#### JUSTIFICATION FOR USING NON STANDARD (ALTERNATE) ADMISSION REQUIREMENTS

This is an exit only program

#### COGNATE DISCIPLINES **P**

#### CREDIT COMPONENT **P**

#### INHERENT REQUIREMENTS **P**

#### OTHER REQUIREMENTS **P**

#### FIRST AVAILABLE TEACHING PERIOD FOR APPLICATION **P** \*

First Semester

#### FIRST AVAILABLE YEAR FOR APPLICATION **P** \*

2021

#### TEACHING PERIODS FOR ADMISSION **P**

- First Semester



LAST ADMIT TERM P

DISESTABLISHED EFFECTIVE FROM

RATIONALE

**Student and enrolment impacts**

**EXISTING APPLICATIONS, OFFERS AND PATHWAYS**

Indicate if there are applicants or students in the categories below

COHORT HAS...

DOMESTIC

INTERNATIONAL

applicants who have accepted offers for commencement after last session for admission.

applicants with conditional offers for commencement after last session for admission.

applicants who have not yet responded to offers for commencement after last session for admission.

applications for commencement after last session for admission which have not yet been assessed/issued.

outstanding program transfer requests.

students in prominent pathways that lead to studying this award.

**CURRENT STUDENTS - PROGRESS TOWARDS COMPLETION**

0	0-12	13-24	25-48	49-72	73-96	97-144	145-196	197+	TOTAL
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TEACH-OUT PLAN

**Communication Plan**

All students impacted by the decision to disestablish a program/plan must be advised in writing. Note that there are penalties under Commonwealth legislation for failing to communicate appropriately with students.

**STUDENTS CURRENTLY ENROLLED**

1. Contact students with advice on approved teach out plans, including timeframes, if there is an impact on their ability to complete according to the version of the rules in which they are enrolled. Incorporate information on actions that will be undertaken should their study extend beyond the agreed upon teach out timeframe.
2. 'CC' communication to ANUSA or PARSA
3. Should any students remain in the program beyond the agreed teach out timeframe, contact ASQO to determine appropriate course(s) of action.

**APPLICANTS WHO HAVE ACCEPTED OFFERS FOR COMMENCEMENT AFTER LAST ADMIT TERM.**

If accepted conditional offer, confirm conditions have been met before continuing with this communication plan.

Contact students with an explanation:

1. Where there is not an alternative program and the student's admit term start date has not passed, issue a refund.
2. College notifies student to submit an application for a fee refund, advises fees
3. Where there is an alternative program and the student's admit term start date has not passed, offer students a choice of the following:
4. Refund (provide advice on how to apply); or
5. A place in an alternative program which expires before the student's admit term date.

Where a student does not respond, follow up every 4 weeks and raise with University recruitment if through an Agent. Keep ASQO informed of any responses not received in the initial 4 week period.

1. Where an international student's term start date has passed, the student must be canceled and a refund provided. Do not offer or highlight an alternative program/plan in any way as if you do the College will be responsible for covering any difference in tuition fees and living expenses arising from the change.
2. Advise ASQO no later than 2 business days after the student's start date of the cancellation. ASQO will report a provider default to the Commonwealth.
3. Advise the student no later than 3 business days after the student's start date to apply for a refund
4. Refund issued to the student on receipt of application
5. ASQO will report refund outcome on PRISMS

Notes on TPS:

1. Students must withdraw voluntarily to avoid TPS Provider Default.
2. If students do not withdraw voluntarily, a refund of all pre-paid fees must be provided.
3. If students do not withdraw voluntarily, an alternative program must not be offered – by doing so, the College will become liable for the expenses of the student for the alternative program (ISF, SA fee, accommodation, living expenses, etc).

**APPLICANTS WITH CONDITIONAL OFFERS**

1. Contact students with an explanation.
2. Cancel offers.
3. Issue new offers (if replacement program/plan is created).

**APPLICANTS WHO HAVE NOT YET RESPONDED TO OFFERS MADE**

1. Contact students with an explanation.
2. Cancel offers.
3. Issue new offers (if replacement program/plan is created).

**APPLICANTS WHO HAVE NOT BEEN ISSUED AN OFFER**

1. Contact students with an explanation
2. Where there is an alternative program, let students know they may wish to apply for this (or can we assess against the replacement program with the given material)?

**STUDENTS WITH APPLICATIONS TO TRANSFER**

1. Contact students with an explanation that the request will be canceled, advise them if they wish to transfer to an alternate program/plan they must submit a new request
2. Cancel applications and send to student file.

**STUDENTS IN PROMINENT PATHWAYS THAT LEAD TO STUDYING THIS AWARD**

1. Contact ASQO with student details and numbers, to determine appropriate communication to affected students.

**ASQO Only - Required Administrative Fields**

IS THE PROGRAM CONSISTENT WITH THE FOLLOWING:

IF THE PROGRAM IS NOT CONSISTENT WITH ANY STANDARD, PROVIDE REASON

INDICATIVE ANNUAL ISF FEE FOR FIRST AVAILABLE TERM **P**

INDICATIVE ANNUAL DTF FEE FOR FIRST AVAILABLE TERM **P**

AWARD DETAIL (AHEGS) **P**

The Masters of XXX, Mxx, is an AQF Level XXX Masters Degree qualification taught in English and normally takes three/four years of full-time-equivalent study. The program structure requires the successful completion of both compulsory and elective courses (units of study). Admission is normally based on secondary and/or tertiary education academic results. Full study details and learning outcomes are published on the University website: www.anu.edu.au

FEATURES (AHEGS) **P**

PATHWAY TO FURTHER STUDY (AHEGS) **P**

PROGRAM ACCREDITATION (AHEGS) **P**

FORMAL AWARD POST NOMINAL **P**

PROGRAM TYPE CODE  
04 Masters by Coursework

LOAD/LEVEL RULE  
48/2

SPECIAL PROGRAM TYPE

00 Not Course of Special interest

PROGRAM REVIEW DATE

PROGRAM REVIEW COMMENTS

UAC CODE

DURATION ALTERNATE

PROGRAM CRICOS CODE

CRICOS STUDY DURATION

CRICOS FULL COST OF STUDENT FROM YEAR OF REGISTRATION I.E. THE CURRENT YEAR

AVAILABLE FOR ONLINE APPLICATION   
YES

SAS DESCRIPTION

PROGRAM SHORT DESCRIPTION

PROGRAM FORMAL DESCRIPTION

AUGMENTATION NAME

### Degree Table

IS A NEW DEGREE REQUIRED?

IF NO, PLEASE SELECT DEGREE