MEMBERS OF THE BOARD OF COURSEWORK STUDIES
Deputy Vice-Chancellor (Education) as Chair (Professor Alec Cameron)
Chair, Academic Board (Winthrop Professor John Cordery)
Deputy Chair, Academic Board (Professor Cara MacNish)
Dean, Coursework Studies (Winthrop Professor Grady Venville)
Registrar and Executive Director, Corporate Services (Mr Peter Curtis)
Academic Secretary (Ms Sue Smurthwaite on behalf of Academic Secretary)
President of the Guild of Undergraduates (Mr Thomas Henderson)
Nominee of the President, Postgraduate Students’ Association (Mr Aaron Fordham)
Chair, Board of Studies (Bachelor of Arts) (Winthrop Professor Mark Israel)
Chair, Board of Studies (Bachelor of Commerce) (Professor Trish Todd)
Chair, Board of Studies (Bachelor of Design) (Associate Professor Kate Hislop)
Chair, Board of Studies (Bachelor of Science) (Professor Cara MacNish)
Chair, Board of Studies (Bachelor of Philosophy (Hons)) (Winthrop Professor Alan Dench)
Co-opted member (Mr Jon Stubbs, Director, Student Services)

BOARD OF COURSEWORK STUDIES MEETING – FRIDAY, 31st OCTOBER 2014
AGENDA

This is to confirm that a meeting of the Board of Coursework Studies will be held from 10am – 11.30am on Friday, 31st October 2014 in the Senate Room.

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

Part 1 of the agenda relates to items for communication, is to be dealt with en bloc by motion of the Chair. There are no items in Part 1. Part 2 of the agenda has items for decision to be dealt with en bloc by motion of the Chair. Part 3 items are for discussion and decision. A member may request the transfer of an item from Part 2 to Part 3.

Dr Kabilan Krishnasamy
Executive Officer
Academic Policy Services

WELCOME

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

APOLOGIES

The Chair will record any apologies. Members are reminded that apologies should be forwarded to the Executive Officer prior to the meeting.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST

The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if applicable, with regard to items on the agenda.
1. MINUTES – Ref F50138

- Confirmation of the minutes of a meeting of the Board of Coursework Studies held on 28 July May 2014.
- Confirmation of the minutes of a joint meeting of the Admissions Committee and the Board of Coursework Studies held on 28 July 2014.

Minutes are available from the Board’s web page.

1.1. NOTING OF DECISION – Ref F50138

Confirmation of noting of decision taken on 14 August 2014 on items considered by the Board of Coursework Studies by way of a circular.

A copy of the noting of decisions is available from the Board’s web page.

PART 1 – ITEM(S) FOR COMMUNICATION TO BE DEALT WITH EN BLOC

No items

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

2. CURRICULUM MANAGEMENT – LATE PROPOSALS FOR 2015

2.1 New Proposal: End-On Honours in Law and Society – Ref F62291

By R24/14 the Board of Studies for the Bachelor of Arts resolved to recommend to the Board of Coursework Studies that the proposed new end-on honours in Law and Society and associated new units (LAWS4201 and LAWS4202) be approved (Attachment A). Members are advised that entry into the proposed end-on honours in Law and Society will be restricted to the Bachelor of Philosophy (Hons) students only.

The Chair recommends that the Board of Coursework Studies endorse and recommend to the Academic Council for approval that the proposed end-on honours in Law and Society and associated units (LAWS4201 and LAWS4202) be offered from 2015.

2.2 New Proposal: End-On Honours in Business Law – Ref F62292

By R3/14 the Board of Studies for the Bachelor of Commerce resolved to recommend to the Board of Coursework Studies that the proposed new end-on honours in Business Law and associated new units (LAWS4203 and LAWS4204) be approved (Attachment B). Members are advised that entry into the proposed end-on honours in Business Law will be restricted to the Bachelor of Philosophy (Hons) students only.

The Chair recommends that the Board of Coursework Studies endorse and recommend to the Academic Council for approval that the proposed end-on honours in Business Law and associated units (LAWS4203 and LAWS4204) be offered from 2015.

2.3 Faculty of Architecture, Landscape and Visual Arts: Diploma in Design – Ref F55932, F39331

Members will note that by R54/14 Academic Council recently resolved to approve the offering of a new major in Fine Arts within the Bachelor of Design from 2015.

Further to this approval, the Faculty of Architecture, Landscape and Visual Arts requests, as supported by its Dean, that the major in Fine Arts be also offered in the Diploma in Design (DU003) from 2015.

The Chair recommends that the Board of Coursework Studies recommend to the Academic Council that the major in Fine Arts be offered in the Diploma in Design DU003, effective from 2015.
2.4 Offshore Delivery of Selected Majors in the Bachelor of Arts – Ref F28847

The Board is advised that by R17/10 Academic Council resolved that for offshore/transnational and regional programs “implementation of the Future Framework be postponed until end of 2014 to enable well-informed feasibility studies to be conducted by participating schools and faculties”.

The Board will note that the Faculty of Arts has been offering some of its pre-2012 courses offshore in Hong Kong and in Singapore via the respective academic providers, Hong Kong University and the PSB Academy Singapore.

By R23/14, the Board of Studies for the Bachelor of Arts resolved to recommend to the Board of Coursework Studies that the Faculty’s proposal that from 2015 the following selected majors within the Bachelor of Arts be offered to replace its pre-2012 offshore course offerings be endorsed:

<table>
<thead>
<tr>
<th>Country</th>
<th>Offshore provider</th>
<th>Major in the Bachelor of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hong Kong</td>
<td>Hong Kong University, School of Professional and Continuing Education</td>
<td>Communication and Media Studies Major</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asian Studies</td>
</tr>
<tr>
<td>Singapore</td>
<td>PSB Academy</td>
<td>Communication and Media Studies (Part-time offering only)</td>
</tr>
</tbody>
</table>

Members will note that all units offered in the above listed majors will be taught offshore by UWA.

Attached (Attachment C) for members’ consideration is the full proposal including proposed study plans for the offshore offerings.

The Chair recommends that the Board of Coursework Studies endorse and recommend to the Academic Council for approval the proposal, as attached to the agenda, that from 2015 the following majors and associated units within the Bachelor of Arts be offered offshore via the relevant academic providers: Communication and Media Studies major (Hong Kong University and PSB Academy) and Asian Studies (Hong Kong University).

PART 3 – ITEM(S) FOR DISCUSSION AND DECISION

3. FACULTY OF LAW: EXEMPTION FROM THE DISTINCTION RULE FOR THE JURIS DOCTOR – REF F35162

By R48/14, the Faculty of Law resolved to recommend to the Board of Coursework Studies that the Juris Doctor be exempted from the University's 80% distinction rule.

Attached (Attachment D) for the Board’s consideration is a proposal from the Faculty of Law which suggests the adoption of one of the following:

- That the Juris Doctor with Distinction be awarded to graduates with a WAM of 75% and above; or
- That an internal system for recognising outstanding academic performance in the Juris Doctor be adopted.

For members’ discussion, endorsement and recommendation to the Academic Council.
4. PROGRESSION FROM HONOURS TO MASTER’S COURSEWORK COURSES – REF F46725

The Board will note that the University Policy on Master’s degree courses by coursework or by coursework and dissertation (UP21/31) states that:

“8.1 Subject to any special requirements of particular courses, students who have commenced or completed an Honours course may be eligible for admission to a master's degree course and for credit for some of all of the units completed in the Honours course.

8.2 Credit for the coursework and dissertation components of Honours courses towards the requirements of a master's degree course can only be given where –

(a) the master’s degree course has a total value of at least 96 points;

(b) the Honours course contributes to the academic development in the discipline of the master's degree course by way of providing appropriate foundation for units in the master's course; and

(c) the content of the Honours coursework and dissertation is directly related to content of the master's degree course.

8.3 The Honours coursework and dissertation components may attract full credit (48 points) in a 96-point master's degree course, provided that at least 50 per cent of the master's degree course (eight units or 48 points) is comprised of level 5 units.”

The above provides for an Honours graduate to progress into a 96-points Master’s course and receive full credit for half the point value of the course. However, the context in which such a progression may occur has changed. Arguably, a 96-points Master’s course comprising only postgraduate units (Level 4 and Level 5 units) is no longer the norm at UWA. Since 2013 the University has been heading in a new direction of offering 96-points Master’s courses, comprising 72 points of postgraduate units (taught study) and 24 points of conversion units, which are designed to provide knowledge and skills for those with little or no formal prior study or professional experience in the discipline area of the course.

Attached (Attachment E1-E10) for members’ consideration is a paper that aims to explore options available for students to progress from Honours to Master’s courses with varying volumes of learning. It is aimed at providing guidance to academic course advising so that students could be well informed of the different pathways before choosing their preferred option. To this end, it recommends the following:

Recommendation 1: That the Honours coursework and dissertation components in an end- or integrated Honours course may attract full credit (48 points) in a Master’s course that has a minimum volume of learning of 72 credit points provided:

(i) student does not graduate/exit with an Honours degree; and

(ii) at least six of the 12 units of the Master’s course are undertaken at Level 5.

Recommendation 2: That progression from a Bachelor of Philosophy (Hons) to a master’s degree course is permissible subject to exiting with a bachelor’s degree in one of the following knowledge areas: Arts, Commerce, Design or Science.

Members are asked to also consider the revised University Policy on Master’s degree courses by coursework or by coursework and dissertation (UP21/31) (Attachment E14) which reflects the above recommendations, if endorsed.

For members’ discussion, endorsement and referral of the amended policy (UP21/31) to the Academic Council for approval.
5. PROPOSAL TO RATIONALISE THE EDUCATION COMMITTEE STRUCTURE – FILE REF F44038

The Deputy Vice-Chancellor (Education), as Chair of the three key Academic Council Standing Committees within the education portfolio (Admissions, Board of Coursework Studies and Teaching and Learning) requested a review of the governance arrangements in place, with a view to achieving a more effective use of committees within the portfolio.

The review is timely due to a number of key issues:

- The Boards of Studies were established to manage the major task of introducing and implementing new courses. The first cohort of students will graduate at the end of 2014 and the high level of curriculum related work at the undergraduate level has now greatly reduced.
- Changes in the management structure over the last couple of years and the new portfolio positions established including Pro Vice-Chancellor (International), Dean of Coursework Studies, and Pro Vice-Chancellor (Education Innovation) have provided the opportunity for improved delegations and responsibilities.
- Improved policies over the last few years enable more efficient decision-making.
- Improved use of technology and systems to provide curriculum data (CAIDI) has streamlined agenda documentation, and provides greater transparency and accountability.
- Early feedback from the University community, via stage one of the functional review process, indicates a general consensus that the University's decision-making process via the committee system is “often slow and involves duplication of effort across multiple layers involving committees, boards and councils” and “the amount of committee involvement (44+ separate bodies) and consultation is seen as excessive, time consuming and restricting UWA’s capacity to adapt within a changing environment”.

Attached (Attachment F) for members’ consideration is a proposal to rationalise the eleven current education-related committees to three committees.

For members of the Board of Coursework Studies, the key issues are as follows:

- Proposed disestablishment of the Board of Coursework Studies and its current standing committees, as follows:
  - Board of Studies (Bachelor of Arts);
  - Board of Studies (Bachelor of Commerce);
  - Board of Studies (Bachelor of Design);
  - Board of Studies (Bachelor of Science);
  - Board of Studies (Bachelor of Philosophy (Hons); and
  - Board of Examiners – Boards of Studies

- As indicated in Attachment F6, the policy role of the Board of Coursework Studies will continue and be undertaken by the proposed Education Committee, which has a strategic and policy role.

- The Board’s role in Cycle 2 course approvals will be undertaken by the proposed Curriculum Committee, which is a standing committee of the Education Committee, but also (refer clause 2(a) of its constitution at Attachment F10) has the responsibility to make recommendations direct to Academic Council on proposals submitted through the appropriate quality assurance processes.

- Current delegations to the Dean of Coursework Studies for referral direct to the Academic Council of items that are routine in nature will continue.

- The work of the Boards of Studies in managing Cycle 1 course proposals will continue and be managed via the proposed Curriculum Committee.

- Continued involvement of the academic body in education-related issues – both strategic and operational – by way of membership on all three committees. In particular Deans of Faculties, Associate Deans (Teaching and Learning/Education), Chairs of faculty teaching and learning committees, and Chair or representative of the Academic Board.

For members’ consideration, endorsement and recommendation to the Academic Council.
Proposed honours specialisation as at 20-10-2014

HON-LWSOC Law and Society

This honours specialisation is not yet approved.

Honours information

<table>
<thead>
<tr>
<th>Code</th>
<th>HON-LWSOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Law and Society</td>
</tr>
<tr>
<td>Faculty</td>
<td>Law</td>
</tr>
<tr>
<td>Responsible Organisational Entity</td>
<td>Law</td>
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<tr>
<td>Honours coordinator</td>
<td>Associate Professor Catherine Kelly</td>
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<tr>
<td>Proposed</td>
<td>date unknown</td>
</tr>
<tr>
<td>First year of offer</td>
<td>2015</td>
</tr>
</tbody>
</table>

Entry requirements and enrolments

Entry requirements
Enrolment in the BPhil; and
A weighted average mark of at least 70 per cent in the Level 3 units of the Law and Society major, or equivalent, as determined by the relevant board.

Expected enrolment
4, based on the number of B Phil students currently enrolled in the Law and Society major.

Academic information

Academic objectives
Law and Society scholars examine broad theoretical issues about the nature of law and society as well as how the relationship between the two plays out in particular fields of legal and social policy at both domestic and international levels. Study in this discipline develops important skills in research, analysis, teamwork and communication.

Honours in Law and Society is designed to increase understanding of important theoretical perspectives, while also developing key practical skills relevant to work in or with government and non-government organisations (e.g. policy development and implementation). Through close attention to key texts, and the examination of critical current issues and debates, students will expand and deepen their specialist knowledge gained in the Law and Society major, and develop advanced-level research and critical thinking skills.

Research component
To complete Honours a student must complete the following program of study:

Four coursework units - worth 50% of total marks

One dissertation (over 2 units) - worth 50% of marks

The program of study can be completed full-time over one year, or part-time over two years, or 18 months. The dissertation must be completed over two consecutive semesters.

Students will be required to read and research at greater breadth and depth, and produce papers that demonstrate the acquisition of advanced research skills though critical analysis over longer word lengths.

There is a structured time-tabled progression through each stage of the dissertation, from research proposal, literature review and initial research, drafting, to completion.

Educational Principles

<table>
<thead>
<tr>
<th>Educational Principle 1:</th>
<th>Proposer response</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop disciplinary and interdisciplinary knowledge and skills through study and research-based enquiry, at internationally recognised levels of excellence.</td>
<td>Students will study a broad range of texts specifically addressing the interdisciplinary interaction of law and other fields (eg medicine). They will perform independent research, and be expected to engage in seminar debates and discussions. They will be encouraged through seminar questions and debates to interrogate key texts and ideas and critically evaluate the conclusions reached by leading academics.</td>
</tr>
<tr>
<td>- to think, reason and analyse logically and creatively - to question accepted wisdom and be open to innovation - to acquire the skills needed to embrace rapidly changing technologies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Principle 2:</th>
<th>Proposer response</th>
</tr>
</thead>
<tbody>
<tr>
<td>To further develop skills required to learn, and to continue through life to learn, from a variety of sources and experiences.</td>
<td>In the coursework and independent research for this honours program students will be guided in the development of their independent learning and research skills. They will be required to develop presentations and assessment on their own and in groups.</td>
</tr>
<tr>
<td>- to develop attitudes which value learning - to acquire skills in information literacy</td>
<td>A number of coursework units incorporate key skills that will enable students to continue their learning and engagement beyond University. For example, the core unit Foundations of Law and Governance will equip students with important skills in relation to the development of policy in contexts which involve a number of regulatory frameworks.</td>
</tr>
</tbody>
</table>
Educational Principles

Educational Principle 3:
To develop personal, social, and ethical awareness in an international context
- to acquire cultural literacy
- to respect Indigenous knowledge, values and culture
- to develop ethical approaches and mature judgement in practical and academic matters
- to develop the capacity for effective citizenship, leadership and teamwork

Proposer response:
The honours program will develop the personal, social and ethical awareness already embedded in the Law and Society Major. Throughout the major and in the honors program students have significant exposure to indigenous perspectives on law and society, to comparative legal systems and to key concepts for assessing and evaluating systems of justice and social justice.

Coursework units such as Advanced Socio-Legal Studies explicitly incorporate the development of students awareness of the relationship between social issues and legal regulation.

Educational Principle 4:
To communicate clearly, effectively and appropriately in a range of contexts
- to develop spoken and written English communication skills at high levels
- to acquire skills in critical literacy and interpersonal communication

Proposer response:
All coursework units in the honors program require students to develop a range of communication skills, through written and oral assessment, group work and role plays.

In particular, the dissertation unit will develop advanced written communication skills and critical literacy.

Unit sequence

Take all units (36 points):

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>LAWS4201</td>
<td>Dissertation (Law and Society) 1</td>
<td>12</td>
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<td>LAWS4202</td>
<td>Dissertation (Law and Society) 2</td>
<td>12</td>
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<td>LAWS5216</td>
<td>Advanced Socio-Legal Studies</td>
<td>6</td>
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<tr>
<td>LAWS5227</td>
<td>Foundations of Law and Governance</td>
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Take unit(s) to the value of 12 points:

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<th>Description</th>
<th>Points</th>
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<td>LAWS5214</td>
<td>Public Policy</td>
<td>6</td>
</tr>
<tr>
<td>LAWS5215</td>
<td>Regulatory Theory and Ethics</td>
<td>6</td>
</tr>
<tr>
<td>LAWS5222</td>
<td>Working with the Written Law</td>
<td>6</td>
</tr>
<tr>
<td>LAWS5223</td>
<td>Theories of Justice and Punishment</td>
<td>6</td>
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Quota

Quota? 0

Quota consultations {}"Quota consultations" blank"

History and committee endorsements/approvals

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<th>Event</th>
<th>Date</th>
<th>Outcome</th>
<th>Notes</th>
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<td>Board of Studies (BA)</td>
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<td>Endorsed: R24/14</td>
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<tr>
<td>Board of Coursework Studies</td>
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<td>Not yet endorsed</td>
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<tr>
<td>Academic Council</td>
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<td>Not yet approved</td>
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Proposed honours specialisation as at 20-10-2014

HON-BSLAW Business Law

This honours specialisation is not yet approved.

Honours information

<table>
<thead>
<tr>
<th>Code</th>
<th>HON-BSLAW</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>Business Law</td>
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<tr>
<td>Faculty</td>
<td>Law</td>
</tr>
<tr>
<td>Responsible Organisational Entity</td>
<td>Law</td>
</tr>
<tr>
<td>Honours coordinator</td>
<td>Associate Professor Peter Sinden</td>
</tr>
<tr>
<td>Proposed date unknown</td>
<td></td>
</tr>
<tr>
<td>First year of offer</td>
<td>2015</td>
</tr>
</tbody>
</table>

Entry requirements and enrolments

<table>
<thead>
<tr>
<th>Entry requirements</th>
<th>Enrollment in the PPhil and A weighted average mark of at least 70 per cent in the Level 3 units of the Business Law major, or equivalent, as determined by the relevant board.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected enrolment</td>
<td>4, based on the number of B Phil students currently enrolled in the Business Law major.</td>
</tr>
</tbody>
</table>

Academic information

<table>
<thead>
<tr>
<th>Academic objectives</th>
<th>Honours in Business Law is designed to increase understanding of important theoretical and practical commercial law issues, while also developing key practical skills relevant to work in or with government and non-government organisations (e.g. policy development and implementation, regulatory compliance supervision and associated governmental activities). And also, equivalent work in private organisations. Through close attention to key texts, and the examination of critical current issues and debates, students will expand and deepen the specialist knowledge of Business Law, gained at undergraduate level, and develop advanced-level research and critical thinking skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research component</td>
<td>To complete Honours a student must complete the following program of study:</td>
</tr>
<tr>
<td></td>
<td>Four coursework units - worth 50% of total marks</td>
</tr>
<tr>
<td></td>
<td>One dissertation (over 2 units) - worth 50% of marks</td>
</tr>
<tr>
<td></td>
<td>The program of study can completed full-time over one year, or part-time over two years, or 18 months. The dissertation must be completed over two consecutive semesters.</td>
</tr>
<tr>
<td></td>
<td>Students will be required to read and research at greater breadth and depth, and produce papers that demonstrate the acquisition of advanced research skills though critical analysis over longer word lengths.</td>
</tr>
<tr>
<td></td>
<td>There is a structured time-tabled progression through each stage of the dissertation, from research proposal, literature review and initial research, drafting, to completion.</td>
</tr>
</tbody>
</table>

Educational Principles

<table>
<thead>
<tr>
<th>Educational Principle 1</th>
<th>Educational Principle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will study a broad range of texts specifically addressing the commercial implications and the interaction of Law and Commerce in both national and international contexts. They will perform independent research, and be expected to engage in seminar debates and discussions. They will be encouraged through seminar questions and debates to interrogate key texts and ideas and critically evaluate the conclusions reached by leading academics.</td>
<td></td>
</tr>
<tr>
<td>In the coursework and independent research for this honours program students will be guided in the development of their independent learning and research skills. They will be required to develop presentations and assessments on their own and in groups.</td>
<td></td>
</tr>
<tr>
<td>Students will develop skills required to learn, and to continue through life to learn, from a variety of sources and experiences. To develop attitudes which value learning to acquire skills in information literacy</td>
<td></td>
</tr>
<tr>
<td>A number of coursework units incorporate key skills that will enable students to continue their learning and engagement beyond University. For example, the core unit Foundations of International Commercial Law will equip students with an understanding of the global approaches to the legal regulation of commercial activities.</td>
<td></td>
</tr>
</tbody>
</table>
### Educational Principles

**Educational Principle 3:** To develop personal, social, and ethical awareness in an international context
- to acquire cultural literacy
- to respect Indigenous knowledge, values and culture
- to develop ethical approaches and mature judgement in practical and academic matters
- to develop the capacity for effective citizenship, leadership and teamwork

The honours program will develop the personal, social and ethical awareness already embedded in the Business Law Major. Throughout the major and in the honours program, students have exposure to Indigenous perspectives on the effect of Law on society generally and Indigenous society and culture in particular, to comparative legal systems and to key concepts for assessing and evaluating systems of justice and social justice.

Coursework units such as China-Australia Relations in Trade explicitly incorporate the development of students’ awareness of different cultural and legal perspectives in relation to the regulation of international trade activities.

**Educational Principle 4:** To communicate clearly, effectively and appropriately in a range of contexts
- to develop spoken and written English communication skills at high levels
- to acquire skills in critical literacy and interpersonal communication

All coursework units in the honors program require students to develop a range of communication skills, through written and oral assessment, group work and role plays. Skills in interpersonal communication are explicitly developed in the core units.

In particular, the dissertation unit will develop advanced written communication skills and critical literacy.

### Unit sequence

<table>
<thead>
<tr>
<th>Take all units (36 points):</th>
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<tbody>
<tr>
<td><strong>LAWS4203</strong></td>
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<td><strong>LAWS4204</strong></td>
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<td><strong>LAWS5250</strong></td>
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<td><strong>LAWS5251</strong></td>
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<td><strong>LAWS5222</strong></td>
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<td><strong>LAWS5252</strong></td>
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<td><strong>LAWS5253</strong></td>
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### Quota

**Quota?** 0

**Quota consultations** (*Quota consultations* blank)

### History and committee endorsements/approvals

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<th>Event</th>
<th>Date</th>
<th>Outcome</th>
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<tr>
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<td><strong>Endorsed</strong>: R6/14</td>
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<td></td>
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<tr>
<td>Academic Council</td>
<td>Not yet approved</td>
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EXTRACT FROM THE NOTING OF DECISIONS TAKEN ON 8TH OCTOBER 2014 ON ITEMS CONSIDERED BY THE BOARD OF STUDIES FOR THE BACHELOR OF ARTS BY WAY OF A CIRCULAR

1. FACULTY OF ARTS – OFFSHORE DELIVERY OF THE BACHELOR OF ARTS – Ref: F28847

Members considered a proposal for offshore delivery of the Bachelor of Arts in Hong Kong and Singapore. The proposed programme, built on existing arrangements, outlined how offshore teaching would be undertaken from September 2015 when the programme begins to embrace New Courses.

RESOLVED – 23/14

to recommend to the Board of Coursework Studies that the proposal for the offshore delivery of the Bachelor of Arts in Hong Kong and Singapore (as attached to the agenda) be approved for offering from September 2015.
Offshore delivery of the B.A.: Proposal

Background.

The Faculty of Arts has been delivering programs offshore for ten years, initially in Hong Kong, and subsequently in Singapore. The Faculty teaches the B.A. (Communication Studies) in both locations, and the B.A. (Asian Studies) in Hong Kong. Consistent with the Faculty's strategy for internationalisation (Appendix 1), the Faculty wishes to continue to offer these programs in both locations, although from September 2015 in the form of the new B.A.

The existing “named degrees" were created to better market particular majors and combinations of majors and related sets of units in the B.A. They are thus subsets of the B.A., and are not different in kind. In both Hong Kong and Singapore the University recognises the completion of (respectively) an appropriate Associate Degree from Hong Kong University, City University, Chinese University of Hong Kong and Baptist University, and an Advanced Diploma or equivalent from Temasek, Singapore, Ngee Ann, Nang Yang, and Republic Polytechnics as meriting one year’s advanced standing.

Proposal.

It is proposed to offer the new B.A. in both locations, with current partners, making available the Communications and Media Studies major in both, and the Asian Studies major in Hong Kong. As is currently the case all units are UWA units and are coordinated and taught by UWA staff. Also, the same advanced standing arrangements will apply. Students entering the B.A. majoring in Communication and Media Studies receive credit for 36 points of Level 1 units, and 12 points of Level 2 units. Students entering the B.A. majoring in Asian Studies receive credit for 24 points of Level 1 units, and 24 points of Level 2 units.

All eight core units of the respective majors will be taught in both locations, with a clear progression from Level One to Two to Three (see appendix 2). This will ensure that all students meet the required prerequisites for all the core units of their major, which is not currently the case in the pathway of the old ‘named degrees'. Students will also study an additional eight units to make up the required load for the degree. Students taking the Asian Studies major in Hong Kong will study Japanese or Korean language units, although they may choose a subset of the Communication and Media Studies units taught there. Students in Hong Kong opting to do the Level 1 or Level 2 language units whose competency exceeds the level of a particular language unit will be able to select units offered as part of the other language stream or as part of the Communication and Media Studies major instead. Students taking the Communication and Media Studies major in Hong Kong can similarly choose a subset of the Asian Studies and Japanese language or Korean language units on offer where they meet the requirements. In Singapore a single set of eight units will be taught (as at present) to supplement the eight core units of the major and round out the B.A. program.

As is currently the case, students will be able to transfer to the Crawley campus, while students at the Crawley campus can similarly transfer to Singapore or Hong Kong. Units taught in Hong Kong and Singapore are no different from the units taught at Crawley.

The Communication Skills requirement: in both locations, the unit COMM1901, “Communication in Practice”, will be taught to meet this requirement (as it does in Crawley). In addition note that students completing the Communication and Media Studies major complete the requirement through the core units in Media and Communications.

The Broadening requirement: in both locations, students enter with advanced standing on the grounds of an Associate Degree or Advanced Diploma, and receive 48 points of credit. In the case
of the B.A. (Communication and Media Studies) 36 points of Level One units, and 12 points of Level Two units. In the case of the B.A. (Asian Studies) 24 points of Level One units, and 24 points of Level 2 units. Important to emphasise is that these are broad-based programs, and typically include, along with a specialisation, units in statistics, business, human or environmental geography, ethics, politics, and Chinese. The subjects outside of the area of speciality typically constitute a broad mix of what can be categorised as meeting the definition of category A and category B units. For example, the Associate Degree offered by Community College in Hong Kong, which constitute the bulk of students (about 90%) entering the B.A. in Hong Kong, requires that the curriculum of all Associate Degrees contains 36% Generic Skills, 27% General Education, 37% Specialism. As a result Arts students, for example, complete at least one science subject (“Energy and the Environment” and/or “Food and the Body”), in addition to three compulsory generic skills subjects (“Quantitative Analysis I” or “Mathematics with Applications”, “Advanced Chinese Language”, and “Introduction to Multimedia” or “Intellectual Property, Technology and Ethics”). In addition, these students are also required to complete additional general education units (a full list can be provided), as well as a number of English language skill units. An examination of past applications from students who completed their Associate Degree at the other five colleges we accept students from indicates that in Hong Kong each applicant does an extensive range of broadening type units, including Category A. Detailed evidence can be provided.

Singapore students are in a similar situation. Currently there is no Category A Broadening unit in the proposal for the Media and Communications major in Singapore. However, as with Hong Kong students, it can be demonstrated that these students complete broadening type units, including at the five polytechnics that we currently accept students from, which all have some broadening requirement. For example, Temasek Polytechnic requires that students completing the Diploma in Communications and Media Management complete at least three cross-disciplinary subjects that go beyond the specialisation of the Diploma, and include subjects not only from the Arts, Humanities, and Social Sciences, but also subjects promoting entrepreneurship, character building, and a global perspective.

As these programs are already recognised by UWA as meriting advanced standing, it is proposed, as per UWA policy, to also recognise their component units, as relevant, as meeting the broadening requirement. This position is supported by UWA’s “Policy on Undergraduate Courses,” clause 6, which states that:

flexibility is to be exercised in applying the principles underpinning the New Courses 2012 in respect of: (a) students who undertake an undergraduate pass degree at this University having: (i) completed an approved articulating course at an overseas tertiary institution. (UWA 2014)

Further, Clause 6 of the "Policy on Transition Arrangements relating to the introduction of new undergraduate courses", while not a rule, “may serve as a guide,” and indicates that:

The principles in this policy concerning flexibility in the application of Undergraduate Degree Course Rules may be applied in relation to [...] studies completed at an overseas tertiary institution. (UWA 2014).

With respect to the latter clause note that in July 2013 the Board of Coursework Studies further established that:

all broadening requirements (that is, up to four ‘Category A’ broadening units) could be met by completing, as part of an approved Study Abroad / Student Exchange program, units of appropriate value, including units within the disciplinary area of the student’s degree-specific major, provided they were wholly taught by the host. (UWA 2014).
While the students entering the B.A. with 48 points advanced standing are not part of a Study Abroad / Student Exchange program, the units they are given 48 points of credit for, it is important to recognise, were completed at recognised overseas tertiary institutions, and are wholly taught by those institutions. Further, we propose that as the broadening requirement in the articulating courses in Singapore is not as extensive at the articulating courses in Hong Kong, that students complete three category B broadening units as part of the proposed Communication and Media Studies major in Singapore. Also, all students majoring in Asian Studies in Hong Kong will complete either four Japanese language or four Korean language units.

Important to note is that the School of Social Sciences International Coordinator assesses each application in both Hong Kong and Singapore on a case by case basis, and as part of that assessment determines whether applicants meet the criteria for entering the B.A. This includes an assessment of their articulating course, as well as whether they meet the English language requirement. In view of that we propose to add a further entry requirement, which stipulates that applicants must be able to demonstrate that they can satisfy UWA’s broadening requirement through the articulating course that they completed. This requirement will be listed in the promotional material for the new B.A. Students will be made aware of the broadening requirement prior to commencing their articulating course by our offshore partners who promote the new B.A. In the case of Hong Kong students we anticipate no problems in students being able to demonstrate this through their academic transcript. In the case of Singapore students we will in addition require that students also attach the unit description of a unit that they completed that meets UWA’s Category A broadening requirement as part of their articulating course. As we propose that students completing the B.A in Singapore complete three Category B Broadening units as part of the B.A. we would not require they demonstrate more than that as part of the entry requirement.

Supplementary units taught in Hong Kong (B.A. Communication and Media Studies major; Asian Studies major): These units fall outside the major, and are Level One, Level Two and Level Three units. They have been chosen because they best complement and enrich the program of study, and meet student expectation and demand in that market. Students taking these units all have advanced standing. As indicated (appendix 2) there is a clear progression through Level One, Two, and Three units, enabling students to meet all the prerequisites for the supplementary units. Note that one unit, POLS2231, available in the Communication and Media Studies major, has as its prerequisite that students have completed at least any one Level One politics unit. As explained above, it can easily be demonstrated that students have completed this requirement in their articulating course. 36 points of their advanced standing is for Level One units. This is a position supported by clause 6 of both the "Policy on Transition Arrangements relating to the introduction of new undergraduate courses", as well as Clause 6 of "Policy on Undergraduate Courses." Further, POLS2231 has been taught as a supplementary unit in Hong Kong for some years, and neither teaching staff nor students have reported any negative outcomes. In the case of the Asian Studies major students will meet all the prerequisites of their supplementary units, including those of the Korean language and Japanese language units. Where students exceed the language requirement of a language unit they will be able to complete a unit from the other language stream, or a unit from the Communication and Media Studies major.

Supplementary units taught in Singapore (B.A. Communication and Media Studies major): These are Level Two and Level Three units, and have been chosen because they best complement and enrich the program of study, and meet student expectation and demand in that market. Students taking these units all have advanced standing. This set of units has been taught in Singapore since 2010, and no negative outcomes reported by staff or students. ASIA2004 has as its prerequisite “any Level 1 Anthropology unit or any Level 1 Asian Studies unit or any Level 1 Asian language unit”. It can be easily demonstrated that students meet this perquisite through their articulating course, which is a position supported by UWA policy (see above). The same is the case for MKTG2238, which has as its prerequisite “MKTG1203 Marketing Management or equivalent”. All of the students entering the B.A. have in the past demonstrated, through their articulating course, that they meet the equivalence for such a Level One unit. An examination of past applications indicates
that all students who have entered the existing B.A. so far have done at least one marketing and/or management unit. ENGL2801 has as its prerequisite “any Level 1 English unit”. Again, it can clearly be demonstrated that students meet that prerequisite through their articulating course. EMPL3270 has as its prerequisite “any Level 2 Human Resource Management, Management or Work and Employment Relations unit.” It should be noted that students entering the B.A. Communication and Media Studies major in Singapore receive 12 points of advanced standing for Level 2 units. Again, the articulating courses these students do typically include Human Resource Management, Management or Work and Relations type units. SCOM3319 and SCOM3320 have as their prerequisite “any Level 2 COMM unit or any Level 2 SCOM unit”. This prerequisite is met through the progression through the core units of the major.

The School of Social Sciences International Coordinator assesses each application in both Hong Kong and Singapore on a case by case basis, and as part of that assessment determines whether applicants meet the criteria for entering the B.A. This includes an assessment of their articulating course, as well as whether they meet the English language requirement, and meet the prerequisites for the supplementary units.

**Teaching arrangements.**

The current arrangements will continue at both locations. Both partners indicate that they are able to deliver the proposed changes to the course progression, and are able to deliver the resourcing for the proposed units. The Faculty is responsible for curriculum content, lecture delivery, assessment design and moderation, and overall administration and quality control. The partner institution is responsible for promotion, local administration, facilities, and the employment (with the oversight and approval of UWA) of locally based tutors. The attached course pathway (appendix 3) indicates the roll-out of the new B.A. in both Singapore and Hong Kong. The current B.A. in both Hong Kong and Singapore will be taught out, and for a brief period both the old B.A. and new B.A. will be taught concurrently. Only in those units where both sets of students meet the prerequisites would we allow both cohorts in the same unit. This will be possible for some, but not all units. The consequence is that there will be some extra units needed to be taught, to give the current 2014 intake the right choices. Both partners indicate that this will present no problem, and will assist where necessary to reduce any costs associated with the concurrent delivery of both B.A.s while the old B.A. is being taught out.

In transitioning to the new B.A. we will eliminate a key problem, particularly in the case of the existing B.A. in Singapore, where some units contain three different cohorts, not all of whom meet the prerequisites for the unit. This is achieved by reducing the student intake to once per year in Singapore for 2015. We have also indicated to our partner in Singapore that we are cancelling the April 2015 intake. This comes at some reduction in income to both our partner and UWA, so the transition to the new B.A. is not without cost to either party. This is an additional reason why we hope the current provision for flexibility in UWA policy in relation to offshore degrees and NC2012 principles is given some consideration. In addition, though this is for entirely unrelated reasons, there is no intake anymore for the old degree this current September (2014). In Singapore this will greatly simplify the transition, as it runs on four quarters a year rather than two semesters per year, and will reduce the transition period to one full year (four quarters), as students receive advanced standing (48 points) and only need to do two years (8 quarters) to complete the degree requirements. Once the transition period is completed we can look at returning to a double intake, but at this stage, given the need to meet NC2012 principles, we anticipate this may possibly only be achievable by running two separate cohorts side by side in order to avoid students not meeting prerequisites for the core units.

In the case of the B.A. (Asian Studies major) and the B.A. (Communication and Media Studies major) in Hong Kong there is only one intake per year, with two semesters in a year. As students only need two years to complete their degree, due to advanced standing (48 points), the transition period will only last for two semesters (one year). As in the case of Singapore, units from the old
B.A. will run concurrent with units from the new B.A., unless students from the old BA meet the prerequisites for a unit from the new B.A. Our partner has indicated they can provide the teaching staff and resourcing to do this. Units will always be owned, coordinated, and taught by UWA staff. The teaching staff that our partner provides have a long-standing relationship with UWA, and where new tutors teach into a unit they need to be approved by the UWA unit coordinators.

In the advent where a student fails a unit, that student will be given the opportunity to complete that unit, or offered the opportunity to complete an equivalent unit from the new B.A. if they meet the prerequisites for it.

Dr David Savat
International Coordinator, School of Social Sciences
Media and Communications, M257
Faculty of Arts

Professor Nicholas DeMaria Harney
Associate Dean – International
Anthropology and Sociology, M257
Faculty of Arts
Appendix 1

Faculty of Arts

International Strategy
(student recruitment, cycle I and II coursework programs, and mobility)

Focus

The Arts Faculty’s International Strategy is focused on the north: the “zone”. While research collaboration and publication is dispersed globally (and not directly the subject of this document), our primary objectives concerning student recruitment, internationally linked Cycle I and II coursework programs, and student mobility are conceived as driven by a recognition of Perth’s location in the “zone” and as, in increasingly evident ways, an Asian city.

Recruitment

The Faculty’s largest significant student cohort, and the majority of all the faculty’s students, is that of local, domestic, undergraduate students. There is no reason to believe this will change, unless we took active steps to limit numbers in this area, and there is no wish to do so. As a Faculty of The University of Western Australia, with 100 years of providing first class undergraduate education to our own community, we believe it is our obligation to continue to do so. However, there is no possibility of this cohort expanding to any significant degree: we attract the overwhelming majority of local suitably qualified applicants wishing to study in disciplines in which we teach. Therefore expansion must be sought elsewhere and, in line with thinking across the University more generally, we believe the most credible markets are international students, for Cycle I and II. For both, the critical issues are marketing and profile, and creating (or maintaining) tangible links with key overseas partners in the region. For Cycle I, beyond the normal scope of promotional activity, the faculty is exploring 2+2 undergraduate articulation arrangements with a number of universities in China; maintaining and developing articulation from Diploma programs in Hong Kong and Singapore; and leveraging on our presence in a number of different locations throughout the region. For Cycle II, the additional task is to create a suite of viable, vocationally oriented degree programs, over the period 2012-2016. The target is to increase international undergraduate enrolments by 100% in this period, and to increase all enrolments (domestic and international) Cycle II enrolments by a factor of 5 over the same period, with a majority of Cycle II students being International by 2016.

Teaching: collaborative programs

The Faculty sees the achievement of this outcome as importantly reliant on its own efforts to create an international profile in program delivery, through
international collaboration in Cycle II degrees, and offshore delivery of niche Cycle I programs in two key English speaking locations in the region, Singapore and Hong Kong, together with a small set of in-country Cycle I study-tour opportunities.

As our Cycle II degrees will be competing against a number of well-established programs from the East Coast (an area more familiar to potential students in the region than Perth), it is critical that points of difference are established. Leveraging on our location, the two related points of difference we are developing are the creation of collaborative teaching programs with international partners, and through these, the setting up of international internship experiences for our students. Thus the Heritage Masters degree has established an exchange mechanism where UWA students will study in intensive mode (six week blocks) at Zhejiang University, including a period of internship at a Hangzhou Heritage preservation site. Translation Studies students will have a similar opportunity at Fudan or Beihang University; and we are developing arrangements for the forthcoming Strategic Communication and Social Research Methods Masters with (respectively) leading universities in Singapore and Malaysia. Some of these interactions will involve actual travel, some will be virtual through a hybrid mix of online and video-conference technologies. The object of these arrangements is to be able to provide students with relevant international perspectives from leading universities in the region, in tandem with workplace experience in their fields, with the assumption that their careers will unfold in a global setting. Taken together, we believe these provide a significant marketable point of difference from competitor programs in Australia.

Teaching: offshore delivery

The Faculty has been teaching in niche, focused undergraduate programs offshore for ten years. The locations are the major English speaking educational hubs in the region, Hong Kong and Singapore. These have proved to be highly sustainable: financially, both have generated a surplus from the outset, and now represent the largest single source of untied funds to the faculty. The programs are both built around the Communication and Media Studies major, but are now developing differentiated trajectories: the Hong Kong program has a strong emphasis on East Asia, with units in Chinese and Japanese politics and media, and language study in Japanese and (pending) Korean; the Singapore program is being developed to focus on the media industry, with a strong practical dimension, underwritten by PSB’s partnership with MediaCorp, the largest professional media training group in the region. While financial success is an essential bottom-line for these programs, they value-add to the faculty’s efforts in internationalisation in four other ways: (i) in both Hong Kong and Singapore ongoing promotion of the faculty’s programs creates a highly visible profile in local education-related media; (ii) both programs generate an additional flow of students from Singapore and Hong Kong, via the local programs, to Crawley based study; (iii) both create international teaching opportunities for UWA staff which, in turn, leads to a reconceptualization of both curricula and delivery as relevant to an international, rather than simply local, context; (iv) staff are able to
leverage off the travel to Singapore and Hong Kong to subsidise research travel throughout the region (in recent years research in China, Japan, Hong Kong, Malaysia and Singapore has been supported in this way).

Student mobility

The faculty has a greater percentage of students studying abroad than any other in the university. Nonetheless, we plan to increase this, to move from a participation rate of 20% towards 40% within five years. This will be achieved, first, through maintaining current focused, short-stay undergraduate cohort programs: Chinese with Zhejiang and Shanghai Jiao Tong, 30-50 students each year; Media production with the Temasek Polytechnic studio in Singapore; 20 students each year. There is significant unmet student demand for the latter, and we aim to develop the relationship with MediaCorp, through our offshore teaching program in Singapore, to facilitate new industry opportunities in this field. Second, it will be achieved through developing new undergraduate short-stay cohort programs, initially in Korean and Politics, and the promotion of selected winter-break programs, initially at National University of Singapore (which includes time in Thailand and Vietnam).

At the postgraduate level, the faculty plans to offer all cycle II students the opportunity of a period of study abroad at a high quality institution. This has been set up for Translation and Heritage, and is being prepared for Strategic Communication, Social Research Methods and Development Studies. In 2015 arrangements will be developed for International Relations and International Journalism.

Summary

Established.
Zhejiang (PRC)
Fudan (PRC)
Beihang (PRC)
Shanghai Jiao Tong (PRC)
Hong Kong University
PSB, Singapore

Developing.
Minzu University (PRC)
Universiti Sains Malaysia
Nanyang Technological University

Early stages.
Shandong (PRC)
Southwest (PRC)
GUFE (PRC)
Chinese University of Hong Kong
Ewha; Korea University; Sogang University; Seoul University

Current key absences:
India
Indonesia
Vietnam
### September, 2015

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<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Level</th>
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<td>COMM1901</td>
<td>Communication in Practice</td>
<td>L1</td>
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<tr>
<td>ASIA1002</td>
<td>Creating Asian Modernities</td>
<td>L1</td>
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<td>Human Technology: Debating Communication</td>
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### February, 2016

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<td>Communication and Mass Media</td>
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All units are taught by UWA

#not available in Crawley
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Appendix 3 - ROLLOUT

HELI SPACE (Hong Kong University, School of Professional and Continuing Education)

CDP (Centre for Degree Programmes):

B6 (major in Media and Communication)
Law Faculty: Application for Exemption from the Distinction Award for the JD program.

Summary

The Faculty of Law seeks to ensure the recognition of outstanding academic achievement across the course of its flagship program, the Juris Doctor. The University applies an ‘80% Distinction rule’ to cycle 2 degrees; the Faculty of Law does not believe that this rule is appropriate for the Juris Doctor as it is out of step with other Go8 and comparable law schools and its imposition will negatively affect the marketability of our graduates and their qualifications. Therefore, the Faculty of Law seeks:

- an exemption from the ‘80% Distinction rule’ for the Juris Doctor degree; and
- approval
  a. to award the Juris Doctor with Distinction to graduates with a WAM of 75% and above; or in the alternative
  b. to adopt an internal system for recognising outstanding academic performance in the Juris Doctor whereby each student will receive a ‘ranking letter’ indicating that they have been placed within the top 15% of the graduating students of the Juris Doctor of that year and their place.

1. Purpose for which exemption is sought

The Faculty of Law seeks to ensure the recognition of outstanding academic achievement across the course of its flagship program, the Juris Doctor. As will be explained, the ‘80% Distinction rule’ currently applied by the University to cycle 2 degrees, significantly detracts from its ability to do this. This is particularly significant as the Juris Doctor is an AQF level 9 degree, and it is therefore not possible to confer this degree with Honours. At Go8 and other competitor law schools, academic selection for honours, or a degree awarded with distinction, is typically based on a WAM of lower than 80%. As a result, our Juris Doctor students would be at a competitive disadvantage in the marketplace with the 80% rule applied as the benchmark for distinction awards. Evidence associated with the current Bachelor of Laws program indicates how difficult it is for students to achieve a WAM of 80% or more. In 2013 only 3 students achieved a WAM of 80% or above out of a graduating cohort of 284 students. In 2012 there were only 4 students who achieved this WAM.

In the circumstances, the Faculty of Law is seeking exemption from the ‘80% Distinction rule’ and permission to use an alternative mechanism to recognise and reward outstanding academic achievement in the Juris Doctor.

2. Rationale for Exemption
The Faculty of Law seeks exemption from the University’s ‘80% Distinction rule’ in relation to the Juris Doctor for a number of reasons. These reasons reflect the inherent nature of law studies, and a well-established internal profiling system which (i) has worked effectively, (ii) is consistent with profiling practices across Australian law schools, notably the Go8 universities, (iii) is understood and relied upon by employers as a basis for assessing the relative quality of UWA law graduates.

Assessment of student achievement in a law degree is not undertaken solely on the basis of the factual correctness of a student’s work. Rather, assessment of a student’s performance reflects a range of nationally endorsed skills and outcomes including analytical, evaluative, communication and research skills. Under the Faculty’s profiling policy, in each unit which is assessed, only 4-10% of students may receive a mark of 80% or above. This policy reflects the view that a mark of 80% or above in any unit is regarded as a result of the very highest standard. This practice is consistent with marking practices across many other Australian law schools. Moreover, as this practice has been in place for many years, it is also well understood by the legal profession in Western Australia and other prospective employers assessing the academic ability of our graduates.

As a result of this practice, over the past 3 years, very few of our highest achieving first class Honours students in the LLB have achieved a WAM of 80% and above.

Approximately 12 years ago, after much research, the Faculty of Law adopted a grading system which ranked 60% as a credit mark, 70% as a Distinction and 80% as a High Distinction (HD). As part of this a profiling policy was introduced which set a maximum of 40% HDs and Ds, and within this a minimum of 4% and a maximum of 10% HDs. This profiling policy has functioned well in the past. Academic staff and students are both comfortable with and accustomed to this structure, and, perhaps more importantly, the legal profession understands it as a basis for ranking and recruiting our graduates. Furthermore, information gathered through the Law Education Associate Deans of Australia group (LEAD) indicates that this profiling practice is consistent with the approach taken by other Go8 Law Schools and Faculties.

3. **Extent of Exemption**

The Faculty of Law seeks to exempt only one cycle 2 program, the Juris Doctor degree, from the ‘80% Distinction rule’. The rationale outlined below is particular to this degree and that there is no need for an exemption in relation to the Faculty’s other Cycle 2 degrees.

4. **Proposed Alternative Mechanism**

The Faculty of Law seeks an exemption from the University’s ‘80% Distinction rule’ and permission to award the Juris Doctor with Distinction to graduates with a WAM of 75% and
above\textsuperscript{1}. As noted above, this would maintain the current practice of formally recognising excellent academic achievement, and place our students in a solid competitive position in seeking graduate employment.

As an alternative, we seek approval to adopt an internal system for recognising outstanding academic performance in the Juris Doctor. Recognition for outstanding academic achievement will be recognised through a ‘Dean’s List’ acknowledging that the student is in the top 15\% of the cohort and including their ‘rank’ in that list. Those students who complete the 12 point unit ‘Advanced Legal Research’ (which entails completion of a 10,000 word research paper) will have an additional notation to that effect. This will ensure student who might formerly have been awarded ‘honours’ are also recognised.

This mechanism for recognising the academic achievements of the Faculty of Law’s top performing Juris Doctor students is very similar to that adopted by the University of Melbourne – see \url{http://www.law.unimelb.edu.au/jd/current-students/assessment-and-results/recognition-of-student-academic-excellence}

The Faculty of Law believes that applying a 75\% distinction rule or replacing this with an alternative acknowledgment as outlined above, recognises the personal high academic achievement of students in the Juris Doctor and serves a number of important purposes including the public acknowledgement of this achievement, the promotion of the reputation of the course and the provision of accessible information to future employers.

\textsuperscript{1} This is the approach which has been adopted by the Law Faculty of UNSW for their Juris Doctor degree, effective from the beginning of 2015.
NOTING OF DECISIONS TAKEN BY CIRCULATION TO THE
FACULTY OF LAW ON 7TH OCTOBER 2014

Members were asked to contact the Faculty Administrative Officer by Friday 10th October 2014 for objections to the circulated items. No objections were received and the items will be minuted accordingly.

Natasha Terbeeke
Faculty Administrative Officer/Executive Officer

1. EXEMPTION FROM UWA’S 80% DISTINCTION RULE FOR CYCLE 2 DEGREES - REF: FXXXX (Appendix 1)

As discussed at the previous school meeting, the Faculty would like to apply to the Board of Coursework Studies for an exemption from the University's 80% Distinction rules for Cycle 2 degrees (in relation to the Juris Doctor).

RESOLVED – 48.2014

That the Faculty approve the proposal to the Board of Coursework Studies for an exemption from the University's 80% Distinction rules for Cycle 2 degrees (in relation to the Juris Doctor)

Appendix 1.
Progression from Honours to Master’s coursework courses

TRIM FILE REFERENCE: F46725

FILE PATH ON SERVER: S:\BOARD OF COURSEWORK STUDIES\ADMINISTRATION\KK’S FILE\PAPERS BY KK\HONOURS PROGRESSION\FROM HONOURS TO MASTERS - KK.DOCX

DOCUMENT STATUS

Draft Ready for Review X Final

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Abstract

Currently, there are already provisions within relevant University Policy for an Honours graduate to progress into a 96-points Master's course and receive full credit for half the point value of the course. However, the context in which such a progression may occur has changed. Arguably, a 96-points Master’s course comprising only postgraduate units (Level 4 and Level 5 units) is no longer the norm at UWA. Since 2013 the University has been heading in a new direction of offering 96-points Master's courses, comprising 72 points of postgraduate units (taught study) and 24 points of conversion units, which “are designed to provide knowledge and skills for those with little or no formal prior study or professional experience in the discipline area of the course”\(^1\). Two key points are made in this paper. First, progression from an Honours course into a Master’s course need not necessarily occur on completion of the former. In fact, progression could occur during the year of study of the Honours course itself, but specific conditions should apply. Second, the amount of credit that an Honours study may attract depends on two key variables namely, the extent to which course completion has been achieved in the Honours year, and the volume of learning of the Master’s course into which progression is sought. To this end, the paper recommends the following: That end-on or integrated Honours dissertation and coursework components may attract full credit of 48 points in a 72-point (minimum volume of learning) Master’s course provided (i) transfer is sought at pre-graduation of the Honours course; and (ii) at least half the total number of units in the Master’s course is undertaken at Level 5.

1. Introduction

The UWA Review of Course Structures report (2008) suggests two major pathways namely, a ‘research pathway’ and a ‘coursework’ pathway. The former involves articulation from an undergraduate degree to the PhD, either by way of an Honours year or by way of a research master’s degree. It was expected that there would be some articulation from Master’s by coursework degrees into professional doctorates.

The ‘coursework pathway’ provides for direct articulation from an undergraduate degree to a Master’s degree, sometimes by way of a Graduate Diploma. In some cases those without an undergraduate degree can articulate into the Graduate Diploma (and possibly beyond) by way of a Graduate Certificate.

An Honours course, which is widely regarded as an entry point to postgraduate courses, cannot directly articulate with a Master’s course. However, the fourth year of an Honours degree, undertaken as part of an end-on Honours course or as part of an integrated Honours course such as the Bachelor of Philosophy (Honours), may be considered on par with Graduate Diploma studies. Therefore, the direct transfer from Honours into Master’s courses might be treated in a similar fashion to an ‘articulation’ from a Graduate Diploma to a Master’s course.

Section 8 of the University Policy on Master's degree courses by coursework or by coursework and dissertation (UP21/31) states the following:

"8.1 Subject to any special requirements of particular courses, students who have commenced or completed an Honours course may be eligible for admission to a master's degree course and for credit for some or all of the units completed in the Honours course.

8.2 Credit for the coursework and dissertation components of Honours courses towards the requirements of a master's degree course can only be given where – (a) the master's degree course has a total value of at least 96 points; (b) the Honours course contributes to the academic development in the discipline of the master's degree course by way of providing appropriate foundation for units in the master's course; and (c) the content of the Honours coursework and dissertation is directly related to content of the master's degree course."

\(^1\) See Academic Policies: Glossary of terms
8.3 The Honours coursework and dissertation components may attract full credit (48 points) in a 96-point master's degree course, provided that at least 50 per cent of the master's degree course (eight units or 48 points) is comprised of level 5 units.

Thus, the relationship between Honours and a Master's degree course is one of upward progression with appropriate credit, rather than articulation from one course to another course.

However, the context in which such a progression may occur has changed. In 2013, the University approved a new policy on Volume of Learning and Structures for Postgraduate Coursework courses which provides for the following:\(^2\):

(a) For each postgraduate coursework course the University determines the volume of learning that must comprise postgraduate units only (units of Level 4 and above).

(b) Where postgraduate courses are designed to accommodate students for whom it is a conversion course and students for whom it represents further study in a cognate area, consideration must be given to determining a minimum and a maximum volume of learning. The following types of course structures are now a common feature of Cycle II coursework courses at UWA:

(i) 72 credit point Master's courses;

(ii) 72 – 96 credit point Master's courses including conversion units; or

(iii) 96 credit point Master's courses

A primary objective of this paper, therefore, is to explore the different options available for students to progress from Honours to a Master’s course with varying volumes of learning. It is aimed at providing some guidance to academic course advising so that students could be well informed of the different pathways before choosing their preferred option. To this end, the paper recommends the following:

That Honours dissertation and coursework components may attract full credit of 48 points in a 72-point Master's course provided:

(i) the student seeks to transfer into a Master's course prior to graduation from Honours; and

(ii) that at least half the total number of units in the Master’s course is undertaken at Level 5.

2. Honours at UWA

‘Honours’ is used in the Australian higher education sector in a variety of ways. In fact, it takes three particular forms\(^3\). Firstly, Honours is regarded as an end-on year (3 + 1) model where it comprises a separate and additional year of study following a bachelor's degree. Secondly, Honours may be integrated within a bachelor's degree course. Thirdly, ‘Honours’ may be accorded in a degree title to denote the quality of achievement in a program completed in common with Pass graduates\(^4\).

From its inception, the University’s New Courses has been firmly committed to providing for the four-year integrated Bachelor of Philosophy (Honours) as well as an end-on Honours year for each of the four three-year undergraduate degrees. Honours enrolments at UWA peaked at 745 in 1999 but have been fluctuating in recent times with enrolments of 424 in 2011 and a slight increase in 2013 with enrolments of 558\(^5\). While there has been a general diminution of Honours enrolments since 1999, there remains a strong demand in several disciplines at UWA.

As government policy and methods of funding are driving universities into an increasingly competitive market environment, the emphasis on research quality and the effectiveness of universities in research training continues to be high on the agenda. It is noted that “unlike many other countries, in Australia there is not a strong and well-defined pathway to doctoral study through a Master's degree that prepares candidates for research, and the great majority of Australian Masters programs tend to have an advanced professional rather than a research orientation. Hence,

\(^2\) See University Policy on Volume of Learning and Structures for Postgraduate Coursework Courses – UP13/8


\(^5\) UNISTATS
Honours in Australia has been regarded traditionally as the main academic pathway to doctoral education.\(^6\)

Indeed, Honours courses have a pivotal location between an undergraduate degree and postgraduate research work. The Australian Honours degree, though taken by less than 10% of the undergraduate student population, reinforces a level of research preparedness and is regarded as a preferred indicator for likely success in postgraduate research\(^7\). For instance, the principal government scholarship for doctoral study – the Australian Postgraduate Award (APA) – requires a first class Honours degree or equivalent. The Fourth Year Honours Programs Guidelines for Good Practice, published by the Australian Vice Chancellors’ Committee (AVCC) in 1995, defines Honours as a course comprising dissertation components that should aim to provide adequate research training\(^8\).

3. Why not Articulation?

Course articulation is the process by which a student transfers from one course to another with credit. This may be a direct articulation or an indirect articulation via different pathways. At UWA the word ‘articulation’ is used in postgraduate coursework courses primarily to refer to the direct transfer from one course to another with credit. This direct transfer occurs in courses that form part of an articulated sequence. This is captured in the approved definitions as follows:

“Articulation means where a course forms part of a sequence of related courses\(^9\).”

“An articulated course means a course comprising a sequence of related postgraduate courses in a specific discipline area offering progression from one course level to another with credit granted for all units passed at the appropriate standard that have been completed in or credited towards the course of the previous level in the sequence, or which provides for the award of a relevant lower level qualification where a student has withdrawn from an articulated course having met the requirements of the corresponding lower level course”\(^10\).

Indeed, the University’s New Courses provide for a framework that allows for ready articulation to higher level courses, as well as ‘downward’ articulation by way of exit provisions for students not completing Master’s degrees in which they enrol.

Typically, an articulated sequence comprises the following degree courses: graduate certificate, graduate diploma and a Master’s course by coursework or by coursework and dissertation. The most common form of articulation is where graduate certificates articulate into graduate diplomas and where graduate diplomas articulate into Master’s degree courses. In each situation, part of the higher award may be satisfied by undertaking the lower offering.

The question arises as to whether an Honours course can be included as part of this articulated sequence? The following three arguments suggest that this may not be possible.

First, an articulated sequence should provide for both upward and downward articulation. The University Policy on articulated courses states the following:

“An articulated course may offer a student progression from a lower level course to a higher level course (i.e. upward articulation) or may provide for a student to withdraw from the higher level course and exit with a qualification that relates to a lower level course (i.e. downward articulation)”\(^11\).

If downward articulation, a student may therefore take out the lesser award following completion of its requirements. A postgraduate student exiting with a lesser award is still regarded to take out a


\(^8\) AVCC (1995). \textit{Fourth year Honours Programs: Guidelines for Good Practice}. Canberra: AVCC.

\(^9\) See University Policy on Articulated courses – UP12/27

\(^10\) Ibid.

\(^11\) Ibid.
postgraduate qualification such as a graduate certificate or a graduate diploma. Though an Honours course is the same AQF level (Level 8) as a Graduate Certificate/Graduate Diploma, traditionally in Australian universities Honours level courses have been regarded as undergraduate courses. It is an award that is normally only obtained following completion of a bachelor's degree. Therefore, it is not appropriate for a student enrolled in a Cycle 2 coursework course to exit with an Honours award, which is inextricably tied to a bachelor's degree. In fact, the award of an Honours degree is not an appropriate exit award from a Master's degree, even in situations where the content of the Graduate Diploma and Honours year are very similar if not identical.

Second, courses forming part of an articulated sequence must, to a large extent, share the same units to enable a student to exit with a lesser award following completion of the requirements of the lesser award.

A key question posed here is – to what extent units shared between an Honours course and postgraduate courses (i.e. Graduate Certificate, Graduate Diploma or Master’s course) are the same? It is logical to expect some coursework units to be shared across Honours, Graduate Diploma, Graduate Certificate and Master’s courses. This is a common feature, but some restrictions apply to the design of an Honours course. Typically, an Honours course comprises:

a) 24 points of coursework units and 24 points of dissertation units;

b) Level 4 units as core – 75 per cent of the eight units (i.e. six units including dissertation units must be taken at Level 4); and

c) Level 5 units as options – 25 per cent of the eight units (i.e. only two units could be taken at Level 5)

It may be unsound to expect the 24 points of dissertation units to be shared by a graduate certificate, graduate diploma or a Master's course by coursework only. Further, it may not be possible to control the number of Level 4 units that a student must have completed to meet the requirements of Honours, if the latter is treated to be part of an articulated sequence of the above suite of postgraduate courses.

Third, the Commonwealth government treats Honours as an undergraduate degree course in relation to the allocation of Commonwealth-supported places.

So, the concept of ‘articulation’ is not appropriate when referring to the relationship between an Honours and a Master’s course.

4. Progression from Honours to Master’s coursework courses

‘Progression’ describes the act of transferring from a lower level award course to a higher level award course with appropriate credit towards the higher level award course.

However, there are two types progression depending on when this occurs.

In some case progression may occur post-graduation, following completion of a lower level award course. Scenarios C, D, I and J in Table 1 are examples of post-graduation progression.

On other occasions, progression may occur during the year of study when the student indicates a preference to transfer into a higher level award course with appropriate credit, and also with a view to taking out, on completion, the higher level award only. Scenarios B, E, G and H in Table 1 are examples of pre-graduation progression from an Honours course to a Master’s course.

Variations in the amount of credit obtained, duration of study and outcomes (i.e. number of awards obtained) may depend on the type of progression and also the volume of learning of the Master’s course (see Table 1).

Progression from an Honours course to a 96 credit point Master’s course already occurs in line with UP21/31.

Section 8 of the University Policy on Master's degree courses by coursework or by coursework and dissertation (UP21/31) states that “the Honours coursework and dissertation components may attract full credit (48 points) in a 96-point master's degree course, provided that at least 50 per cent of the master's degree course (eight units or 48 points) is comprised of level 5 units”. This may be diagrammatically illustrated as follows:
Diagram 1

Undergraduate study

- 3 years bachelor’s degree course (144 points)
- 1 year end-on Honours (48 points)

May attract full credit of 48 points from the end-on Honours

50% of the units in a 96 point course must be undertaken at Level 5

Master’s course
(minimum volume of learning = 96 credit points)

Total volume of learning: 3 + 1 +1 (5 years)

Degrees obtained on completion: Bachelor’s Pass degree, Honours degree, Master’s degree

Having completed the Honours requirements, the student may choose to either:

(i) exit with an Honours degree and then apply for a place in a Master’s course (in this case, the student would have obtained a Bachelor’s Pass degree, Honours degree and a Master’s degree) – post-graduation progression; or
(ii) seek to transfer from Honours to a master’s course with a view to taking out a higher level award, following the award of a Bachelor’s Pass degree – pre-graduation progression.

Indeed, there is no difference in the level of credit obtained or requirements for progression from Honours into a 96 credit point Master’s course between the two types of progression.

However, this may not necessarily be the case for progression into a 72 credit points (min VOL) Master’s course.

Diagram 2

Undergraduate study

- 3 years bachelor’s degree course (144 points)
- 1 year end-on Honours (48 points)

May attract full credit of 48 points from the end-on Honours

50% of the units in a 72 point course must be undertaken at Level 5

Conversion units (24 points) – full credit awarded for students from cognate backgrounds

Master’s course
(minimum volume of learning = 72 credit points)

Student must decide whether to exit or transfer. Different conditions may apply.
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<td>96 points at least 8 x Level 5 units</td>
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<td>C</td>
<td>Bachelor’s Pass degree Honours degree -</td>
<td>48 (max credit)</td>
<td>48 points at least 8 x Level 5 units</td>
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<td>E</td>
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<td>72</td>
<td>72 points at least 6 x Level 5 units</td>
<td>3 + 1.5 = 4.5yrs</td>
<td>Bachelor’s Pass degree Master’s degree</td>
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<td>G</td>
<td>Bachelor’s Pass degree End-on Honours</td>
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<td></td>
<td>24 points at least 6 x Level 5 units</td>
<td>3 + 1 + 0.5 = 4.5yrs</td>
<td>Bachelor’s Pass degree Honours degree Master’s degree</td>
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<td>H</td>
<td>Requirements to exit with a Bachelor’s pass degree Bachelor of Philosophy (Hons)</td>
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<td>48 (max credit)</td>
<td>36 points at least 6 x Level 5 units</td>
<td>4 + &gt; 1 = 4.5 - 5yrs</td>
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<td>I</td>
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For progression into a 72 point Master’s course, it does matter whether the student is seeking to transfer from an Honours course to a Master’s course (pre-graduation progression) or exit with an Honours degree and then apply for a place in a Master’s course (post-graduation progression).

This is because the amount of credit obtained and the requirements for progression are governed by different policies in section 4 of the University Policy on Credit Transfer, advanced standing and recognition of prior learning.

“A student who is permitted to transfer from one course of the University to another may transfer credit for all units completed in the previous course subject to the rules and any policies applying to the course into which the student is transferring provided the student enrolls in and completes at least one unit in the new course”.

However, it should be noted that according to University Policy on Volume of Learning and Structures for Postgraduate Coursework courses, “at least half the total number of units completed by any student in a course for a master’s degree must be at Level 5”, which should enable graduates to demonstrate the learning outcomes specified in the AQF Level 9 criteria.

So, where an Honours student is seeking to transfer into a 72-point Master’s course, the Honours coursework and dissertation components may attract full credit of 48 points. However, in order to take out the Master’s degree the transfer student must complete:

- at least 24 points of the Master’s course; and
- at least six of the 12 units of the Master’s course at Level 5 (which means the student must have undertaken at least two Level 5 units as part of the Honours course).

An Honours graduate seeking to commence in a 72 credit points master’s course may receive a maximum credit of up to half the point value of the course towards which the credit is granted.

So, an Honours graduate commencing a 72-point Master’s course must:

- complete at least 36 credit points of the Master’s course; and
- at least six of the 12 units at Level 5

Notwithstanding this difference, students/graduates in a pre-graduation progression or post-graduation progression pathway may receive credit for all units that comprise the difference between the minimum and maximum volume of learning (the conversion units).

Therefore, a key principle that underpins progression into a 72 credit points Master’s course is that Honours (end-on Honours / integrated Honours) coursework and dissertation components may attract the full credit of 48 points provided:

(i) the credit is sought as part of a pre-graduation progression from Honours to a Master’s course (that is, the student must not exit with an Honours award); and
(ii) at least half the total number of units of the course must be undertaken at Level 5

5. Progression from the Bachelor of Philosophy (Honours) to a Master’s Course

The Bachelor of Philosophy (Honours), which is a flagship course of the University, has an integrated Honours component as part of the degree. It is marked as a challenging course of four years equivalent full-time duration with an especially intensive research focus, available in all disciplines to a diverse range of students of exceptional capability.

However, it has been argued that with the introduction of 72 credit point Master’s courses, students wanting to pursue a research pathway and undertake PhD studies at institutions other than UWA could be disadvantaged if they enrol in the BPhil (Hons).
For example, after a compulsory 4 years of study a BPhil (Hons) student achieves an undergraduate qualification (Bachelor of Philosophy (Hons)). In contrast, with the introduction of the 72 credit points Master’s courses, a non-BPhil (Hons) student could achieve an undergraduate (BA, BCom, BDes or BSc) plus a postgraduate qualification (MA, MSc, MCom, etc) after 4.5 (3 + 1.5) years of study.

Further, the credited discipline-specific research experience obtained by a BPhil (Hons) student (24 credit points of discipline-specific research experience) may appear to be far less than that obtained by a non-BPhil (Hons) student undertaking a Master’s course (up to 42 credit points of discipline-specific research experience). This may disadvantage the BPhil (Hons) student to some extent.

It is in this context that progression from Bachelor of Philosophy (Hons) to a 72-point Master’s course has been proposed, as illustrated in Scenario H in Table 1. Notably, the proposed progression arrangements for both BPhil (Hons) and non-BPhil (Hons) students are the same.

However, one may question the logic of the outcome in scenario H where it is suggested that a BPhil (Hons) student exits with a Bachelor’s Pass degree before transferring into a Master’s degree course. The reasons for this are twofold:

First, the completion outcomes should not be any different since the transfer arrangements for a BPhil (Hons) student and a non-BPhil (Hons) student are identical. In fact, both types of students would:

- have completed the requirements of a bachelor’s pass degree;
- be permitted to transfer to a Master’s course with the same amount of credit; and
- be required to complete the same requirements for the award of a Master’s degree.

In this context therefore, it is argued that there should not be any difference in the degrees obtained prior to progressing to a Master’s course.

Second, consideration might be given to a specific exit pathway for the BPhil (Hons); exiting with a Bachelor of Philosophy (BPhil). This may be problematic for a number of reasons. One, the Bachelor of Philosophy (Hons) is defined as an undergraduate course with an integrated Honours component. The introduction of an exit pathway within the BPhil (Hons) may undermine or devalue its status as a flagship course with an intensive research focus. Two, there may be less of an attraction for students to continue with a BPhil (Hons), if there are possibilities for taking out a Bachelor of Philosophy and a Master’s degree in 4.5 years.

It is therefore proposed that progression from a Bachelor of Philosophy (Hons) to a 72-point master’s course to be completed with an additional 24 points, be permissible subject to the student exiting the BPhil(Hons) and taking out a bachelor’s degree in one of the four knowledge areas as defined by their major. That is the student will graduate with a BA, BComm, BDes or BSc plus the Master’s.

Students wishing to take out the BPhil(Hons) and a 72 credit point Masters will need to complete an additional 36 (rather than 24) points in the Master’s (scenario J in Table 1).

6. Implications

The proposed requirements/arrangements for progression from Honours to a 72 credit points Master’s course, as set out above, may have several implications. These are listed as follows:

**Curriculum Design (course structure)**

- May need to review the course structures of Honours and Master’s with a view to ensuring that the sharing of Level 4 and Level 5 units occurs in line with policy where progression is to be allowed. That is,
  1. Level 4 units should be offered in both the Honours and the Master’s course;
  2. the offering of Level 5 units in the Honours course should not occur to the extent of compromising the distinctiveness of the Master’s course;
  3. ensure that at least 50% of the units in the Master’s course are undertaken at Level 5

- Consideration should be given to including, where possible, a dissertation component in Master’s courses so that in progressing into a Master’s course the Honours student has the option of continuing their Honours dissertation at Level 5 within the Master’s course.
Student Administration
• A progression from an Honours course into a Master’s course may require the student to submit a new application for enrolment with the appropriate amount of advanced standing.
• Transfer from one course to another normally occurs across equivalent courses.

Commonwealth Supported Places
• The Commonwealth government restricts the number of CSP places allocated for postgraduate coursework courses.
• The proposed progression would require careful management of the places in an event where Honours students are seeking progression into a Master’s course which has reached its limit on CSP.
• Careful student advising is necessary to ensure that the Honours student is fully aware of the implications and the possibility of paying full fees.

Amendment to UP 21/31
• UP21/31 should be amended as follows:

8.2 Credit for the coursework and dissertation components of Honours courses towards the requirements of a master's degree course can only be given where –

(a) the master's degree course has a total value of at least 96 points;
(b) the Honours course contributes to the academic development in the discipline of the master's degree course by way of providing appropriate foundation for units in the master's course; and
(c) the content of the Honours coursework and dissertation is directly related to content of the master's degree course.

8.3 The Honours coursework and dissertation components may attract full credit (48 points) in a:

(i) 96-point master’s degree course, provided that at least 50 per cent of the master's degree course (eight units or 48 points) is comprised of level 5 units;
(ii) 72-point master's degree course, provided that the student progresses into the master's course prior to graduation from honours and that at least 50 per cent of the total number of units in a 72-point master's degree course is undertaken at level 5.

8.4 Progression from a Bachelor of Philosophy (Hons) to a master’s degree course is permissible subject to exiting with a bachelor's degree in one of the following knowledge areas: Arts, Commerce, Design or Science.

7. Recommendations
To this end, the following two recommendations are presented for consideration:

Recommendation 1: That the Honours coursework and dissertation components in an end-on or integrated Honours course may attract full credit (48 points) in a Master’s course that has a minimum volume of learning of 72 credit points provided:
(i) student does not graduate/exit with an Honours degree; and
(ii) at least six of the 12 units of the Master’s course are undertaken at Level 5.

Recommendation 2: That progression from a Bachelor of Philosophy (Hons) to a master’s degree course is permissible subject to student taking out a bachelor’s degree in one of the following knowledge areas: Arts, Commerce, Design or Science.
The University of Western Australia

University Policy on: Master’s degree courses by coursework or by coursework and dissertation

Purpose of the policy and summary of issues it addresses:
This policy deals with the structure, objectives and standards which apply to master’s degree courses by coursework or by coursework and dissertation. The policy also addresses the requirements for submitting and examining dissertations. The policy does not apply to the master’s degree by coursework or by coursework and dissertation (extended) or to the professional practice doctorate.

The purpose of this policy is to ensure –

- that master’s degree courses by coursework or by coursework and dissertation provided by the University reflect international best practice;
- that student workload requirements for master’s degree courses are standardised; and
- that the structure and nomenclature of master’s degree courses are uniform across the University,

within the context of maintaining the University's reputation as a university of the highest international standing.

Definitions:
In this policy and any associated procedures,
the University means The University of Western Australia
course means a plan of study which a student must successfully undertake before qualifying for a degree, diploma or certificate
articulated course means a course comprising a sequence of related postgraduate courses in a specific discipline area offering progression from one course level to another with credit granted for all units passed at the appropriate standard that have been completed in or credited towards the course of the previous level in the sequence, or which provides for the award of a relevant lower level qualification where a student has withdrawn from an articulated course having met the requirements of the corresponding lower level course
master’s degree course means a master’s degree course by coursework or a master’s degree course by coursework and dissertation
dissertation means the output of research and may be wholly in written form or in the form of a composition, performance, exhibition, or a creative or other approved work which constitutes at least 25 per cent but less than 66.6 per cent of the requirements of the course in question
Professional experience means experience obtained through the practice of a profession and from which the professional competency or learning outcomes achieved can be assessed. Credit may be granted for professional experience.

Policy statement:
1 General principles

1.1 Faculties must ensure that:

- appropriate teaching and learning methods are employed in relation to master’s degree courses; and
- the same standards and rules apply to master’s degree courses irrespective of the location in which the course is taught.

1.2 All master’s degree courses must comply with the relevant Australian Qualifications Framework (AQF) specifications (Level 9).

1.3 The structure, nomenclature and standards applying to a master’s degree course must be in accordance with the University Policy on Volume of Learning and Structures for Postgraduate Coursework Courses.

2 Admission

2.1 The minimum requirement for direct admission to a master’s degree course with a value of 96 points, or with a value of 72 points if argued on the basis of national or international best practice for admission from non-cognate area of study, is a bachelor’s degree of this University, or equivalent as recognised by the faculty.

2.2 The minimum requirements for direct admission to a master’s degree course with a value of 48 points is a bachelor’s degree of this University, or equivalent as recognised by the faculty, and one of the following: a one year honour’s degree, or a one year graduate diploma, or at least two years’ relevant professional experience.

2.3 A person who has completed a course which articulates with a master’s degree course may be admitted to the master’s degree course with appropriate credit subject to meeting any prescribed standards of achievement in the articulating course.

2.4 The admission criteria for master’s degree courses must be transparent and easily understood.

2.5 Faculties must maintain a register indicating how admission requirements which provide for discretion are operationalised.

3 Volume of Learning and Structures of master’s degree courses

3.1 The University Policy on Volume of Learning and Structures for Postgraduate Coursework Courses applies to master’s degree courses.
4 Educational principles

4.1 The Educational Principles must be embedded in all master’s degree courses.

5 Accreditation

5.1 Faculties must ensure that UWA norms are maintained when deliberating with professional associations concerning the content and requirements of master’s degree courses.

6 Articulated courses

6.1 A master’s degree course may be an articulated course in accordance with the University Policy on Articulated Courses.

7 Award of Master’s degree with distinction

7.1 Subject to clause 7.3, a student who has achieved a weighted average mark (WAM) of at least 80% in a master’s degree course is awarded the relevant degree with distinction.

7.2 The weighted average mark calculation includes:

(a) all units of Level 4 and above attempted as part of the master’s degree course that are awarded a final percentage mark;

(b) relevant units of Level 4 and above that are awarded a final percentage mark undertaken in a course of this University that articulates with the master’s degree course; and

(c) all units (including dissertation units) of level 4 and above completed at this University that are credited to the master’s degree course.

7.3 Academic Council, on the recommendation of the relevant board, may approve a proposal to not provide for the award of a master’s degree with distinction if the same degree can be awarded for a course undertaken by way of thesis and coursework.

8 Progression from an honours course

8.1 Subject to any special requirements of particular courses, students who have commenced or completed an honours course may be eligible for admission to a master’s degree course and for credit for some of all of the units completed in the honours course.

8.2 Credit for the coursework and dissertation components of honours courses towards the requirements of a master’s degree course can only be given where –
(a) the master’s degree course has a total value of at least 96 points; and  
(ba) the honours course contributes to the academic development in the  
discipline of the master’s degree course by way of providing appropriate  
foundation for units in the master’s course; and  
(be) the content of the honours coursework and dissertation is directly  
related to content of the master’s degree course.

8.3 The honours coursework and dissertation components may attract full  
credit (48 points) in a:  

(i) 96-point master’s degree course, provided that at least  
50 per cent of the master’s degree course (eight units or  
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to graduation from honours and that at least 50 per cent  
of the 72-point master’s degree course is undertaken at  
level 5.

8.4 Progression from a Bachelor of Philosophy (Hons) to a master’s  
degree course is permissible subject to exiting with a bachelor’s  
degree in one of the following knowledge areas: Arts; Commerce;  
Design or Science.

9 Dissertation

9.1 A dissertation must show clearly and fully the student’s sources by  
appropriate references.

9.2 A dissertation, whatever its form, must be recorded in a form that is  
permanently available to other scholars.

9.3 If an honours dissertation is credited towards a master’s degree  
course by coursework and dissertation in accordance with 8.3, it may  
constitute the dissertation component of the master’s course in full or  
in part.

9.4 If an honours dissertation constitutes the dissertation component of  
The master’s course in part only, the component of the dissertation  
completed in the master’s course must be clearly identifiable and  
separately examined.

10 Jointly authored work

10.1 If any item submitted as part of a student’s dissertation has been  
jointly authored—  

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(a) the work done by the student must be clearly indicated and certified as such by the co-authors; and

(b) the co-authors must certify that they agree to the inclusion in the dissertation of work that they have co-authored.

10.2 A publication of which the student is sole or joint author may be submitted as an appendix in support of the dissertation, but, in the case of joint authorship, the work done by the student must be clearly indicated.

10.3 Except in exceptional circumstances and with the permission of the faculty, a student is not permitted to withdraw, alter or add to a dissertation after it has been submitted for examination.

11 Examination of dissertation

11.1 The dissertation must be examined by at least two examiners.

11.2 Examiners must be independent and not have been involved in the supervision of the student.

11.3 The use of an external examiner for dissertations, where practicable, must be promoted and actively encouraged.

11.4 The dissertation assessment criteria contained in Appendices A, B and C are to be used and must be distributed to all master’s by coursework and dissertation students prior to commencement of their master’s studies, and to examiners.

11.5 After assessment of a dissertation, the student concerned must be provided with a brief report outlining the main strengths and weaknesses of the dissertation.

12 Classification of dissertations

12.1 There must be a common process for the formulation of a final mark and grade for the dissertation when the examiners marks are returned, including a process to resolve disagreement between markers.

12.2 The central goals of the resolution process are:

- to identify, discuss and evaluate differences of opinion that underpin the disagreement, and

- to minimise the influence of any input that appears to be based on misconception or unsustainable argument.
12.3 The current process is as outlined for honours’ dissertations and can be found at: http://www.universitypolicies.uwa.edu.au/policy_attachments?f=294673.

13 Appointment of supervisors

13.1 Within six months of a student first enrolling for the Master’s degree course by coursework and dissertation, the head of the school concerned, or nominee, must submit for the approval of the faculty the name of the student’s supervisor.

14 Internal and external candidature

14.1 Students are normally enrolled as internal students.

14.2 A student who wishes to spend part of the prescribed period of study in another institution must apply through the appropriate head of school to the faculty for permission to undertake a period of external study.

14.3 A faculty will not grant permission for a period of external study unless it is satisfied that adequate supervision and access to facilities and resources, if necessary, have been arranged.

14.4 A student who is not a graduate of this University must spend all of the prescribed period of study as an internal student.

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PROPOSAL TO RATIONALISE THE EDUCATION COMMITTEE STRUCTURE

TRIM FILE REFERENCE:  F44038

DOCUMENT STATUS

Draft [ ] Ready for Review [ ] Final [X]

DOCUMENT MODIFICATION HISTORY

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<td>3-12th September 2014</td>
<td>Dr Kabilan Krishnasamy, Academic Secretary and Ms Jan Cardy, Manager Curriculum Management – Academic Policy Services</td>
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<td>Professor Alec Cameron, DVC(E), Professor Grady Venville, Dean of Coursework Studies.</td>
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<td>Professor John Cordery, Chair of Academic Board. Professor Cara MacNish, Deputy Chair of Academic Board.</td>
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<td>10th October 2014</td>
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Proposal to Rationalise the Education Committee Structure

Background
In early September 2014, the University Executive considered and noted that the Committees Working Party Report: To Improve the Administrative Efficiency and Effectiveness of Committees (August 2014), had improved the operating principles and administrative practices in the management of committees and that the next phase of work would involve:

- a review within each portfolio, by the portfolio holder, of the governance arrangements in place, with a view to achieving a more effective use of committees in that portfolio; and
- a review at the institutional level, as part of the functional review process, of the committee system as a whole as part of the broader institutional governance function.

The aim of this proposal, as requested by the Deputy Vice-Chancellor (Education) is to clarify the governance arrangements and implement a more effective use of committees within the education portfolio. The proposal has been considered and approved in principle by the Deputy Vice-Chancellor (Education) and the Dean of Coursework Studies.

The Deputy Vice-Chancellor (Education), as Chair of the three key Academic Council Standing Committees (Admissions, Teaching and Learning and Board of Coursework Studies), has requested its referral to the Academic Board for consideration and approval via the University committee system.

Current Committee Structure
The current education-related committee structure is at Appendix A. In summary there are eleven committees that have been included in this review:

- Admissions Committee
- Teaching and Learning Committee
  - Two Standing Committees – Awards and Grants and Schemes
- Board of Coursework Studies
  - Five Standing Boards of Studies
  - Board of Studies – Board of Examiners

The following committees have been considered out of scope for this review:

- Strategic Information Technology and Information Management Committee (SITIMC), an advisory committee to the Vice-Chancellor, chaired by the DVC(E);
- Coursework Scholarships Sub-Committee, a sub-committee of the Scholarships Committee and Board of the Graduate Research School, chaired by the Dean of Coursework Studies; and
- Separately constituted external committees such as UWA Foundation Program – Board of Studies and Management Committee.

Proposed Committee Structure
The proposed committee structure is at Appendix A and comprises three committees:

- Education Committee – as a standing committee of the Academic Council
- Curriculum Committee – as a standing committee of the Education Committee
- Education Futures Strategy Group – as a standing committee of the Education Committee

Key Principles and Issues
This greatly reduced committee structure is based on the following principles:

- Clarity in the delineation between governance and management;
- Appropriate quality assurance;
- Alignment of roles and responsibilities with expertise;
- Appropriate steering to appropriate committees reducing overlap;
- Improved delegations to relevant officers and administrative sections in line with policy.
Some of the key issues that have enabled this realignment include:

- **Timing** – the Boards of Studies were established to manage the major task of introducing and implementing new courses. The first cohort of students will graduate at the end of 2014 and the high level of curriculum related work at the undergraduate level has now greatly reduced. Cycle 2 is still very active.
- **Management Structure** – changes in the management structure over the last couple of years and the new portfolio positions established, including Pro Vice-Chancellor (International), Dean of Coursework Studies, and Pro Vice-Chancellor (Education Innovation) have provided the opportunity for improved delegations and responsibilities.
- **Improved policies** over the last few years enable more efficient decision-making.
- **Improved use of technology and systems** to provide curriculum data (CAIDi) which has streamlined agenda documentation, and provides greater transparency and accountability.

**Supporting documentation**
To achieve the proposed reduction in committees, the following documentation is provided:

**Appendix B**  Flow chart indicating administrative and management responsibilities and the flow on to the committee structure – steering will ensure appropriate governance by the appropriate committee.

**Appendix C**  Mapping of the current roles and responsibilities of the eleven committees to the proposed new three committees and appropriate delegations where possible.

**Appendix D**  Proposed Committee Constitutions indicating role and membership:
- Education Committee
- Curriculum Committee
- Education Futures Strategy Group

Additional work has also been undertaken including mapping of current membership to future membership, which provides a clear picture of ‘released potential’, in particular academic representation on committees; and sample mapping of agenda items (eg Admissions Committee) to indicate that its disestablishment can be accommodated by the new committee structure. A communication and implementation strategy has also been formulated to manage this proposal through appropriate channels. As part of this strategy, key University officers have also been consulted, including Chair of the Academic Board, University Executive, Deans of Faculties, Chairs and Executive Officers of relevant committees.
Current and Proposed – Education Committee Structure

**Current Structure**

- Academic Council
  - Teaching and Learning Committee
  - Admissions Committee
  - Grants and Schemes Standing Committee
  - Awards Standing Committee
  - Board of Coursework Studies:
    - BOS (Arts)
    - BOS (Com)
    - BOS (Des)
    - BOS (Sci)
    - BOS (Phil)

**Proposed Structure**

- Academic Council
  - Education Committee Chair: DVC(E) (Standing Committee of the Academic Council)
  - Education Futures Strategy Group Chair: PVC (EI) (Standing Committee of the Education Committee)
  - Curriculum Committee Chair: Dean of Coursework Studies (Standing Committee of the Education Committee)

*Draft - September 2014*
Proposed – Education Committee Structure

Academic Council

Education Committee
Chair: DVC(E)
(Standing Committee of the
Academic Council)

Education Futures Strategy
Group
Chair: PVC (EI)
(Standing Committee of the
Education Committee)

Curriculum Committee
Chair: Dean of Coursework
Studies
(Standing Committee of the
Education Committee)

Steered to appropriate committee

Dean of Coursework
Studies

PVC (I)

Selection Groups
Awards
Grants and Schemes

Admissions Centre
(in consultation)

International Centre
(in consultation)

Educational Strategies
Office

Centre for the
Advancement of Teaching
and Learning

Curriculum Approval
Information Database
(CAIDI)
Undergraduate and
Postgraduate curriculum

Academic Policy Services

Draft - October 2014
### APPENDIX C

<table>
<thead>
<tr>
<th>Committees</th>
<th>Constitutional Role - current</th>
<th>Future</th>
<th>Operationally managed in line with policy or by delegation to relevant officer</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Education Committee</td>
<td>Curriculum Committee</td>
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<tr>
<td><strong>Admissions Committee</strong></td>
<td>The role of the Admissions Committee is to monitor, advise, undertake research and make recommendations to the Academic Council on—</td>
<td>Admission requirements as part of course rules - not in line with policy</td>
<td>Admission requirements as part of course rules - in line with policy - Dean, Coursework Studies</td>
</tr>
<tr>
<td></td>
<td>(a) undergraduate and postgraduate (by coursework) admissions, including but not limited to the University’s entry requirements including prerequisites and English language competence;</td>
<td>New and amendments to Policies</td>
<td>Dean, Coursework Studies / Pro Vice-Chancellor (International)</td>
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<td></td>
<td>the University’s policy on assessment and recognition of overseas qualifications recognition of external onshore or offshore academic programs as entry pathways; and</td>
<td>Establishing academic comparability</td>
<td>Approval based on precedents set - by Dean, Coursework Studies (onshore providers) / Pro Vice-Chancellor (International) Offshore providers</td>
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<td></td>
<td>(iii) articulation of entry agreements between the University and other educational institutions or local providers;</td>
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<td></td>
<td>(b) policy matters relating to the University’s relationships with external stakeholders such as the Department of Education (WA), the School Curriculum Standards Authority, the Tertiary Institutions Service Centre, other universities and all school systems.</td>
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<td></td>
<td>(2) In carrying out its functions, the committee must give due consideration to approved University and faculty objectives as set out in Strategic and Operational Priorities Plans.</td>
<td>Strategic</td>
<td></td>
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<tr>
<td><strong>Board of Coursework Studies</strong></td>
<td>consider and make recommendations to Academic Council on policy matters relating to the structure and content of undergraduate and postgraduate coursework;</td>
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<td></td>
<td>receive and consider proposals submitted through the appropriate process for the introduction of, and major changes to, coursework units, majors and courses, and make recommendations to Academic Council on these and associated policy matters.</td>
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<tr>
<td><strong>Boards of Studies - BA, Bcom, Bdes, BSc</strong></td>
<td>provide curriculum development advice to faculties and recommendations, as required, to the Board of Coursework Studies on the following:</td>
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<td>(i) degree-specific majors for the Bachelor of Arts;</td>
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<td>(ii) embedding the UWA Educational Principles in degree-specific majors;</td>
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<td>(iii) prerequisites, corequisites and related matters;</td>
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<td>(iv) units, including broadening units;</td>
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<td>(v) articulation agreements;</td>
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<td>(vi) annual reports, incorporating performance and quality data; and</td>
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<td></td>
<td>(b) deal executively with or provide advice on other matters referred to the Board of Studies for the Bachelor of Arts by the Board of Coursework Studies or Academic Council.</td>
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<thead>
<tr>
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<th>Future</th>
<th>Operationally managed in line with policy or by delegation to relevant officer</th>
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<tbody>
<tr>
<td>Board of Studies - BPhil (Hons)</td>
<td>ensure that the Bachelor of Philosophy (Honours) operates efficiently and effectively, and to make recommendations, as required, to the Board of Coursework Studies on the following matters:</td>
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<td></td>
<td>(i) Selection criteria/procedures for entry</td>
<td>Policy related</td>
<td>Operational - Dean, Coursework Studies</td>
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<td></td>
<td>(ii) annual reports, incorporating performance and quality data</td>
<td></td>
<td>Dean, Coursework Studies</td>
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<td></td>
<td>(b) advise and guide the coordinator of the Bachelor of Philosophy (Honours) on its implementation, including</td>
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<td>(i) arrangements for research-intensive experiences and other appropriate learning opportunities and special requirements; and</td>
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<td>(ii) the residential program</td>
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<td>(c) review, as directed by the Chair of the Board of Coursework Studies, any aspect of the Bachelor of Philosophy (Honours); and</td>
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<td></td>
<td>(b) deal executively with or provide advice on other matters referred to the Board of Studies for the Bachelor of Arts by the Board of Coursework Studies or Academic Council.</td>
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<tr>
<td>Board of Studies - Board of Examiners</td>
<td>The Board of Examiners of the Boards of Studies (BoE-BoS) is established as a standing committee of the Board of Coursework Studies to deal executively with all related academic matters including, but not limited to, the following (extract from University Policy on Boards of Examiners and the Academic Progress Review Sub-Committee - UP13/12)</td>
<td></td>
<td>Delegated to Dean, Coursework Studies by the Curriculum Committee</td>
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<td>(a) the award of honours classifications, where these are not routine in nature, or relate to joint-honours classifications for new undergraduate degree courses;</td>
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<td>(b) all exceptional cases relating to academic progress assessment that have been escalated by an Academic Progress Review Sub-Committee [See 3.2(d)] for further deliberation; and</td>
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<td>(c) faculty recommendations on applications for readmission from students who have been excluded from an undergraduate degree course or a diploma course at least 12 months previously.</td>
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<td>Teaching and Learning Committee (incorporating its two Standing Committees - Awards, and Grants and Schemes)</td>
<td>(a) advise and make recommendations to the Academic Council and/or other University bodies or officers, as appropriate, on—</td>
<td>Policy related</td>
<td>Deputy Vice-Chancellor (Education)</td>
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<td>(i) matters relating to teaching and learning in the University including all aspects of the student learning experience, and the University’s education strategy;</td>
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<td>(ii) the quality of teaching and learning in the institution;</td>
<td>Policy related</td>
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<td>(iii) means of assessing and improving the quality of teaching and learning;</td>
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<td>(iv) means of encouraging and rewarding high quality teaching and learning;</td>
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<td>(v) the use of technology in teaching and learning;</td>
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<td>(vi) research studies on teaching and learning; and</td>
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<td>(vi) matters arising through liaison with relevant external bodies; and</td>
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<td></td>
<td>(b) allocate its annual budget to support and promote high quality teaching and learning.</td>
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</table>
Education Committee (constitution)

This committee operates in accordance with the Principles and Rules for the Operation of Committees. Members must act in accordance with the University Committee Members’ Code of Conduct.

Position of the Committee within the University of Western Australia

1. The Education Committee is a standing committee of the Academic Council.

Role

2. The role of the Committee is to—
   (a) advise and make recommendations to the Academic Council and/or other University bodies or officers, as appropriate, on policy and strategic matters relating to:
      (i) the University’s education strategy and vision, including aspects of the student learning experience;
      (ii) the quality of teaching and learning in the institution;
      (iii) undergraduate and postgraduate (coursework) admissions; and
      (iv) the academic structure and framework of undergraduate and postgraduate coursework;
   (b) allocate its annual budget to support and promote the University’s education priorities.

Membership

3.(1) The Committee comprises:
   (a) the Deputy Vice-Chancellor (Education) (as Chair);
   (b) the Chair of the Academic Board;
   (c) the Dean of Coursework Studies;
   (d) the Pro Vice-Chancellor (Education Innovation);
   (e) the Pro Vice-Chancellor (International);
   (f) the Deans of Faculties or nominee;
   (g) the Dean of the School of Indigenous Studies or nominee;
   (h) the Director, Student Services;
   (i) the Director, Academic Policy Services;
   (j) the President of the Guild of Undergraduates;
   (k) the President of the Postgraduate Students’ Association, or nominee;
   (l) up to two co-opted members selected from the academic members of Academic Board.

   (2) The Chair may appoint a Deputy Chair from among the members to perform essential duties in the Chair’s absence.
   (3) The Chair may invite one or more persons to attend meetings to provide advice on specific areas or agenda items.
   (4) Co-opted members are appointed for two years and may be reappointed for a second term only.

Members’ Absence and Nominees

4.(1) In the event that a member is unable to attend a meeting, that member may nominate a person to attend that meeting in their stead.
   (2) Nominations must be in writing and received by the Executive Officer prior to the relevant meeting.

Skills and/or qualifications of members and nominees

5. It is desirable that members and nominees have a leadership role within the education portfolio in their respective functional area, or other leadership role related to the student learning experience, and this important role is to be taken into account when nominees are appointed.

Quorum

6. The quorum for the Committee is half the current membership plus one.
Decisions
7. (1) Each member has a vote.
   (2) The Chair has an ordinary vote and a casting vote.
   (3) Decisions are made by a majority of the members present and voting.

Frequency of Meetings
8. The Committee normally meets up to four times each year in the months of February to November but may meet more frequently if required.

Delegation
9. (1) The Committee delegates to the Deputy Vice-Chancellor (Education) responsibility for the annual budget to support education priorities across the education portfolio in line with the University’s strategic plan.
   (2) The Deputy Vice-Chancellor (Education) will provide an annual report to the Education Committee on expenditure and commitments.

Decision-making and communication maps
Local decision-making map – to be formulated
Local communications map – to be formulated
Curriculum Committee (constitution)

This committee operates in accordance with the Principles and Rules for the Operation of Committees. Members must act in accordance with the University Committee Members’ Code of Conduct.

Position of the Committee within the University of Western Australia

1. The Curriculum Committee is a standing committee of the Education Committee.

Role

2. The role of the Committee is to—
   (a) consider and make recommendations to the Academic Council on proposals submitted through the appropriate process for the introduction of new curriculum offerings, including articulation agreements and major changes to curriculum;
   (b) advise and make recommendations to the Education Committee on policy and strategic matters relating to the academic structure and framework of coursework courses;
   (c) provide coursework curriculum development advice to faculties, other University bodies or officers as appropriate;
   (d) review, as directed by the Chair of the Education Committee, any aspect of undergraduate and postgraduate coursework.
   (e) formulate and review appropriate schemes, funded from (but not limited to) the Education Committee’s annual budget, to support the University’s education portfolio.

Membership

3.(1) The Committee comprises:
   (a) the Dean of Coursework Studies (as Chair);
   (b) the Deputy or Associate Chair of the Academic Board;
   (c) the Dean of Graduate Research and Postdoctoral Training;
   (d) the chair of each faculty and School of Indigenous Studies teaching and learning/education committee, or nominee of the Dean;
   (e) the Academic Secretary;
   (f) the Associate Director, Admissions Centre
   (g) the Academic Coordinator for the Bachelor of Philosophy (Honours);
   (h) the President of the Guild of Undergraduates or nominee;
   (i) a postgraduate coursework student nominated by the President of the Postgraduate Students’ Association
   (j) up to two co-opted members, if required for balance or specific expertise.

   (2) The Chair may appoint a Deputy Chair and an Associate Chair from among the members to perform essential duties under delegated authority.

   (3) The Chair may invite one or more persons to attend meetings to provide advice on specific areas or agenda items.

   (4) Co-opted members are appointed for two years and may be reappointed for a second term only.

Members’ Absence and Nominees

4.(1) In the event that a member is unable to attend a meeting, that member may nominate a person to attend that meeting in their stead.

   (2) Nominations must be in writing and received by the Executive Officer prior to the relevant meeting.

Skills and/or qualifications of members and nominees

5. It is desirable that members and nominees have a leadership role within the education portfolio in their respective functional area, or other leadership role related to teaching and learning, and this important role is to be taken into account when nominees are appointed.

Quorum

6. The quorum for the Committee is half the current membership plus one.
Decisions
7.(1) Each member has a vote.
   (2) The Chair has an ordinary vote and a casting vote.
   (3) Decisions are made by a majority of the members present and voting.

Frequency of Meetings
8. The Committee normally meets up to six times each year in the months of February to November but may meet more frequently if required.

Delegations
9. (1) Where new curriculum proposals and major changes to existing curriculum comply with approved policy, the Chair, Deputy Chair or Associate Chair have delegated authority to steer such proposals direct to the Academic Council for consideration.
   (2) The Committee delegates to the Chair or to the Executive Officer, as appropriate, the responsibility to consider and approve minor curriculum changes or administrative changes as part of the annual curriculum change process or the fast-track change process.
   (3) The Committee delegates to the Chair the responsibility to consider and determine academic results that are not routine in nature, eg the award of joint-honours classifications

Decision-making and communication maps
Local decision-making map – to be formulated
Local communications map – to be formulated
Education Futures Strategy Group (constitution)

This committee operates in accordance with the Principles and Rules for the Operation of Committees. Members must act in accordance with the University Committee Members’ Code of Conduct.

Position of the Committee within the University of Western Australia

1. The Education Futures Strategy Group is a standing committee of the Education Committee.

Role

2. The role of the Education Futures Strategy Group is to—
   (a) advise and make recommendations to the Education Committee on policy and strategic matters relating to the University’s education strategy and vision; and
   (b) make recommendations to other University bodies or officers, as appropriate on teaching and learning including
      (i) the student learning experience;
      (ii) assessing and improving the quality of educational delivery;
      (iii) the use of technology and innovations in teaching and learning;
      (iv) relevant research studies; and
   (c) formulate and review appropriate schemes, funded from (but not limited to) the Education Committee’s annual budget, to support the University’s education portfolio.

Membership

3.(1) The Education Futures Strategy Group comprises:
   (a) the Pro Vice-Chancellor (Education Innovation) (as Chair);
   (b) the Dean of Coursework Studies;
   (c) the Chair of the Academic Board or nominee;
   (d) the Chief Information Officer;
   (e) Associate Deans (Teaching and Learning/Education) in the faculties and the School of Indigenous Studies, or nominee of the dean;
   (f) the Director, Centre for the Advancement of Teaching and Learning;
   (g) the Director, Education Strategies Office;
   (h) the Director, UWA Student Residences;
   (i) the Associate Director, Student Support Services;
   (j) the University Librarian;
   (k) the President of the Guild of Undergraduates or nominee;
   (l) the President of the Postgraduate Students’ Association or nominee;
   (m) up to two co-opted members, if required for balance or specific expertise.

   (2) The Chair may appoint a Deputy Chair from among the members to perform essential duties in the Chair’s absence.
   (3) The Chair may invite one or more persons to attend meetings to provide advice on specific areas or agenda items.
   (4) Co-opted members are appointed for two years and may be reappointed for a second term only.

Members’ Absence and Nominees

4.(1) In the event that a member is unable to attend a meeting, that member may nominate a person to attend that meeting in their stead.

   (2) Nominations must be in writing and received by the Executive Officer prior to the relevant meeting.

Skills and/or qualifications of members and nominees

5. It is desirable that members and nominees have a leadership role within the education portfolio in their respective functional area, or other leadership role related to the student learning experience, and this important role is to be taken into account when nominees are appointed.
Quorum
6. The quorum for the Education Futures Strategy Group is half the current membership plus one.

Decisions
7. (1) Each member has a vote.
   (2) The Chair has an ordinary vote and a casting vote.
   (3) Decisions are made by a majority of the members present and voting.

Frequency of Meetings
8. The Education Futures Strategy Group normally meets up to six times each year in the months of February to November but may meet more frequently if required.

Delegations
9. (1) The Education Futures Strategy Group delegates to established selection groups, as appropriate, oversight of the day-to-day operation of education-related schemes and to make and action decisions that are within the parameters of established guidelines.
   (2) Any changes to existing guidelines for education-related schemes under 2(c) must be forwarded by the relevant selection group to the Education Futures Strategy Group for its approval.

Decision-making and communication maps
Local decision-making map – to be formulated
Local communications map – to be formulated