



UOW  
COLLEGE  
AUSTRALIA

PATHWAYS TO  
UNIVERSITY OF  
WOLLONGONG

# Diploma of Science

Course Code: 2906 Diploma of Science Standard Session (International)  
(CRICOS Code: 0101923)

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## Course Outline



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# Diploma of Science Course Outline

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## 1 Course Description

The UOW College Australia (UOWCA) Diploma of Science provides students with a pathway into the study of sciences at the university level. A university degree in science offers a range of pathways into interesting careers. Students are provided with a range of learning experiences and opportunities in science discipline-based subjects which provide them with the experience of working in University of Wollongong (UOW) science laboratories.

Students in the Diploma of Science will be supported in the introductory phase of this course through subjects specifically designed to prepare them to undertake study in the discipline of science. These subjects assist students to develop approaches to effective learning in the higher education context. In sessions 2 and 3, students are provided with dedicated support tutorials to prepare them for success in their university studies.

The Diploma of Science provides pathways for entry into the second year of a Bachelor of Science degree at UOW, with specified credit of up to 48 credit points for subjects in the compulsory core components of these degrees.

Diploma qualifications are located at level 5 of the Australian Qualifications Framework. The purpose of the Diploma qualification type is to qualify individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.

## 2 Graduate Qualities

The Diploma of Science course is designed to assist students in developing the UOW College Australia Graduate Qualities. It helps students become:

1. **Informed:** Have a basic knowledge of an area of study and understand its issues. Know how to apply this knowledge.
2. **Independent Learners:** Begin to engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing enquiry and active learning. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.
3. **Problem Solvers:** Demonstrate introductory levels of creative, logical and critical thinking skills to respond effectively to problems. Be flexible and thorough.
4. **Effective Communicators:** Articulate and convey ideas effectively using a range of media. Work collaboratively and engage with people in different settings.
5. **Responsible:** Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity and act with integrity. Take responsibility for one's own learning and completion of assessment tasks.

## 3 Course Learning Outcomes

Graduates will be able to:

1. Apply critical thinking, analysing, problem-solving and planning skills appropriate to the study of science.
2. Demonstrate communication skills - oral, written, systems documentation – to convey knowledge and collaborate with others.
3. Utilise information and communication technologies (ICT), including access to and use of data and library resources.
4. Demonstrate an understanding of the body of knowledge underpinning the study of selected core disciplines of science.
5. Articulate the role, relevance and ethical implications of science in society.
6. Recognise and address ongoing learning needs.
7. Apply the academic literacy requirements for successful completion of an undergraduate university course.

## 4 Course Learning Outcomes Mapped to Graduate Qualities

The table below shows how the graduate qualities are integrated into the course learning outcomes.

Course Learning Outcomes/Graduate Qualities	1. Informed	2. Independent Learners	3. Problem Solvers	4. Effective Communicators	5. Responsible
1. Apply critical thinking, analysing, problem-solving and planning skills appropriate to the study of science.		✓	✓		
2. Demonstrate communication skills - oral, written, systems documentation – to convey knowledge and collaborate with others.				✓	
3. Utilise information and communication technologies (ICT), including access to and use of data and library resources.		✓			
4. Demonstrate an understanding of the body of knowledge underpinning the study of selected core disciplines of science.	✓				
5. Articulate the role, relevance and ethical implications of science in society.	✓			✓	✓
6. Recognise and address ongoing learning needs.		✓			✓
7. Apply the academic literacy requirements for successful completion of an undergraduate university course.	✓	✓		✓	

## 5 Course Structure and Subjects

2906: DIPLOMA OF SCIENCE – (3 Sessions) (International)			
SESSION 1			
Subject Code	Subject Name	Credit Points	Contact Hours a Week
DSCI102	Introductory Science Skills	6	4
DSCI103	Chemistry	6	4
DSCI104	Mathematics 1	6	4
WUCT001	Preparation for Tertiary Studies	6	8
<b>Total Session 1</b>		<b>24</b>	<b>20</b>
SESSION 2 <sup>^</sup>			
Subject Code	Subject Name (UOW Equivalent Subject Code)	Credit Points	Contact Hours a Week
DSCI105	Planet Earth (EESC101)	6	6
DSCI106 <sup>#</sup>	Foundation Chemistry: Properties of Matter (CHEM104)	6	7
DSCI108	Evolution, Biodiversity and Environment (BIOL104)	6	7
DSCI109	Global Challenges in Science (SCII101)	6	6
<b>Total Session 2</b>		<b>24</b>	<b>26</b>
SESSION 3 <sup>^</sup>			
Subject Code	Subject Name (UOW Equivalent Subject Code)	Credit Points	Contact Hours a Week
DSCI110 <sup>#</sup>	Foundation Chemistry: Reactions and Structures (CHEM105)	6	7
DSCI112	Molecules, Cells and Organisms (BIOL103)	6	6
DSCI116	Earth's Interconnected Spheres (EESC102)	6	6
DSCI125	Functional Biology of Animals and Plants (BIOL105)	6	7
<b>Total Session 3</b>		<b>24</b>	<b>26</b>

<sup>^</sup> Session 2 and Session 3 subjects are not required to be studied in this sequence and can be taken in any order as determined by delivery availability and any pre-requisite rules in place.

<sup>#</sup>DSCI106 is a pre-requisite for DSCI110. Students must achieve a minimum result of 50% in DSCI106 before they are eligible to enrol in DSCI110.

### Expected Course Workload

As a guide, the workload for your course is determined by the number of subjects you take each session. Attempting four subjects in a standard session is considered to be a fulltime load i.e. equivalent to working fulltime (35-45hrs a week).

Each subject in this course has designated contact hours where you are required to attend classes including lectures, tutorials, workshops or other structured learning experiences.

To be successful in this course you are also required to undertake independent learning activities outside of your scheduled classes, this includes:

- Preparing for classes: homework, readings and reviewing learning materials.
- Independently researching and/or practicing knowledge and skills.
- Completing all assessment tasks and studying for examinations.
- Attending learning support services.

## 6 Subjects Mapped to Course Learning Outcomes

Subject/Course Learning Outcomes	1. Apply critical thinking, analysing, problem-solving and planning skills appropriate to the study of science.	2. Demonstrate communication skills - oral, written, systems documentation - to convey knowledge and collaborate with others.	3. Utilise information and communication technologies (ICT), including access to and use of data and library resources.	4. Demonstrate an understanding of the body of knowledge underpinning the study of selected core disciplines of science.	5. Articulate the role, relevance and ethical implications of science in society.	6. Recognise and address ongoing learning needs.	7. Apply the academic literacy requirements for successful completion of an undergraduate university course.
DSCI102 Introductory Science Skills	✓	✓	✓	✓	✓	✓	✓
DSCI103 Chemistry	✓	✓	✓	✓		✓	✓
DSCI104 Mathematics 1	✓	✓				✓	✓
DSCI105 Planet Earth	✓	✓		✓	✓		
DSCI106 Foundation Chemistry: Properties of Matter	✓	✓		✓			✓
DSCI108 Evolution, Biodiversity and Environment	✓	✓		✓	✓	✓	✓
DSCI109 Global Challenges in Science	✓	✓		✓	✓		
DSCI110 Foundation Chemistry: Reactions and Structures	✓			✓			
DSCI112 Molecules, Cells and Organisms		✓		✓			✓

Subject/Course Learning Outcomes	1. Apply critical thinking, analysing, problem-solving and planning skills appropriate to the study of science.	2. Demonstrate communication skills - oral, written, systems documentation – to convey knowledge and collaborate with others.	3. Utilise information and communication technologies (ICT), including access to and use of data and library resources.	4. Demonstrate an understanding of the body of knowledge underpinning the study of selected core disciplines of science.	5. Articulate the role, relevance and ethical implications of science in society.	6. Recognise and address ongoing learning needs.	7. Apply the academic literacy requirements for successful completion of an undergraduate university course.
DSCI116 Earth's Interconnected Spheres	✓	✓	✓	✓	✓	✓	✓
DSCI125 Functional Biology	✓		✓	✓			✓
WUCT001 Preparation for Tertiary Studies		✓	✓			✓	✓



## 7 Progression Guidelines

### Course Progression Requirements

1. DSCI106 Foundation Chemistry: Properties of Matter is a pre-requisite for DSCI110 Foundation Chemistry: Reactions and Structures. Students are required to achieve a minimum result of 50% in DSCI106 to enrol in DSCI110.
2. To qualify for the award of the Diploma of Science, students must achieve a minimum result of 50% for each subject in the 3 session Diploma.
3. Students who meet the requirements for the award of the Diploma can progress to the second year of the Bachelor of Science or Bachelor of Marine Science at UOW with up to 48 points of UOW credit transfer.

Please refer to the Credit transfer arrangements page for more detailed information - <https://www.uowcollege.edu.au/study/credit-transfer-arrangements/>

4. There is no UOW credit transfer is available for the following subjects: WUCT001 Preparation for Tertiary Studies; DSCI102 Introductory Science Skills; DSCI103 Chemistry; DSCI104 Mathematics 1.
5. Students may exit the Diploma course early and enter the relevant degree with 36 or 42 points of UOW credit transfer ('Early Exit – Incomplete Award'), if they have achieved the following conditions:
  - i. Students must have achieved a minimum final mark of 50% in at least 6 credit-bearing subjects in the Diploma (all subjects except those listed at 4 above); and,
  - ii. Students must be on Active Status at the time they seek Early Exit – Incomplete Award. Students who are not on Active status must successfully complete the Diploma in full to progress to UOW.

Note: Where a student has opted for Early Exit – Incomplete Award, they will not be eligible for the Diploma award until they successfully complete the outstanding equivalent subjects in their UOW degree. Once a student has completed the equivalent subjects at UOW, the student can submit an [Application for Credit for Prior Learning](#) directly to UOW College for the Diploma qualification to be awarded.

6. Students who are eligible to progress to UOW may apply to the Faculty of Science, Medicine and Health for consideration for entry to a specialised Science degree. Any credit transfer must be applied for within the Faculty.

## 8 Entry Requirements / Admissions Guidelines

Entry requirements for this course can be viewed online at:

<https://coursefinder.uow.edu.au/information/index.html?course=diploma-of-science-3-sessions>

## 9 Assessment

Students are required to complete a number and variety of assessment tasks related to their streams of study.

Each subject has a subject outline that is issued to students. Subject outlines contain an overview of subject objectives, an assessment schedule, a list of learning resources and a weekly topic outline. Subject outlines also contain an explanation of assessment components.

All assessment tasks with a weighting of 10% or greater have marking criteria and an answer/marking guide.

All aspects of assessment are governed by Policy, Procedures and Guidelines, which can be viewed at: <https://www.uowcollege.edu.au/about/policies-procedures/index.html>.

## 10 Quality Assurance

The College applies formal quality assurance processes to its design of courses, subjects and their assessments. These processes include:

- Clear subject outlines that align with the objectives of the course and support consistent delivery of content;
- Mandatory inclusion of clear and appropriate marking criteria in assessment tasks;
- Moderation of marking of student assessment tasks, ensuring that the assessment criteria have been applied consistently and there is equity across individual markers;
- A regular schedule of audits on student assessment tasks using randomly-selected samples of student work; and
- The use of feedback from students and teachers to inform continuous improvement of curriculum, delivery, policies and procedures.

# 11 Subject Descriptions

## **DSCI102 Introductory Science Skills**

Scientific knowledge and an understanding of core scientific principles are the foundations of our modern world, including in fields such as medicine and health, technology and communications, and are the drivers for the accelerating rate of progress and change. This subject will provide students with an introductory understanding and appreciation of the role that science has played in the development of society and possible future developments, the core scientific principles that have enabled such progress, and basic knowledge content in the areas of biology, chemistry and physics. Students will also develop primary research skills by designing and conducting a study on a chosen issue, which they will present as a complete scientific report at the end of session.

## **DSCI103 Chemistry**

This subject introduces students to fundamental principles of chemistry and provides practical experience with basic chemical apparatus and techniques. This subject is directed towards students with little or no background in chemistry, and covers aspects of introductory physical and inorganic chemistry.

## **DSCI104 Mathematics 1**

This subject provides a review of basic arithmetic, algebraic concepts, functions, probability, statistics and an introduction to trigonometry and trigonometric functions. The subject develops analytical problem-solving skills and provides opportunity for students to apply mathematical methods through problem solving.

## **DSCI105 Planet Earth**

How does the solid planet Earth function and of what does it consist? This subject provides an introduction to Earth science by considering topics such as geological time, the solar system, the interior of Earth, tectonics and structural geology, crystals, minerals, volcanoes and volcanic processes, and characteristics of igneous, sedimentary and metamorphic rocks.

## **DSCI106 Foundation Chemistry: Properties of Matter**

This subject provides an introduction to core chemistry knowledge and skills as required for studies of biology and applied sciences. The subject develops the use of chemistry language, symbols and other representations, and the quantitative (numeracy, mathematical) skills required. The concepts include matter, introduction to atoms, ions and molecules, chemical nomenclature and quantities in chemistry; molecular scale concepts, electrons and the chemical bond, molecular shape, intermolecular forces; matter macroscale, the nature and properties of materials resulting from their molecular level character, with specific biological / polymeric / new materials-based examples. Concepts about changing matter follow, considering the energetics and rate of chemical change. The topics are presented in

contemporary contexts exploring chemical phenomena and specifically designed for students without senior high school chemistry.

### **DSCI108 Evolution, Biodiversity and Environment**

This subject aims to provide students with a comprehensive introduction to whole organism biology, from species to populations, communities and ecosystems. Specifically, the subject explores the identity, anatomical and life-history characteristics of the main groups of organisms, their patterns of diversity across Earth, the processes of evolution and speciation, ecology and conservation biology. In addition, through a series of practical and tutorial classes, the subject equips students with an understanding of the scientific process, ways in which experiments are designed and implemented, the processes of data collection, analysis and hypothesis testing, and scientific writing.

### **DSCI109 Global Challenges in Science**

Every major challenge of modern life, such as ensuring energy, food, health and water security in a sustainable world has complex science and technology underpinnings that span beyond geographical barriers whilst being dependent upon often complex political and financial structures. Students in Global Challenges in Science will work within interdisciplinary teams to investigate projects related to such modern challenges. Student learning in this subject is facilitated through engaging online material, in combination with face-to-face lectures and workshop classes.

This subject will bring all students from the SMAH Bachelor of Science program together in one subject. This subject will be utilised to provide course advice and guidance to help students map their program of study and navigate their transition to university. The projects undertaken in this subject will foster a sense of community amongst science students and have students explore different aspects of science and how science contributes to society.

You will explore the method of science and how science informs debate and decision-making on public issues whilst also understanding the responsibilities of the public in having scientific understanding and how you can contribute to a better future using your scientific knowledge.

### **DSCI110 Foundation Chemistry: Reactions and Structures**

This subject follows on from essential chemical principles studied in DSCI106/CHEM104 and provides a suite of compound groups and reaction types across inorganic and organic chemistry, with application in contemporary contexts suited to the study of Biology and the applied sciences. The subject begins by applying the equilibrium concept in the context of dissolution / precipitation, acid base and redox reactions. The chemistry of transition metal complexes, especially as applied in biochemical and catalytic systems, is studied. The chemistry of nonmetals, P, N, and S is studied, highlighting biological environmental and industrial contexts. Organic chemistry is introduced via hydrocarbon structures and then functional groups and classes of reactions pertinent to biological systems are studied. The application of structure concepts and reaction types is used to understand the

properties of natural and synthetic polymers. The topics are presented in contemporary contexts, exploring structures and reactions. This subject is specifically designed for students without senior high school chemistry.

### **DSCI112 Molecules, Cells and Organisms**

This subject involves the study of molecules, cell and organisms fundamental to biology. It provides an introduction to the topic areas of cell biology, biochemistry, biotechnology, genetics, microbiology and immunology. During this subject, students will look closely at the links between structure and function in cells and important biological molecules, while investigating cellular division and mechanisms to control the cell cycle and prevent cancer. Students will hear about techniques in genetic engineering and breakthroughs in biotechnology. They will learn about different microorganisms and their role in human, animal and/or plant health and explore the physiology of the immune system. Through engagement in group research projects, students will develop skills in effective research and communication, teamwork, self-reflection and peer assessment while developing digital literacy skills in presenting their research through PowerPoint (or similar tools) and generation of an electronic portfolio.

### **DSCI116 Earth's Interconnected Spheres**

This subject examines the processes that occur within, and the interactions and feedbacks that occur between the various components – or spheres – of the Earth system. There is a focus on Earth's landforms as the product of tectonics, climate, and erosion; topics also include: the composition and behaviour of the atmosphere; global weather and climatic patterns; the character of the oceans and their interaction with the landmasses; and the role of humans in shaping the Earth system. Laboratory classes focus on developing and applying statistical data analysis, and field surveying and mapping skills to a variety of geographical contexts.

### **DSCI125 Functional Biology of Animals and Plants**

Students will investigate the form and function of living things with a comparative approach that recognises evolutionary origins and how this affects the way they overcome challenges to their day-to-day existence. Body plans of plants and animals. How plants and animals obtain the energy and nutrients they need for growth. Reproduction in plants and animals. Sensory systems in plants and animals. Parasitic plants & animals. How do plants and animals interact and respond to their environment? Animal behaviour. Please note that this subject involves animal dissections. While direct participation is not mandatory, all students will be examined on the material.

### **WUCT001 Preparation for Tertiary Studies**

Preparation for Tertiary Studies assists students, whose first language is not English, to develop the academic literacy and language skills required to succeed in Higher Education courses delivered in English. This subject is specifically designed to support, build and extend the academic literacy and language skills required in discipline-based subjects. This subject will identify subject-specific literacy and

language demands in Diploma course materials and assessments to ensure that skills development is connected to students' academic needs across the course of study.

The conceptual framework of Preparation for Tertiary Studies is based on the essential knowledge and language skills required to successfully engage in the academic research process. Engagement in the research process provides opportunities to develop literacy and language skills, from everyday communication to the substantially more difficult communication demands required in academic contexts, enabling students to demonstrate a \*CEFR level equivalent to B2 at the end of the subject. .

## 12 Version Control Table

<b>Version Control</b>	<b>Date Effective</b>	<b>Approved By</b>	<b>Amendment</b>
2.0	05/09/2022	UOWCA Academic Board	Minor Course variation - amend Chemistry options and subject prerequisites
2023.01	01/12/2023	UOWCA Education Committee	2023 Version release 1
2023_2.0	22/08/2023	Academic Program Manager	Minor update to clarify course progression information.
2024_1.0	01/12/2023	No Change	New release 2024