MEMBERS OF THE BOARD OF COURSEWORK STUDIES
Deputy Vice-Chancellor (Education) as Chair (Winthrop 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 for Ms Lang)
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)

INVITEES
Professor Erika Techera, Dean, Faculty of Law for items 8.1 & 9
Professor Camilla Anderson, Director of Higher Degrees (Coursework), Faculty of Law for items 8.1 & 9
Mr Kelly Smith, Director, International Centre for item 10

BOARD OF COURSEWORK STUDIES MEETING – 
THURSDAY, 13th MARCH 2014

AGENDA

This is to confirm that a meeting of the Board of Coursework Studies will be held from 9.00am – 11.00am on Thursday, 13th March 2014 in the Prescott Room (N.B. duration of meeting has been extended by 30 minutes).

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, which relates to items for communication, is to be dealt with en bloc by motion of the Chair. 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 Parts 1 and / or 2 to Part 3.

Dr Kabilan Krishnasamy
Executive Officer
Academic Policy Services

WELCOME
The Chair will welcome all members to the first meeting of the Board of Coursework Studies, including the following new members:
• Mr Thomas Henderson, Guild President
• Mr Aaron Fordham, Nominee of the President of the Postgraduate Students’ Association

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 17th October 2013. Minutes are available from the committee’s web page.

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

2. MEETING DATES IN 2014 FOR THE BOARD OF COURSEWORK STUDIES – Ref F50138

Members are reminded that the principal meeting dates for 2014 for the Board of Coursework Studies have been confirmed as follows:

<table>
<thead>
<tr>
<th>Meeting Date (where relevant)</th>
<th>Cut-off date for receipt of Agenda Material (by Mid-day)</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>February - no meeting - by circular only</td>
<td>Thursday, 5th February</td>
<td>-</td>
</tr>
<tr>
<td><strong>Thursday, 20th March (rescheduled to 13th March at 9am)</strong></td>
<td>Thursday, 27th February</td>
<td>Prescott room</td>
</tr>
<tr>
<td>April - no meeting (by circular only)</td>
<td>Thursday, 4th April</td>
<td>-</td>
</tr>
<tr>
<td><strong>Thursday, 15th May (rescheduled to Thursday, 8th May)</strong></td>
<td>Thursday, 24th April</td>
<td>Prescott room</td>
</tr>
<tr>
<td>June - no meeting (by circular only)</td>
<td>Thursday, 6th June</td>
<td>-</td>
</tr>
<tr>
<td><strong>Thursday, 17th July</strong></td>
<td>Thursday, 2nd July</td>
<td>Prescott room</td>
</tr>
<tr>
<td><strong>Thursday, 21st August (rescheduled to Mon 14th August)</strong></td>
<td>Thursday, 24th July</td>
<td>Prescott room</td>
</tr>
<tr>
<td>September - no meeting (by circular only)</td>
<td>Thursday, 3rd September</td>
<td>-</td>
</tr>
<tr>
<td><strong>Thursday, 16th October</strong></td>
<td>Thursday, 1st October</td>
<td>Prescott room</td>
</tr>
<tr>
<td>November - no meeting (by circular only)</td>
<td>Thursday, 5th November</td>
<td>-</td>
</tr>
</tbody>
</table>

For noting.

3. GROUP OF EIGHT QUALITY VERIFICATION SYSTEM (QVS) - F29874

The Group of Eight Quality Verification System was introduced with effect from 2011, to:
- establish a quality assurance process to review academic standards at all levels of achievement across Go8 institutions and provide public assurance that learning outcomes are comparable with world leading universities;
- promote discussion on best practice in teaching and learning across Go8 institutions and to improve cross institutional understanding;
- assist the Go8 universities maintain and improve their academic standards.

UWA’s involvement in the system has been minimised due to the introduction of new courses in 2012. Attached (Attachment A) is an update on this process and future plans in this regard from the Dean of Coursework Studies, for members’ information and noting.

4. INDUCTION OF NEW BOARD MEMBERS TO THE BOARD OF COURSEWORK STUDIES – REF: F46777

An induction package for new members titled “Information Package: A Handbook for Members of the Board of Coursework Studies” is available on the Board’s website.

The Chair will briefly speak to this item in Part 3. All members, both new and existing, are encouraged to use the induction information as a reference document during their term of office.

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

5. ASSURED ENTRY PATHWAYS TO PROFESSIONAL POSTGRADUATE COURSES – Ref F58862

“An assured entry pathway into one of the professional postgraduate degrees provides a limited number of places reserved for appropriately qualifies students at the time they are admitted to their undergraduate course at UWA, subject to making satisfactory progress and meeting prerequisites as defined in the relevant policies” (Academic Policies: Glossary of Terms).

Currently, assured entry pathways are available into the following postgraduate coursework courses that lead to professional qualifications in high areas of demand: Doctor of Medicine (MD); Doctor of Dental Medicine (DMD); and Juris Doctor (JD). Assure entry pathway into the Master of Professional Engineering (MPE) is under review.

By R23/13, the Admissions Committee resolved to forward the following principles underpinning assured entry pathways to the Board of Coursework Studies for endorsement (Attachment B):

• lead into an approved postgraduate degree course;
• lead to an initial professional qualification;
• be available for high achieving school-leavers with an Australian Tertiary Admissions Rank (ATAR) or equivalent; and
• that no more 50% of place in the postgraduate course be available for the assured entry pathway

If agreed, the Chair recommends that the Board endorse the above principles underpinning assured entry pathways.

6. NEW UNIVERSITY POLICY ON QUOTAS – Ref F58863

At its meeting held in May 2013, the Board in considering a proposal for imposing quotas on Level 1 undergraduate units, agreed that a “University Policy on Quotas should be developed with a view to providing clearer directions on some of the key principles underpinning quota restrictions for New Courses units” (Attachment C1).

Attached (Attachment C2 – C6) for members’ consideration is a new University Policy on Unit Quotas which establishes the principles that apply to the setting of quotas to units taught in coursework degree courses.

If agreed, the Chair recommends that the Board recommend to the Academic Council that the University Policy on Unit Quotas be approved.

PART 3 – ITEMS FOR DISCUSSION AND DECISION

7. MODUS OPERANDI FOR THE BOARD OF COURSEWORK STUDIES – Ref F12202, F46776

In accordance with the Committee’s practice, the Chair will briefly outline the role of the Board and the expectations of its members, which are guided by the following University policies and practices:

• Constitution of the Board of Coursework Studies
• Principles for the Operation of Committees
• Rules for the Operation of Committees
• University Committee Members’ Code of Conduct
• The Effective Committee Member

Noted in Part 1 (Item 4) is the provision of an “Information Package: A Handbook for Members of the Board of Coursework Studies” which has been circulated to new members and is available on the web for reference by all members. The package is primarily for the information of new members but should also serve as a reminder to all members of the Board as to the protocols for best practice in committees and details the above policies and practices. Members are welcome to provide any comment on these documents during this item.
The Board of Coursework Studies, as a standing committee of the Academic Council, is subject to annual review by its members. The review report from 2013, comprised by the Institutional Research Unit, is attached (Attachment D). In addition to responding to this survey at the end of each year, members are encouraged, during the course of the year, to raise any issues associated with the Board’s activities and processes which may improve its efficiency and effectiveness.

Within the context of the Board’s modus operandi and its self-review, the Chair will invite comment on the outcomes of the Committee’s review, how the Board can contribute to the University’s strategic and policy thinking relating to curriculum matters.

The 2013 Survey Report and the Board’s comments will be forwarded to the Academic Council for its information.

For discussion.

8. NEW CYCLE II CURRICULUM PROPOSALS: EXCEPTIONS TO POLICY – Ref F54461

The Board is reminded that the following specifications have been approved for master’s degree courses with a volume of learning of 48 and 72 credit points (see University Policy on Volume of Learning and Structures for Postgraduate Coursework Courses):

<table>
<thead>
<tr>
<th>Volume of learning</th>
<th>Admission requirements (prior study / professional experience)</th>
</tr>
</thead>
<tbody>
<tr>
<td>72 credit points</td>
<td>• 3 years Bachelor’s pass degree (cognate area); Or Graduate Diploma (cognate area);</td>
</tr>
<tr>
<td>48 credit points</td>
<td>• 3-years Bachelor’s pass degree (cognate area) plus at least two years of professional experience (with demonstrable learning competencies); Or • 3-years Bachelor’s pass degree (cognate area) plus Graduate Diploma (cognate area); Or • 4-years or more Bachelor’s pass degree (cognate area) plus at least two years of professional experience (with demonstrable learning competencies); Or • 4 year honours degree (cognate area)</td>
</tr>
</tbody>
</table>

Members will be asked to consider the following business cases, received from the faculty of Law and the Faculty of Arts, which do not align with the above specifications:

8.1. Faculty of Law: Business Cases (Phase 1) to offer new postgraduate coursework courses from 2015

By R22/13, the Board resolved to recommend to the Academic Council that the following exemption to the policy be approved based on national/international best practice: “that students be admitted into 48 credit points master’s courses in law following completion of a Bachelor of Laws (LLB) or equivalent international qualification” (Attachment E1). This exemption was approved by the Academic Council by R91/13.

In October 2013, the Board considered a request from the Law Faculty which was seeking exemption, based on national/international best practice, for offering 48 credit points Law related master’s courses to non-law graduates following completion of a three year bachelor’s pass degree in cognate disciplines (Attachment E2).

Attached (Attachment E3 – E29) for members’ consideration are business cases (Phase 1), submitted by the Faculty of Law, to offer the following new postgraduate courses from 2015:
The Board will note that the volume of learning of the above proposed courses do not align with the approved University Policy on Volume of Learning and Structures for Postgraduate Coursework Courses.

The Faculty of Law has nominated to argue its case based on national/international best practice for offering 48 credit points law related master’s courses and 24 credit points law related graduate diplomas to non-law graduates following completion of a three-years bachelor’s pass degree in cognate disciplines and non-cognate disciplines. The Dean, Faculty of Law will be invited to speak to this item.

For discussion.

8.2. Faculty of Arts: Business Cases (Phase 1) to offer new postgraduate coursework courses from 2015

Attached (Attachment F1-F11) for members’ consideration are business cases (Phase 1), submitted by the Faculty of Arts, to offer the following new postgraduate courses from 2015:

<table>
<thead>
<tr>
<th>TRIM</th>
<th>Business Case for</th>
<th>Volume of learning</th>
<th>Proposed Admission Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>F56986</td>
<td>Master of Strategic Communication – coursework - 12540</td>
<td>72</td>
<td>• Bachelor’s pass degree (cognate area); Or</td>
</tr>
<tr>
<td>F56983</td>
<td>Master of Strategic Communication – coursework &amp; dissertation - 12540</td>
<td></td>
<td>• Bachelor’s pass degree (non-cognate area)</td>
</tr>
</tbody>
</table>

Typically, the volume of learning of a master’s course should be 96 credit points – this is the norm. The Faculty of Arts has nominated to argue its case based on national/international best practice for offering...
72 credit points of the Master of Strategic Communication to students who completed a bachelor’s pass degree in either a cognate area or a non-cognate area.

For discussion.

9. FACULTY OF LAW: PROPOSAL TO OFFER TWO EXISTING MASTER’S COURSES OVER TWO YEARS (1 + 1 LAW PACKAGING) – Ref F5074

Attached (Attachment G) for members’ consideration is a proposal submitted by the Faculty of Law in consultation with the Faculty of Business and the Faculty of Arts, to offer the following combination of master’s courses (double degrees) over two years:

<table>
<thead>
<tr>
<th>Package</th>
<th>Course 1 - Faculty</th>
<th>Course 2 – Faculty of Law</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Master of Business Administration – coursework and dissertation (MBA - 72 credit points) – Faculty of Business</td>
<td>Master of Law (LLM - 48 credit points)</td>
<td>The MBA (72 credit points) is offered in a year</td>
</tr>
<tr>
<td>2</td>
<td>Proposed Master of International Commercial Law* (48 credit points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Master of International Relations (MIR) – coursework and dissertation (72 credit points) – Faculty of Arts</td>
<td>Proposed Master of International Law* (48 credit points)</td>
<td>Volume of learning for the MIR remains at 72 credit points but the structural sequence of units will change. This will occur as part of the annual curriculum change process.</td>
</tr>
</tbody>
</table>

*course yet to be approved

For discussion.

10. ARTICULATION AGREEMENTS: CLARIFICATION ON PRINCIPLES – Ref F35930

Members are reminded that the authority to approve student exchange agreements, articulation and associated advanced standing arrangements involving international students, and in-country study programs has been delegated (by Academic Council R126/08) to the Chair of the Academic Board on the recommendation of the Director, International Centre and in consultation with the Dean, Coursework Studies, as appropriate.

The Board will recall that in March 2012 it considered a proposal relating to an articulation agreement between UWA and Shanghai Jiao-Tong University (SJU) for the Master of Nursing Science. The proposal relates to students who will have completed 3.5 years of the 4 year Bachelor of Science – Nursing degree at SJU to gain entry to the Master of Nursing Science at UWA. The structure of the 4 year Bachelor of Science – Nursing at SJU require students to complete the academic content of the course in the first three years of the course and undertake a practical component in the fourth year. After much discussion and deliberation, the Board resolved by R11/12 to recommend to the Academic Council that the proposed articulation agreement between UWA and SJU for the Master of Nursing Science be approved (Attachment H1-I2).

In June 2012, a similar kind of articulation agreement (3 + 2) between UWA and Harbin Institute of Technology (HIT), China was approved by Academic Council under delegated authority (Attachment H3-H16). The agreement states that “students at HIT, after completing their first three years of appropriate Bachelor of Engineering studies, with an average of at least 70%, will be given recognition for their prior studies at HIT, for direct entry into the Master of Professional Engineering at UWA, majoring in the appropriate discipline” (Agreement is available on request to the Executive Officer).

The Chair of Academic Board has requested that the following articulation agreement proposals be presented to the Board for clarification on principles relating to admission requirements and cross-credits:
Articulation agreement between UWA and Northwest A&F University (NWAFU), China – this (3+2) agreement stipulates that students having completed the first 3 out of the 4 years, or the first 4 out of the 5 years of the bachelor degree programs completed at NWAFU seek direct entry into the following master's degree courses offered by the Faculty of Science at UWA (see excerpts of agreement in Attachment H17-H23):
   a. Master of Agricultural Science;
   b. Master of Biological Science;
   c. Master of Environmental Science

The following agreements with UWA are being finalised by the International Centre for the Faculty of Engineering, Computing and Mathematics based on the already approved agreements listed above:
   a. Oceans University;
   b. Shandong University;
   c. China University of Mining and Technology; and
   d. South China University of Technology.

The Chair, Academic Board will speak to this item. The Director, international Centre has been invited to respond to queries.

For discussion.

11. CYCLICAL REVIEW OF COURSES – Ref F1103

Attached (Attachment I) for the Board’s consideration are discussion points raised by the Chair, Academic Board on matters relating to review of courses.

The Chair, Academic Board will speak to this item.

For discussion.
Group of Eight Quality Verification System (QVS)
The purpose of the Group of Eight (Go8) Quality Verification System (QVS) is to
maintain a process of external, discipline-led, academic peer review of final year
undergraduate student outcomes, in each program or majors of large programs,
at all levels of achievement across Go8 institutions. The QVS is conducted by a
reviewer appointed by the Go8 and external to the university under review.

UWA has participated in some reviews of discipline areas scheduled by the Go8
but has opted out in recent years because of the introduction of new courses in
2012. The following schedule provides information about the discipline areas
scheduled by the Go8 for review, the status of those reviews and the planned
review activity at UWA.

<table>
<thead>
<tr>
<th>QVS Discipline Area</th>
<th>UWA Major (contact person)</th>
<th>Year Scheduled for Review by Go8</th>
<th>Status/Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>History (Charlie Fox)</td>
<td>2011/2012</td>
<td>To be advised</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
<td>2011/2012</td>
<td>To be conducted in 2014</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics (Ian McArthur)</td>
<td>2011</td>
<td>Documentation submitted but review not completed by external reviewer To be conducted in 2014</td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting (Phil Hancock)</td>
<td>2011</td>
<td>Complete</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology in Society</td>
<td>2011/2012</td>
<td>To be advised</td>
</tr>
<tr>
<td></td>
<td>Psychological Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Vance Locke)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Economics (single major)</td>
<td>2012</td>
<td>To be conducted in 2014</td>
</tr>
<tr>
<td></td>
<td>Economics (double major)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Philosophy</td>
<td>2012</td>
<td>To be conducted in 2014</td>
</tr>
<tr>
<td>English</td>
<td>English and Cultural Studies</td>
<td>2013</td>
<td>To be conducted in 2014</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics and Statistics</td>
<td>2013</td>
<td>To be conducted in 2014</td>
</tr>
<tr>
<td>Chinese (Mandarin)</td>
<td>Chinese</td>
<td>2013</td>
<td>To be conducted in 2014</td>
</tr>
</tbody>
</table>

NB. Engineering has a separate schedule for review.
The review focuses on key final year assessment of undergraduate programs or majors of large programs. This may be a capstone project, or a common external testing facility in the case of languages. For most disciplines the review requires documentation from two core subjects, or the equivalent of a quarter of a year’s work in the final year of the undergraduate program. For most courses at UWA that will be two Level 3 units in the major.

The review documentation to be submitted for each unit includes:
- Objectives of the course
- Objectives of the unit
- Overview of assessment requirements for the unit
- Procedures for assessments and examinations
- Exam booklets/assessment item descriptions
- Answer books with marking keys/marking rubrics
- Sample student answers/exams/assignments

The review looks at a random stratified sample (across the range of marks at each level) of students who have received a pass, credit, distinction and high distinction grade (or equivalent). A 5% properly stratified random sample of final year students in the major is the recommended minimum. However, this may not always be practical in the case of small and large programs and under these circumstances a minimum of 5 students and a maximum of 25 will be assessed.

The Dean of Coursework Studies, Grady Venville, will be overseeing the QVS for 2014.

Grady Venville,
Dean of Coursework Studies

28 February 2014
EXTRACT OF MINUTES OF A MEETING OF ADMISSIONS COMMITTEE
HELD ON THURSDAY 21ST NOVEMBER AT 2.15 PM IN THE SENATE ROOM

FOR THE ATTENTION OF ACADEMIC COUNCIL

15. CONSIDERING ASSURED ENTRY PATHWAYS AT UWA – REF: F35817

Members noted the background to this item arose from Schools enquiring about the possibility of introducing new assured entry pathways.

After some discussion, the membership confirmed the original principles underpinning assured entry pathways at UWA as:

• Leading into an approved postgraduate degree course
• Leading to an initial professional qualification
• Be available for high achieving school leavers with an Australian Tertiary Admissions Rank (ATAR) or equivalent, and
• That no more than 50% of places in the postgraduate course be available for the assured entry pathway

RESOLVED – 23

to forward the following conclusions of the Admissions Committee, to the Board of Coursework Studies, for their consideration and endorsement.

The principles underpinning assured entry pathways at UWA are:

• Lead into an approved postgraduate degree course
• Lead to an initial professional qualification
• Be available for high achieving school leavers with an Australian Tertiary Admissions Rank (ATAR) or equivalent, and
• That no more than 50% of places in the postgraduate course be available for the assured entry pathway

Date

Sender
(Name)

File to
(Name)

Action Required

Recipient Initials

Date Actioned

Action Taken

Folio Number

Thursday 21st November 2013

Barbara Levit

Lidia Cuoco

For Academic Council agenda

B1
EXTRACT FROM MINUTES OF A MEETING OF THE BOARD OF COURSEWORK STUDIES HELD ON THURSDAY 16th MAY 2013 FROM 10AM TO 11.30AM IN THE PRESCOTT ROOM

5. FACULTY OF EDUCATION: CAPPING OF ENROLMENTS FOR UNDERGRADUATE UNITS – Ref F31939, F32295

The Board considered a proposal, submitted by the Faculty of Education, for imposing quotas on the following Level 1 undergraduate units:

- EDUC1102 Learning Effectively: Improving Your Learning and Teaching (existing Level 1 unattached elective offered in the Bachelor of Arts);
- EDUC1103 Education for a Global Knowledge Society (existing Level 1 ‘Category A’ broadening unit offered to students enrolled in degrees other than the Bachelor of Arts); and
- EDUC1104 A World of Mobile Learning (a new unit yet to be approved as a Level 1 ‘Category A’ broadening unit for offering to students enrolled in degrees other than the Bachelor of Arts).

In considering the Faculty’s proposal to impose quotas on the above listed undergraduate units, the following were amongst the points raised in the ensuing discussion:

- Restricted entry would be at odds with the spirit of the New Courses Framework, which has been envisaging fairly open access to units. Currently, very few units, as part of New Courses, across the University have any quota restriction, and as a strong general principle the University has aimed to minimise quotas.
- The Board also expressed strong reservations for imposing quotas on ‘Category A’ broadening units. It was agreed that there should be a serious physical constraint for imposing a quota on any New Courses unit. For example, the rare instances where physical limitations on certain kinds of field work or on specialised teaching spaces such as laboratories and studios could not be overcome by using the full range of timetabling options (8am to 8pm Monday – Friday). It was pointed out that where high numbers posed a challenge, unit coordinators should be expected to make flexible arrangements, such as scheduling repeat classes.
- That the quality of educational experience has been judged to be extremely good by students enrolled in units with high enrolments.
- There was also broad discussion with regard to faculty funding models and the management of unplanned growth in student enrolments.

In summary, although there was some empathy for the challenges faced by the Faculty of Education in dealing with unplanned growth in enrolments for the above-listed units, there was a common view that these challenges were not unique to the Faculty, and that they did not warrant an exemption to the principle for limiting access to units offered within New Courses.

There was also agreement that a University Policy on Quotas should be developed with a view to providing clearer directions on some of the key principles underpinning quota restrictions for New Courses units.
This cover sheet must be completed and attached to all categories of policies as defined below.

SECTION 1 – TO BE COMPLETED BY THE POLICY PROPOSER
Complete ALL of this section:

<table>
<thead>
<tr>
<th>Proposed University Policy On:</th>
<th>Unit Quotas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trim File Reference:</td>
<td>F58863</td>
</tr>
</tbody>
</table>

Tick the relevant below:

- [ ] A new policy (complete Part A)
- [x] Revision to an existing policy (complete Part B)
- [ ] Replacing an existing rule (complete Part C)
- [ ] A reformatted approved policy (complete Part D)

Should the drafting of the policy involve consultation? If yes, provide details of proposed consultation.

- Yes – Stakeholder Group
  - Registrar; Chair of the Academic Board; Dean of Coursework Studies; Director, Planning Services; Director, Student Services; Associate Director Admissions Centre; Associate Director Student Administration; Associate Director Student Systems; Associate Director Financial Planning; Senior Policy Officer, Senior Administrative Officer, Academic Secretary - APS

Identify the Committees that this Policy needs to be presented for consideration, endorsement or approval

- Board of Coursework Studies
- Academic Council

Proposed time-line for approval process via the Committee system.

**Note:** Policies that need to be in place by 2012 must be with Academic Council no later than September 2011.

- March/April 2014

All University Policies must be submitted on the University Policies template and instructions are available on the web at: [http://www.universitypolicies.uwa.edu.au/policy_writers/policy_template](http://www.universitypolicies.uwa.edu.au/policy_writers/policy_template)

Complete ONE of the parts below:

**PART A – for a new policy ONLY**

- Provide a brief background to the creation of this policy including reference to the particular committee resolution, if relevant, that provides the mandate for its creation
- List and/or provide links of relevant papers, or sections therein that provide detailed context for the creation of the new policy
- Provide a list of issues that the drafter should consider when developing a first draft of the new policy
- Provide names of at least three senior University staff (reference group) who can answer questions and offer guidance in the development of the new policy
- Date first draft required

Issues raised from key staff that policy and process associated with unit quotas was unclear – APS and Planning Services were asked to address this policy gap.

- Clarity on general principles, based on accepted historical practice;
- Impact of new courses implementation
- Clarity on the need for transparent selection mechanisms
- Clarity on reporting and approval requirements

**PART B – for a revision of an existing policy ONLY**

State title of the existing policy and provide the appropriate web-link and policy number (as allocated on the University’s Policies website)

- Provide a brief background and the particular committee resolution, where relevant, that provides the mandate for its revision.
- List and/or provide links of relevant papers, or sections therein that provide detailed context for the revision
- Provide a list of issues that the drafter should consider when developing a first draft of the new policy
- Provide names of at least three senior University staff (reference group) who can answer questions and offer guidance in the development of the new policy
- Date first draft required
PART C – for a policy that is replacing an existing rule ONLY

State rule number(s)  

Date first draft required  

PART D – for an approved policy that has been reformatted into the required University Policies template ONLY

Note 1: The approved policy must be formally approved and be available on the University Policies website.

Note 2: The reformatting includes changes only to title, layout, introductory purpose statement, BUT NO CHANGE TO CONTENT OF POLICY.

Note 3: Once reformatted, the policy will need to be reloaded onto the University Policies website (http://www.universitypolicies.uwa.edu.au/page/117111) with the existing policy number.

Note 4: Please complete the table below and forward the following documents electronically to Ms Lidia Cuoco, Administrative Officer, Academic Policy Services – Email: lidia.cuoco@uwa.edu.au:

- Completed University Policy cover sheet
- Copy of the reformatted University Policy on the University Policies template

Academic Policy Services will, as part of the New Courses 2012 Policies Project, upload reformatted academic policies as an interim measure. With effect from 2012, reformatted policies will, as is normally the case, need to be uploaded by the administrative division responsible for the policy.

State
- title of existing policy / guidelines;
- University Policy Number; and
- web-link

Date reformating finalised and sent to Academic Policy Services

SECTION 2 – TO BE COMPLETED BY THE POLICY DRAFTER AND SUBSEQUENT OFFICERS IN THE FORMAL APPROVAL PROCESS:

DOCUMENT MODIFICATION HISTORY

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Primary Author(s) (name and position)</th>
<th>Description of Version</th>
<th>Date Completed</th>
<th>Provided To</th>
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<tbody>
<tr>
<td>0.1</td>
<td>Sue Smurthwaite, Director, Academic Policy Services Robert McCormack, Director, Planning Services</td>
<td>First Draft</td>
<td>23/12/13</td>
<td>Stakeholder Group Registrar; Chair of the Academic Board; Dean of Coursework Studies; Director, Student Services; Associate Director Admissions Centre; Associate Director Student Administration; Associate Director Student Systems; Associate Director Financial Planning; APS - Senior Policy Officer, Senior Administrative Officer, Academic Secretary</td>
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<td>Sue Smurthwaite, Director, Academic Policy Services Robert McCormack, Director, Planning Services</td>
<td>Second Draft</td>
<td>7/2/14</td>
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<td>Sue Smurthwaite, Director, Academic Policy Services Robert McCormack, Director, Planning Services</td>
<td>Final Draft</td>
<td>13/3/14</td>
<td>Board of Coursework Studies</td>
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</table>

DOCUMENT APPROVAL

 Approved By (Academic Council/ Senate / Vice-Chancellor) | Resolution Number (if applicable) | Date |
|---------------------------------------------------------|-----------------------------------|------|

If you have any queries regarding this cover sheet, or the University's Policy and use of a template for University Policies, please contact Ms Sue Smurthwaite, Director, Academic Policy Services – sue.smurthwaite@uwa.edu.au

* A University Policy can only be approved by the Senate, Academic Board/Council, Vice-Chancellor or other members of the Executive to whom the Vice-Chancellor has delegated responsibility for a particular portfolio. Following this University approved process, University Policies must be promulgated by way of the Universities Policies website (http://www.universitypolicies.uwa.edu.au/page/117111), which is the University’s definitive source for University-wide policies.
University Policy on: Unit Quotas

Purpose of the policy and summary of issues it addresses:
The purpose of this policy is to establish the principles that apply to the setting of quotas to units taught in coursework degree courses.

This policy must be read in conjunction with the University’s Admission and Quota Plan, which has as its primary purpose the delivery of a student load mix that is consistent with the University’s strategic direction and plans and Commonwealth funding.

Definitions:
the University means The University of Western Australia
unit quota is an upper limit imposed on the number of enrolments in a particular unit.

Policy statement:
1. General Principles
1.1. The University exercises principal control over its enrolment profile through the imposition of:
   • minimum entry standards as detailed in relevant admissions policies; and
   • course quotas where specified in the Admission and Quota Plan.
1.2. Entry to individual units is not restricted by way of unit quotas where avoidable (for example, as a preference for smaller classes).
1.3. Where high numbers pose a challenge, unit coordinators are expected to make flexible arrangements where possible, such as scheduling repeat classes.
1.4. Unit quotas will only be imposed on enrolments in specific units when specific conditions warrant their imposition, such as:
   • constrained specialist learning spaces (e.g. laboratory or studio space);
   • restricted student placements;
   • required intensive supervision of off-campus fieldwork; or
   • occupational health and safety considerations.
1.5. Unit quotas will not normally be applied to level 1 units or core units.
1.6. The impact of imposing a unit quota must be considered and, where appropriate, take account of (but not limited to) the following:
   • students in assured entry pathways;
   • student progression, both within a current course and from undergraduate to postgraduate;
   • enrolments in co-requisite and pre-requisite units.

2. Student Selection Principles for Restricted Units
2.1. Where a unit quota has been approved, the allocation of quota places must be clear and transparent.
2.2. To inform students and potential students, Faculties must publish the allocation mechanism that will be applied to units with quotas prior to commencement of student enrolment.
2.3. A range of criteria may be applied in selecting students for units that are subject to quotas. Examples include, but are not limited to, allocation based on:
   • academic merit;
• first-come, first serve basis;
• defined equity group (eg Indigenous, low SES);
• students in specific majors admitted first;
• results achieved in pre-requisite units.

3. Quota Reporting and Approval Requirements
3.1. The University’s annual curriculum approval processes will ensure, within the context of this Policy, approval by the relevant board of unit quotas for new units and changes to existing quotas, and consequent allocation mechanisms for the following:
• quotas for new units;
• new quotas for existing units;
• changes in quotas, both increase or decrease, for existing units; and
• removal of unit quotas.
3.2. The Admission and Quota Plan for a given year must record the details of all quotas that will be applied to enrolments in units in that year, and outline the allocation mechanism that will be used to administer unit quotas.
3.3. Late changes to unit quotas or related allocation mechanisms can only be proposed and implemented, with the approval of the relevant board’s delegate, prior to:
• commencement of enrolment; and
• publication of the allocation mechanism.

Procedure
See appendix

Related forms: (Link)

<table>
<thead>
<tr>
<th>Policy No:</th>
<th>Approving body or position:</th>
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</thead>
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<table>
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<th>Date this version of policy approved:</th>
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<table>
<thead>
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<th>Date policy to be reviewed:</th>
<th>Date this version of procedures approved:</th>
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<table>
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<th>Contact position:</th>
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<td>F58863</td>
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</table>

Related Policies or legislation:
University Policy on: Admission to undergraduate degree courses

University Policy on: Conditions applying to admission to postgraduate courses of the University
Boards of Studies Performance Evaluation 2013

Board of Coursework Studies

Introduction

In November 2013, members of Boards of Studies were asked to evaluate their board's performance during the past year. This report presents the results of the survey of the 13 members of the Board of Coursework Studies.

Summary

Responses to the online survey were received from 7 members of the Board of Coursework Studies, a response rate of 53% (c.f. 55% for all boards of studies combined). Given the small number of respondents, caution is recommended when interpreting these results.

In this survey, the structured items requested a response on a 4-point scale. The percentage of responses in the top two categories of the scale is a simple measure of performance (the higher this percentage the better). Overall, members rated the performance of the Board of Coursework Studies very positively: across all 29 structured items, all 194 responses received were in the top two categories, i.e., 100% of responses were in the top two categories (c.f. 95% for all boards of studies combined).

For an individual item, less than 70% of responses in the top two categories suggest a need for improvement on that item. In this survey of the Board of Coursework Studies, there were no such items: each item had 100% of responses in the top two categories.

Detailed results, including respondents' comments, are presented below. A copy of the survey form is attached.
### Role of the Board of Coursework Studies and its members

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of the Board of Coursework Studies is clearly defined in its Constitution</td>
<td>7</td>
<td>0 0 3 4</td>
<td>42.9 57.1</td>
<td>100.0</td>
</tr>
<tr>
<td>The induction you received when you joined the Board of Coursework Studies was useful</td>
<td>5*</td>
<td>0 0 2 3</td>
<td>40.0 60.0</td>
<td>100.0</td>
</tr>
<tr>
<td>The Chair and Executive Officer provided you with clear and sufficient information about your role and responsibilities as a member of the Board of Coursework Studies</td>
<td>7</td>
<td>0 0 2 5</td>
<td>28.6 71.4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Percentage of responses in the top two categories (Agree or Strongly agree)
* 2 respondents chose the 'not applicable' option and are not included in the table

### Performance of the Board of Coursework Studies

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Board of Coursework Studies operates according to the University's:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles for the Operation of Committees</td>
<td>7</td>
<td>0 0 1 6</td>
<td>14.3 85.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Rules for the Operation of Committees</td>
<td>6</td>
<td>0 0 1 5</td>
<td>16.7 83.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Committee Members' Code of Conduct</td>
<td>6</td>
<td>0 0 1 5</td>
<td>16.7 83.3</td>
<td>100.0</td>
</tr>
<tr>
<td>The Board of Coursework Studies has performed appropriately in considering coursework proposals submitted through the correct process during 2013</td>
<td>7</td>
<td>0 0 1 6</td>
<td>14.3 85.7</td>
<td>100.0</td>
</tr>
<tr>
<td>The Board of Coursework Studies has performed appropriately in the process of the approval of relevant University Policies during 2013</td>
<td>7</td>
<td>0 0 1 6</td>
<td>14.3 85.7</td>
<td>100.0</td>
</tr>
<tr>
<td>The Board of Coursework Studies has performed appropriately in the process of the approval of other related academic matters during 2013</td>
<td>7</td>
<td>0 0 1 6</td>
<td>14.3 85.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Percentage of responses in the top two categories (Agree or Strongly Agree)
In your role as a member of the Board of Coursework Studies, how effectively have you been able to use your skills, abilities and experience to fulfil the roles of the Board of Coursework Studies and the Committee(s) concerned?

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a Skills.</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>8b Abilities</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>8c Experience</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

9 How confident are you that you can obtain any information or advice you need about the Board of Coursework Studies and related activities from the Chair of the Board of Coursework Studies? 7

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 How confident are you that you can obtain any information or advice you need about the Board of Coursework Studies and related activities from the Chair of the Board of Coursework Studies?</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>6</td>
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Board of Coursework Studies agenda and minutes

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td>10a Agendas were received in sufficient time to allow members to give due consideration to the business impediments.</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10b Agendas provided clear, sufficient and focused information which enabled members to understand the issues, engage in debate and make well-informed decisions.</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10c Agenda items made clear what the Board of Coursework Studies was being asked to do.</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10d Agenda papers were well organised and easy to navigate.</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10e Minutes of meetings were accurate, clear and sufficiently full.</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10f Minutes were received within a reasonable time after meetings.</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

* Percentage of responses in the top two categories (Effectively or Very effectively)

* Percentage of responses in the top two categories (Usually or Always)
### Conduct during the Board of Coursework Studies meetings

<table>
<thead>
<tr>
<th>Question</th>
<th>n</th>
<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Usually</td>
</tr>
<tr>
<td>11a The Chair conducted meetings efficiently and effectively</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11b The Chair enabled all members to participate in meetings</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11c The Chair ensured that the Board of Coursework Studies devoted about</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>the right amount of time to items on its agendas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11d The atmosphere at meetings was conducive to open and productive</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>discussion of issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11e Members of the Board of Coursework Studies acted professionally at</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>meetings</td>
<td></td>
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* Percentage of responses in the top two categories (Usually or Always)

### Key relationships

<table>
<thead>
<tr>
<th>Question</th>
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<th>Number</th>
<th>Percentage</th>
<th>% top two categories*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Less than</td>
<td>Satisfactory</td>
<td>Good</td>
</tr>
<tr>
<td>12a The working relationship between the Chair and the rest of the</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Board of Coursework Studies was:</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12b The working relationships between members of the Board of</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Coursework Studies were:</td>
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<td></td>
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</table>

* Percentage of responses in the top two categories (Good or Excellent)

### Membership:

| Question                                                                 | n  | Number | Percentage | % top two categories* |
|                                                                         |    | Not at all | Not very | Effectively | Very effectively | Not at all | Not very | Effectively | Very effectively |
| With regard to the membership of the Board of Coursework Studies       |    | effectively | effectively |           |                | effectively | effectively |           |                |
| during 2013, how effectively have the skills, abilities and            |    |           |           |           |                |           |           |           |                |
| experience enabled the Board of Coursework Studies to perform and      |    |           |           |           |                |           |           |           |                |
| add value to the Academic Board's operations:                          |    |           |           |           |                |           |           |           |                |
| 13a Skills                                                            | 6  | 0        | 0          | 1       | 5      | 0.0    | 0.0       | 16.7    | 83.3   | 100.0    | 100.0    |
| 13b Abilities                                                         | 6  | 0        | 0          | 1       | 5      | 0.0    | 0.0       | 16.7    | 83.3   | 100.0    | 100.0    |
| 13c Experience                                                        | 6  | 0        | 0          | 1       | 5      | 0.0    | 0.0       | 16.7    | 83.3   | 100.0    | 100.0    |

* Percentage of responses in the top two categories (Effectively or Very Effectively)
Comments are reported verbatim below.

Q6. The Board of Coursework Studies has performed appropriately in the process of the approval of relevant University Policies during 2013 (n = 1):

- I am concerned that very recently the Board has recommended in one instance and approved in another changes to course rules and university policies that will be very difficult to implement effectively and equitably. I encourage the Board to ensure that a thorough impact analysis has been completed before it supports major changes to the University’s policy framework.

Board of Coursework Studies agenda and minutes (section, n = 2)

- Two issues considered by the Board this year were not, in my view, ready for decision and should have been further developed outside of the Committee rather than revised on the run in our meetings
- The EO is very skilful at capturing the essence and important details of discussions held during meetings.

Membership (section, n = 1):

- This question makes no sense!

Other comments (section, n = 1):

- BCS works very well.
7. FACULTY OF LAW: REQUEST FOR EXEMPTIONS FOR MASTER’S COURSES IN LAW – Ref F5504

The Board was reminded that the following specifications have been approved for a 48 credit points master’s degree course:

<table>
<thead>
<tr>
<th>Required volume of learning</th>
<th>Prior study / professional experience</th>
</tr>
</thead>
</table>
| 1 year (48 credit points)   | • 3-years Bachelor’s pass degree plus at least two years of professional experience (with demonstrable learning competencies); or  
|                            | • 3-years Bachelor’s pass degree plus Graduate Diploma; or  
|                            | • 4-years or more Bachelor’s pass degree plus at least two years of professional experience (with demonstrable learning competencies) |

The Board considered a request from the Faculty of Law which was seeking an exemption, based on national/international best practice, to admit students into 48 points master’s courses in law following completion of a bachelor's pass degree either in a cognate or non-cognate discipline.

The Board noted that a number of Australian universities, including a few from within the Group of Eight universities and international universities offered a one year master’s course based on completion of the bachelor’s pass degree in a cognate area of study, such as the Bachelor of Laws (LLB).

It was noted that the volume of learning for the LLB might vary across borders. Some countries offered the LLB over a three-year period and in other countries the volume of learning for the LLB might even go beyond four years of study. It was asserted that irrespective of the varying volume of learning across different institutions, the LLB has been categorised as an AQF (Australian Qualification Framework) Level 7 qualification (that is, a bachelor's pass degree).

Although the approved UWA specifications for entry into a 48 points master’s course has been the completion of a bachelor’s pass degree plus at least two years of professional experience, the Board accepted the faculty’s case, argued on national/international best practice, to admit students into its 48 points master's courses in law following completion of the Bachelor of Laws (LLB).

However, the Board was not supportive of the proposal to admit students with a bachelor’s pass degree in a non-cognate discipline into a 48 credit points master’s course in law, unless they have acquired at least two years of professional experience.

Alternatively, the Faculty might consider arguing, based on national / international best practice, a case for admitting students into a 48 points master’s course in law following completion of a bachelor’s pass degree in a non-cognate discipline.

RESOLVED – 22/13

to recommend to the Academic Council that the following exemption to the policy be approved based on national / international best practice: that students be admitted into 48 credit points master’s courses in law following completion of a Bachelor of Laws (LLB) or equivalent international qualification.
3. FACULTY OF LAW: REQUEST FOR EXEMPTION FOR LAW RELATED MASTER’S COURSES – Ref F5504

The Board noted the following specifications which had been approved for a 48 credit point master’s degree course:

<table>
<thead>
<tr>
<th>Required volume of learning</th>
<th>Prior study / professional experience</th>
</tr>
</thead>
</table>
| 1 year (48 credit points)  | • 3-years Bachelor’s pass degree plus at least two years of professional experience (with demonstrable learning competencies); or  
• 3-years Bachelor’s pass degree plus Graduate Diploma; or  
• 4-years or more Bachelor’s pass degree plus at least two years of professional experience (with demonstrable learning competencies) |

The Board considered a request from the Faculty of Law which sought exemption, based on national/international best practice, for offering 48 credit points Law related master’s courses to non-law graduates following completion of a three years bachelor’s pass degree in cognate disciplines.

Invited to speak to the item, the Dean of the Faculty of Law noted the following:
• that the offering of 48 credit point master’s courses to non-law graduates following completion of a three years bachelor’s pass degree in cognate disciplines is not new. Courses in law have been always offered in this way historically;
• there has been a growing internal and external market for law related master’s courses, and although it would be breaking into this market quite late, the Faculty of Law must ensure that it would be nationally competitive; and
• that the a number of Group of Eight Universities namely, the Australian National University, University of New South Wales and the University of Sydney offer 48 credit point master’s courses based on similar admission requirements.

It was clarified that although law related master’s courses do not lead to the practice of law, such courses were still attractive to graduates who might wish to gain an understanding of the regulations underpinning the study of law in related disciplinary areas such as environmental law, international security law and etc.

The option of offering a 72 credit point master’s course in law related areas was discussed. It was suggested that a 72 points master’s course offered on the basis of completion of a three year bachelor’s pass degree, would not only comply with the AQF (Australian Qualifications Framework) requirements but could also be designed to be offered within a year. It was pointed out that this however, might not be financially attractive and effective for the Faculty of Law.

Although there was some empathy for the challenges faced by the Faculty of Law in competing in an increasingly competitive market, the Board was clearly of the view that a hierarchy of issues would need to be addressed before the proposed exemption could be considered by the Board. These issues should be addressed in the following order:

(i) External requirements: clarity with regard to the AQF position
• It was noted that the AQF specification for offering a one year (48 credit points) master’s course in a cognate area was that it required one of the following admission requirements: Bachelor Pass degree with Honours or a Graduate Certificate or a Graduate Diploma.
• It was agreed that unless and until the current AQF specification has been changed to accommodate the proposed prior learning for one year master’s courses, the University would not be in a position to approve courses that basically did not comply with the external requirements.

(ii) UWA requirements
• Following (i), a case should then be submitted for consideration by the University in line with its internal requirements.
# 21310 Graduate Diploma in International Commercial Law

## The concept plan for this pg course is not yet approved.

### Administrative details

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Organisational Entity</td>
<td>Law</td>
</tr>
<tr>
<td>Course coordinator</td>
<td>Professor Camilla Andersen</td>
</tr>
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</table>

### Details

<table>
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<tr>
<th>Course code</th>
<th>21310</th>
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<tbody>
<tr>
<td>Title</td>
<td>Graduate Diploma in International Commercial Law</td>
</tr>
<tr>
<td>Type of degree course</td>
<td>Named Graduate Diploma</td>
</tr>
<tr>
<td>About this course</td>
<td>This Graduate Diploma represents a 24-credit version of the Master in International Commercial Law (MICL). The aim of the course is to provide students with an understanding of the legal frameworks governing international commerce and commercial transactions, by studying the four core components in Sem 1. There is thus no choice of units on this Grad Dip, but it can articulate with the Masters (MICL).</td>
</tr>
<tr>
<td>Abbreviation of award</td>
<td>Grad Dip ICL</td>
</tr>
<tr>
<td>Submitted</td>
<td>16/12/2013</td>
</tr>
<tr>
<td>First year of offer</td>
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</table>

### Volume of learning

<table>
<thead>
<tr>
<th>Volume of learning</th>
<th>24 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does minimum volume of learning correspond to standard admission requirements?</td>
<td>No</td>
</tr>
</tbody>
</table>
There are four substantive grounds upon which we are seeking approval to offer this program of study with the above admissions requirements. These all mirror those put forward in relation to the 48 credit Masters programs, submitted separately:

1. The AQF specifications for a Graduate Diploma focus upon learning outcomes (knowledge and skills) for a graduate of that program. The purpose of the AQF Level 8 is to ensure graduates have achieved that higher level of learning. Therefore it is appropriate to focus upon what graduates will acquire during and from the program of study. The program of study for which approval is sought, will facilitate the acquisition of an advanced body of knowledge and skills (and their application) in the relevant sub-discipline.

2. Coursework Studies Board have already recognised the LLB as a ‘cognate’ degree and granted an exemption from professional experience for students coming into the 24 credit Graduate Diploma and the 48 credit LLM. In the context of degree programs other than the LLM and its Graduate Diploma, to limit the interpretation of ‘cognate’ to graduates of a qualifying law degree (eg LLB) is unduly narrow. The LLB is specifically designed for those students wishing to practice law and is externally regulated by Legal Practice Boards. The skills and knowledge built in that degree are not the only relevant (and therefore ‘cognate’) foundations for postgraduate study in law in a broader context. The program of study involves integrating different bodies of knowledge the foundations of which may not be the same (eg law, politics, sociology, policy development, philosophy are all relevant foundations to this program). Therefore, the disciplines considered broadly cognate for the Grad Dip in International Commercial Law include accounting, commerce, economics and other relevant studies with an emphasis on trade and finance.

3. This program of study builds upon a foundation of relevant study and therefore will satisfy the AQF Level 8 specifications and learning outcomes by extending knowledge and skills in a broadly cognate area. Therefore, an exemption from professional experience for students coming into the program is appropriate.

4. The program of study at 24 credit points would be consistent with the exemption sought to teach 1 year 48 credit full time law related masters, as most Law related Graduate Diplomas articulate to a Law Masters. Moreover, this is in alignment with international benchmarks, and is becoming the norm at other Go8 Law Schools. See for example:
   a. University of Sydney: Grad Dip Criminology (24 credits, requiring “bachelor’s degree from the University of Sydney in law, psychology or other appropriate discipline as determined by the Faculty, or an equivalent qualification”); Grad Dip Health Care (24 credits, requiring a “bachelor’s degree from the University of Sydney in law, medical science, medicine, nursing or other appropriate discipline as determined by the Faculty, or an equivalent qualification”; Grad Dip Environmental Law (24 credits, requiring a bachelor’s degree in “environmental studies, law or other appropriate discipline as determined by the Faculty”); Grad Dip International Business Law (24 credits requiring a bachelor’s degree in “commerce, economics, law or other appropriate discipline as determined by the Faculty, or an equivalent qualification”; Grad Dip International Law (24 credits, requiring a bachelor’s degree in “government, international studies, law or other appropriate discipline as determined by the Faculty, or an equivalent qualification”); Grad Dip in Jurisprudence (24 credits, requiring a bachelor’s degree in “in law or other appropriate discipline”); Grad Dip Public Health Law (24 credits, requiring bachelor’s degree in “in law, medicine, nursing or other appropriate discipline”); Grad Dip in Taxation (24 credits requiring a bachelor’s degree in “commerce, economics, government, law or public administration, or an equivalent qualification”).
   b. University of NSW: UNSW Law are not offering any Graduate Diplomas in 2014 while they are reviewing the functionality of these in light of their suite of new one year Law Masters programs recruiting straight from a Bachelors degree. It is not known what they are planning for 2015, but in order to be consistent it must be assumed that Grad Dips offered here would mirror Sydney’s approach if they did offer it.
   c. ANU: With varying durations of .5 years and .8 years (24 and 36 credit points) the graduate diplomas from ANU require 3 year bachelor’s degrees with no other qualifications, OR no degrees and relevant experience.
   d. University of Melbourne and University of Monash offer a comprehensive host of 24 credit Grad Dips in law related topics. Students with a Law degree can access these directly, whereas other students from more broadly cognate fields are required to have a year of working experience. Given the interdisciplinarity of these degrees, a wider consideration of cognate would be more ideal.
   e. University of Adelaide and University of Queensland: Offer very limited options in the Law Masters space. They offer one Grad Dip in law each, both with the same duration as Law Masters which seems very inconsistent and untenable.

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### Admission requirements

<table>
<thead>
<tr>
<th>Admission requirements: categories</th>
<th>Bachelor’s pass degree (cognate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s pass degree (non-cognate study area) plus professional experience</td>
<td></td>
</tr>
<tr>
<td>Bachelor’s pass degree with honours (4 years)</td>
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</table>

<table>
<thead>
<tr>
<th>Years of professional experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
</tr>
</tbody>
</table>

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### Articulation

Articulated: Master’s degree;

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### Why offer the proposed course

**Rationale for offering course**

The field of International Commercial Law is one of the most popular amongst international post-graduate students of law at a global level. The Law School is proposing this course to improve its post-graduate offerings, and better attract international post graduate students. This Grad Dip will articulate with the Masters upon completion with a 60+ average, and will thus provide a flexible entry pathway.

**Strategic and Operational Priorities**

This course will improve the Law Schools PG offerings, aligning with the Future Visions statement from the VC for the design of new and sustainable PG programs. It is primarily targeted at increasing international student recruitment, in line with the Faculty’s plans to expand internationally.

**Proposal is outcome of review**

Yes, an ongoing review indicates this is a key area for market growth.
Market Research and Analysis

Target market and size

Target markets for course
PG course in International Commercial Law is designed for domestic or international graduates from Law or Business or similar cognate fields who wish to study the legal framework for commerce in depth. The Grad Dip is an alternative entry path for those falling shy of the requirements for the Masters (MICL) or those who only wish to study the basic core components.

Target markets: delivery of teaching
Students will study the four core components in Sem 1 of MICL. There is thus no choice of units on this Grad Dip. These four units are taught intensively over 3 weeks, sequentially, to enable immersion and improved comprehension.

Target markets: demonstrate viable demand
Initial surveys of offerings at PG level at other institutions in Australia and abroad demonstrate that a degree in International Commercial Law is the most popular in terms of recruitment. Initial industry feedback from agents in China and Singapore also supports the need to establish a degree in this field for recruitment of international students. This is documented in recent visit reports (available on demand). Moreover, an internal survey conducted amongst the existing undergraduate law major students indicates that 94.5% wish to undertake post gradate studies here, and of those 52.3% indicate the desire to study commercial law. This course will meet that domestic need as well.

Projected enrolment for domestic and international students
This Diploma articulates with the MICL course proposed, and recruitment is tied with those projected figures. It is not estimated that this Diploma in itself will yield many enrollments without articulation to the Masters. 2015-2019 estimates: 5 annual enrolments (2 Domestic, 3 International)

Graduate employment prospects

Employment prospects
The area of business and commerce is central to the post-graduate practice of law on an international scale. Feedback from engagement with industry support this conclusion from law firms. Prospectives for employment in industry, law firms, and trade sector offices is very likely.

Distinctive employment prospects for graduates
The distinctive core semester is unique in ensuring a solid foundation in the area.

Course professionally accredited?
No

Competitor analysis

Competitor analysis
There is currently no law related Masters level competition in WA, only business degrees in commercial areas.

Domestic competition (East Coast):
Melbourne,
Sydney,
UNSW.

UWA proposal differs in establishing a core semester of specialised training which will be very attractive to foreign students.

Marketing strategy developed?
Yes

Course availability to international students

Course offered to student categories
Domestic fee-paying; International students (student visa holders); International students (non-student visa holders);

Course enables international/cross institutional students?
No - with a semester 1 of core units which are co-requisite, there is no room for cross-institutional accreditation.

Course enables UWA students for overseas credit?
No

Proposed course fees

Domestic

Fee per EFTSL for domestic fee-paying students
23.620

Fees for domestic students detail
The above EFTSL fee representing 48 credits is double the fee for the 24 credit program proposed. The Domestic 2014 fee for Law Graduate Diplomas is $11.810, expected to be indexed for 2015 as required.
International Fee per EFTSL for international fee-paying students

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee set with aim of cost recovery?</td>
</tr>
<tr>
<td>Fee set with aim of ongoing surplus?</td>
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<tr>
<td>Fee takes into account market rate?</td>
</tr>
<tr>
<td>Fee greater than Go8 equivalent?</td>
</tr>
<tr>
<td>Evidence of fees of other Go8 universities</td>
</tr>
<tr>
<td>Fee greater than equivalent Commonwealth-supported course?</td>
</tr>
</tbody>
</table>

Rationale for fees: The fee is set in line with existing Law offerings.

Risk Management

<table>
<thead>
<tr>
<th>Risk management for course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk: Creating new units and devoting manpower to this task, with no guarantee of student recruitment. This risk is managed by careful market research and marketing new courses to students internationally and domestically through agents and online. METRIX will carry out additional market surveys to ensure feasibility and sustainability.</td>
</tr>
</tbody>
</table>

Consultations checklist

Consultations: - Any employer, employer group, professional and / or accreditation body - Other International universities offering studies in a similar field - Other Western Australian universities offering studies in a similar field - Other faculties / schools of the University (including relevant academic staff) - International Centre

History and committee endorsements/approvals

<table>
<thead>
<tr>
<th>Phase</th>
<th>Event</th>
<th>Date</th>
<th>Outcome</th>
<th>Notes</th>
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<tr>
<td>1</td>
<td>Dean of Coursework Studies</td>
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<tr>
<td>1</td>
<td>Board of Coursework Studies</td>
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The concept plan for this pg course is not yet approved.

### Administrative details

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Organisational Entity</td>
<td>Law</td>
</tr>
<tr>
<td>Course coordinator</td>
<td>Professor Camilla Andersen</td>
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</table>

### Details

<table>
<thead>
<tr>
<th>Course code</th>
<th>21510</th>
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<tbody>
<tr>
<td>Title</td>
<td>Master of International Commercial Law</td>
</tr>
<tr>
<td>Type of degree course</td>
<td>Named Master's by Coursework</td>
</tr>
</tbody>
</table>

### About this course

The aim of the course is to provide students with an understanding of the legal frameworks governing international commerce and commercial transactions. Four core components in Sem 1 will ensure an in-depth immersion in the key disciplines, and students may then choose specialised study in Sem 2. The course is composed of a combination of semester based units and intensive teaching period units, and will be taught by leading academics in their field as well as visiting guest speakers working in the respective areas of law.

<table>
<thead>
<tr>
<th>Abbreviation of award</th>
<th>MICL</th>
</tr>
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<tr>
<td>Submitted</td>
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### Volume of learning

<table>
<thead>
<tr>
<th>Volume of learning</th>
<th>48 points</th>
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</thead>
<tbody>
<tr>
<td>Does minimum volume of learning correspond to standard admission requirements?</td>
<td>No</td>
</tr>
</tbody>
</table>
There are four substantive grounds upon which we are seeking approval to offer this program of study with the above admissions requirements:

1. The AQF specifications for a Master’s Degree focus upon learning outcomes (knowledge and skills) for a graduate of that program. The purpose of the AQF Level 9 is to ensure graduates have achieved that higher level of learning. Therefore it is appropriate to focus upon what graduates will acquire during and from the program of study. The program of study for which approval is sought, will facilitate the acquisition of an advanced body of knowledge and skills (and their application) in the relevant sub-discipline.

2. Coursework Studies Board have already recognised the LLB as a ‘cognate’ degree and granted an exemption from professional experience for students coming into the 48 credit LLM. In the context of degree programs other than the LLM, to limit the interpretation of ‘cognate’ to graduates of a qualifying law degree (eg LLB) is unduly narrow. The LLB is specifically designed for those students wishing to practice law and is externally regulated by Legal Practice Boards. The skills and knowledge built in that degree are not the only relevant (and therefore ‘cognate’) foundations for postgraduate study in law in a broader context. The program of study involves integrating different bodies of knowledge the foundations of which may not be the same (eg law, politics, sociology, policy development, philosophy are all relevant foundations to this program). Therefore, the disciplines considered broadly cognate for the Masters in International Commercial Law include accounting, economics, taxation, commerce and those humanities studies with an emphasis on trade, finance and equivalent.

3. This program of study builds upon a foundation of relevant study and therefore will satisfy the AQF Level 9 specifications and learning outcomes by extending knowledge and skills in a broadly cognate area. Therefore, an exemption from professional experience for students coming into the program is appropriate.

4. The program of study at 48 credit points is in alignment with national and international benchmarks. Within the other seven Go8 universities alone there are many examples of law related masters recruiting straight from undergraduate degrees:
   a. ANU: Master of International Security Law; Master of Environmental Law; Master of Law; Governance and Development; Master of Government and Commercial Law; Master of International Law; Master of Diplomacy/Master of International Law. These are all 1 year (48 credit) programs requiring “A three-year Australian Bachelor’s degree or equivalent with a PASS level GPA.” No cognate requirements or additional study or work experience required.
   b. University of Sydney: Master of Environmental Law, Master of Global Law, Master of Criminology (Coursework), Master of Administrative Law and Policy, Master of Business Law, Master of International Law, Master of International Taxation, Master of Jurisprudence, Master of Labour Law and Relations, Master of Taxation. These are all one year (48 credit) programs requiring solely that “Candidates must hold an undergraduate degree or equivalent tertiary qualification” some stating “need not be law” other specifying broader cognate areas. See for example Business Law requiring “an appropriate level in accountancy, business, commerce or another suitable discipline”; or Law & Policy requiring that “The degree must be in law, economics, government, social work or another relevant discipline”; or International Law stating that: “Non-lawyers are eligible to apply for admission if they have an undergraduate degree relevant to international, legal or business studies.”
   c. University of Melbourne: In addition to their one year Masters of Laws recruiting straight from the Law degree with honours, they also offer the Master of Trade and Development, a one year full time degree admitting students with “A completed Bachelor’s degree or equivalent”.
   d. University of Queensland: Do not have many Law offerings at Masters level, but it is worth noting that their Masters of Laws recruits from “Bachelor of Law [...]OR approved equivalent qualification” with no further work or study experience needed.
   f. University of Melbourne and University of Monash are recruiting for their Masters programs straight from the Bachelor’s degree by defining cognate quite narrowly (Law). They request students at “honours standard” which internationally is defined by high GPA. In addition to the LLM degrees, they are not requiring any additional experience or qualifications for the following 48 credit one year degrees recruiting straight from a cognate degree:
   ii. Monash: Master of Commercial Law; Master of Human Rights Law; Master of Intellectual Property Law; Master of International and Comparative law; Master of Regulatory Studies; Master of Workplace and Employment Law
Why offer the proposed course

**Rationale for offering course**
The field of International Commercial Law is one of the most popular amongst international post-graduate students of law. The Law School is proposing this course to improve its post-graduate offerings, and better attract international post graduate students.

**Strategic and Operational Priorities**
This course will improve the Law Schools PG offerings, aligning with the Future Visions statement from the VC for the design of new and sustainable PG programs. It is primarily targeted at increasing international student recruitment, in line with the Faculty’s plans to expand internationally.

**Proposal is outcome of review?**
The ongoing PG review reflects a need for this type of offering.

Market Research and Analysis

**Target market and size**

**Target markets for course**
The PG course in International Commercial Law is designed for graduates from Law or Business or similar cognate fields who wish to understand the legal framework for commerce in depth. The target market is international as well as domestic students.

**Target markets: delivery of teaching**
The first semester will be a fixed foundation semester, with four units on key topics (Foundations, Sales, Financing and Shipping) and the second semester will allow students some choice in specialised units of international commercial law (WTO, International Oil & Gas, Commercial Arbitration, etc)

**Target markets: demonstrate viable demand**
Initial surveys of offerings at PG level at other institutions in Australia and abroad demonstrate that a degree in International Commercial Law is the most popular in terms of recruitment. Initial industry feedback from agents in China and Singapore also supports the need to establish a degree in this field for recruitment of international students. This is documented in recent visit reports (available on demand). Moreover, an internal survey conducted amongst the existing undergraduate law major students indicates that 94.5% wish to undertake post-graduate studies here, and of those 52.3% indicate the desire to study commercial law. This course will meet that domestic need as well.

**Projected enrolment for domestic and international students**
2015: 15 students (5 domestic, 10 international) 2016: 20 students (6 domestic, 14 international) 2017: 25 students (7 domestic, 18 international) 2018: 30 students (10 domestic, 20 international), 2019: 30 students (10 domestic, 20 international).

Graduate employment prospects

**Employment prospects**
The area of business and commerce is central to the post-graduate practice of law on an international scale. Feedback from engagement with industry supports this conclusion from law firms. Prospective employment in industry, law firms, and trade sector offices is very likely.

**Distinctive employment prospects for graduates**
This course will be unique in ensuring a foundation semester of key subjects, which can be built upon by electives. It does NOT piggyback any core units with other courses and is tailored specifically for the Post Graduate market.

**Course professionally accredited?**
No

Competitor analysis

**Competitor analysis**
There is currently no law related Masters level competition in WA, only business degrees in commercial areas.

**Domestic competition (East Coast):**
Melbourne, Sydney, UNSW.

**UWA proposal differs in establishing a core semester of specialised training which will be very attractive to foreign students.**

Marketing strategy developed?
Yes

Course availability to international students

**Course offered to student categories**
Domestic fee-paying; International students (student visa holders); International students (non-student visa holders);

**Course enables international/cross institutional students?**
Yes, semester two electives can be taken cross-institutionally.
Course enables UWA students for overseas credit?  No

<table>
<thead>
<tr>
<th>Proposed course fees</th>
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<tbody>
<tr>
<td><strong>Domestic</strong></td>
</tr>
<tr>
<td>Fee per EFTSL for domestic fee-paying students</td>
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<tr>
<td>Fees for domestic students detail</td>
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<table>
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<tr>
<th>International</th>
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<tbody>
<tr>
<td>Fee per EFTSL for international fee-paying students</td>
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<tr>
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<table>
<thead>
<tr>
<th>Consultations checklist</th>
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<tbody>
<tr>
<td>Consultations:</td>
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<td>- Any employer, employer group, professional and / or accreditation body</td>
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<tr>
<td>- Other International universities offering studies in a similar field</td>
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<tr>
<td>- Other Western Australian universities offering studies in a similar field</td>
</tr>
<tr>
<td>- Other faculties / schools of the University (including relevant academic staff)</td>
</tr>
<tr>
<td>- International Centre</td>
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<tr>
<td>- Central/Faculty Marketing staff</td>
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<tr>
<th>Additional Information</th>
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<tbody>
<tr>
<td>Additional information from proposer</td>
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<tr>
<td>Phase</td>
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Displaying curriculum data as it is on 05/03/14. Report generated 05/03/14 06:03
The concept plan for this pg course is not yet approved.

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### Details

<table>
<thead>
<tr>
<th>Course code</th>
<th>21320</th>
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<tbody>
<tr>
<td>Title</td>
<td>Graduate Diploma in International Law</td>
</tr>
<tr>
<td>Type of degree course</td>
<td>Named Graduate Diploma</td>
</tr>
<tr>
<td>About this course</td>
<td>This Graduate Diploma represents a 24-credit version of the Master in International Law (MIL), and is thus an opportunity for students to study international organisations and regulation of public law at an international level.</td>
</tr>
<tr>
<td>Abbreviation of award</td>
<td>Grad Dip IL</td>
</tr>
<tr>
<td>Submitted</td>
<td>16/12/2013</td>
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### Volume of learning

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<tbody>
<tr>
<td>Does minimum volume of learning correspond to standard admission requirements?</td>
<td>No</td>
</tr>
</tbody>
</table>
Why minimum volume of learning does not correspond to standard admission requirements

There are four substantive grounds upon which we are seeking approval to offer this program of study with the above admissions requirements. These all mirror those put forward in relation to the 48 credit Masters programs, submitted separately:

1. The AQF specifications for a Graduate Diploma focus upon learning outcomes (knowledge and skills) for a graduate of that program. The purpose of the AQF Level 8 is to ensure graduates have achieved that higher level of learning. Therefore it is appropriate to focus upon what graduates will acquire during and from the program of study. The program of study for which approval is sought, will facilitate the acquisition of an advanced body of knowledge and skills (and their application) in the relevant sub-discipline.

2. Coursework Studies Board have already recognised the LLB as a ‘cognate’ degree and granted an exemption from professional experience for students coming into the 24 credit Graduate Diploma and the 48 credit LLM. In the context of degree programs other than the LLM and its Graduate Diploma, to limit the interpretation of ‘cognate’ to graduates of a qualifying law degree (eg LLB) is unduly narrow. The LLB is specifically designed for those students wishing to practice law and is externally regulated by Legal Practice Boards. The skills and knowledge built in that degree are not the only relevant (and therefore ‘cognate’) foundations for postgraduate study in law in a broader context. The program of study involves integrating different bodies of knowledge the foundations of which may not be the same (eg law, politics, sociology, policy development, philosophy are all relevant foundations to this program). Therefore, the disciplines considered broadly cognate for the Grad Dip in International Law include politics, international studies, studies in Law & Society and other relevant studies with an emphasis on international affairs.

3. This program of study builds upon a foundation of relevant study and therefore will satisfy the AQF Level 8 specifications and learning outcomes by extending knowledge and skills in a broadly cognate area. Therefore, an exemption from professional experience for students coming into the program is appropriate.

4. The program of study at 24 credit points would be consistent with the exemption sought to teach 1 year 48 credit full time law related masters, as most Law related Graduate Diplomas articulate to a Law Masters. Moreover, this is in alignment with international benchmarks, and is becoming the norm at other Go8 Law Schools. See for example:

a. University of Sydney: Grad Dip Criminology (24 credits, requiring "bachelor’s degree from the University of Sydney in law, psychology or other appropriate discipline as determined by the Faculty, or an equivalent qualification") ; Grad Dip Health Care (24 credits, requiring a “bachelor’s degree from the University of Sydney in law, medical science, medicine, nursing or other appropriate discipline as determined by the Faculty, or an equivalent qualification”; Grad Dip Environmental Law (24 credits, requiring a bachelor’s degree in “environmental studies, law or other appropriate discipline as determined by the Faculty”); Grad Dip International Business Law (24 credits requiring a bachelor’s degree in “commerce, economics, law or other appropriate discipline as determined by the Faculty, or an equivalent qualification”); Grad Dip International Law (24 credits, requiring a bachelor’s degree in “in law or other appropriate discipline”; Grad Dip Public Health Law (24 credits, requiring bachelor’s degree in “in law, medicine, nursing or other appropriate discipline”; Grad Dip in Taxation (24 credits requiring a bachelor’s degree in “commerce, economics, government, law or public administration, or an equivalent qualification”).

d. University of Melbourne and University of Monash offer a comprehensive host of 24 credit Grad Dips in law related topics. Students with a Law degree can access these directly, whereas other students from more broadly cognate fields are required to have a year of working experience. Given the interdisciplinarity of these degrees, a wider consideration of cognate would be more ideal.

e. University of Adelaide and University of Queensland: Offer very limited options in the Law Masters space. They offer one Grad Dip in law each, both with the same duration as Law Masters which seems very inconsistent and untenable.

Admission requirements

<table>
<thead>
<tr>
<th>Admission requirements: categories</th>
<th>Bachelor’s pass degree (cognate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of professional experience</td>
<td>2</td>
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</tbody>
</table>

Articulation

Articulated?  Master’s degree;

Why offer the proposed course

Rationale for offering course

This Graduate Diploma aligns with the MIL proposed to increase international recruitment and provide international courses for students. It is an alternative entry path, and an alternative exit, as well as an independent Diploma in the field.

Strategic and Operational Priorities

This course will improve the Law Schools PG offerings, aligning with the Future Visions statement from the VC for the design of new and sustainable PG programs. It is primarily targeted at increasing international student recruitment, in line with the Faculty’s plans to expand internationally.

Proposal is outcome of review

Yes, the ongoing review indicates a need for courses appealing to international students. This course is a low risk investment for the law school, with a potential high yield in recruitment.
### Market Research and Analysis

#### Target market and size

##### Target markets for course
The course would suit existing legal practitioners who wish to practice in international law and/or those interested in working for UN or other international legal agencies. The course would also be available to non-law graduates with a background in international relations, politics etc wishing to work for an international organisation (eg NGO).

##### Target markets: delivery of teaching
The course comprises foundational courses in international law followed by Units focused on specific areas and some Units that cover a few different topics in one Unit. Students will be taught by key academics and guest speakers.

##### Target markets: demonstrate viable demand
Initial surveys of offerings at PG level at other institutions in Australia and abroad demonstrate that degrees focusing on Public International Law is a popular option for attracting foreign students in law, as this knowledge gained is globally interchangeable and not tied to a single Legal System.

Initial industry feedback from agents in China and Singapore also supports the need to establish a degree in this field for recruitment of international students. This is documented in recent visit reports (available on demand).

##### Projected enrolment for domestic and international students
This Diploma articulates with the MIL course proposed, and recruitment is tied with those projected figures. It is not estimated that this Diploma in itself will yield many enrollments without articulation to the Masters. 2015-2019: 5 enrollments (2 Domestic, 3 International)

#### Graduate employment prospects

##### Employment prospects
Graduates from this course are attractive to employers in international legal agencies and non-governmental organisations (WTO, UN, ILO, etc)

Initial market feedback from agents in Beijing indicates a high degree of interest in studies of governmental and international nature such as this.

##### Distinctive employment prospects for graduates
Their specialist knowledge will make them very attractive to international organisations and domestic governments working with international organisations.

##### Course professionally accredited?
No

### Competitor analysis

#### Competitor analysis
No similar course in WA.

<table>
<thead>
<tr>
<th>Competition (East Coast):</th>
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<th>UNSW</th>
<th>ANU</th>
<th>Sydney</th>
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</table>

This proposal specialises in the public international law components and invites research components for PhD preparations as well.

##### Marketing strategy developed?
Yes

### Course availability to international students

#### Course offered to student categories
Domestic fee-paying; International students (student visa holders); International students (non-student visa holders);

#### Course enables international/cross institutional students?
Yes non-core units can be accredited across other institutions upon application if AQF compliant.

#### Course enables UWA students for overseas credit?
No

### Proposed course fees

#### Domestic

| Fee per EFTSL for domestic fee-paying students | $23,620 |

The above EFTSL fee representing 48 credits is double the fee for the 24 credit program proposed. The Domestic 2014 fee for Law Graduate Diplomas is $11,810, expected to be indexed for 2015 as required.
International Fee per EFTSL for international fee-paying students 30.880

Fees for international students detail The above EFTSL fee representing 48 credits is double the fee for the 24 credit program proposed. The International 2014 fee for Law Graduate Diplomas is $15,440, expected to be indexed for 2015 as required.

Details

Fee set with aim of cost recovery? Yes
Fee set with aim of ongoing surplus? Yes
Fee takes into account market rate? Yes
Fee greater than Go8 equivalent? Yes
Evidence of fees of other Go8 universities This fee has been set to be in the median of the Go8 fees by last years fee-setting excercise.
Fee greater than equivalent Commonwealth-supported course? Yes
Rationale for fees The fee is set in line with existing Law offerings.

Risk Management

Risk management for course The risk of investing in new programmes is minimal for this course, as many units are already existing and offered on the general LLM. METRIX will carry out additional market surveys to ensure feasibility and sustainability.

Consultations checklist

Consultations checklist Consultations:
- Any employer, employer group, professional and / or accreditation body
- Other Western Australian universities offering studies in a similar field
- Other faculties / schools of the University (including relevant academic staff)
- International Centre
- Central/Faculty Marketing staff

History and committee endorsements/approvals

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</table>
### 21520 Master of International Law (coursework)

#### The concept plan for this pg course is not yet approved.

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</tr>
<tr>
<td><strong>Does minimum volume of learning correspond to standard admission requirements?</strong></td>
</tr>
</tbody>
</table>
Why minimum volume of learning does not correspond to standard admission requirements

There are four substantive grounds upon which we are seeking approval to offer this program of study with the above admissions requirements:

1. The AQF specifications for a Master’s Degree focus upon learning outcomes (knowledge and skills) for a graduate of that program. The purpose of the AQF Level 9 is to ensure graduates have achieved that higher level of learning. Therefore it is appropriate to focus upon what graduates will acquire during and from the program of study. The program of study for which approval is sought, will facilitate the acquisition of an advanced body of knowledge and skills (and their application) in the relevant sub-discipline.

2. Coursework Studies Board have already recognised the LLB as a ‘cognate’ degree and granted an exemption from professional experience for students coming into the 48 credit LLM. In the context of degree programs other than the LLM, to limit the interpretation of ‘cognate’ to graduates of a qualifying law degree (eg LLB) is unduly narrow. The LLB is specifically designed for those students wishing to practice law and is externally regulated by Legal Practice Boards. The skills and knowledge built in that degree are not the only relevant (and therefore ‘cognate’) foundations for postgraduate study in law in a broader context. The program of study involves integrating different bodies of knowledge the foundations of which may not be the same (eg law, politics, sociology, policy development, philosophy are all relevant foundations to this program). Therefore, the disciplines considered broadly cognate for the Masters in International Law include politics, international studies, studies in Law & Society and other relevant studies with an emphasis on international affairs.

3. This program of study builds upon a foundation of relevant study and therefore will satisfy the AQF Level 9 specifications and learning outcomes by extending knowledge and skills in a broadly cognate area. Therefore, an exemption from professional experience for students coming into the program is appropriate.

4. The program of study at 48 credit points is in alignment with national and international benchmarks. Within the other seven Go8 universities alone there are many examples of law related masters recruiting straight from undergraduate degrees:
   a. ANU: Master of International Security Law; Master of Environmental Law; Master of Law; Governance and Development; Master of Government and Commercial Law; Master of International Law; Master of Diplomacy/Master of International Law. These are all 1 year (48 credit) programs requiring “A three-year Australian Bachelor’s degree or equivalent with a PASS level GPA.” No cognate requirements or additional study or work experience required.
   b. University of Sydney: Master of Environmental Law, Master of Global Law, Master of Criminology (Coursework), Master of Administrative Law and Policy, Master of Business Law, Master of International Law, Master of International Taxation, Master of Jurisprudence, Master of Labour Law and Relations, Master of Taxation. These are all one year (48 credit) programs requiring solely that “Candidates must hold an undergraduate degree or equivalent tertiary qualification” some stating “need not be law” other specifying broader cognate areas. See for example Business Law requiring “an appropriate level in accountancy, business, commerce or another suitable discipline”; or Law & Policy requiring that “The degree must be in law, economics, government, social work or another relevant discipline”; or International Law stating that: “Non-lawyers are eligible to apply for admission if they have an undergraduate degree relevant to international, legal or business studies.”
   c. University of NSW: Master of Business Law; Master of Criminal Justice & Criminology; Master of Dispute Resolution; Master of Human Rights Law & Policy; Master of International law & International Relations; Master of International Law & Security; Master of Law & Management; Master of Law, Media & Journalism; all one year full time (48 credit) degrees, all requiring “Undergraduate degree in law, the social sciences or humanities” or similarly broad cognate admissions requirements.
   d. University of Adelaide: In addition to their one year Masters of Laws recruiting straight from the Law degree with honours, they also offer the Master of Trade and Development, a one year full time degree admitting students with “A completed Bachelor’s degree or equivalent”.
   e. University of Queensland: Do not have many Law offerings at Masters level, but it is worth noting that their Masters of Laws recruits from “Bachelor of Law [...]or approved equivalent qualification” with no further work or study experience needed.
   f. University of Melbourne and University of Monash are recruiting for their Masters programs straight from the Bachelor’s degree by defining cognate quite narrowly (Law). They request students at “honours standard” which internationally is defined by high GPA. In addition to the LLM degrees, they are not requiring any additional experience or qualifications for the following 48 credit one year degrees recruiting straight from a cognate degree:
      ii. Monash : Master of Commercial Law; Master of Human Rights Law; Master of Intellectual Property Law; Master of International and Comparative law; Master of Regulatory Studies; Master of Workplace and Employment Law.

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**Admission requirements**

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<th>Admission requirements: categories</th>
<th>Bachelor’s pass degree (cognate)</th>
<th>Bachelor’s pass degree (non-cognate study area) plus professional experience</th>
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<td>Years of professional experience</td>
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**Articulation**

Articulated? Graduate Diploma;
### Why offer the proposed course

**Rationale for offering course**
The Law School is proposing this course to improve its postgraduate offerings, and better attract international postgraduate students. In order to attract international students, courses focussing on international law (of utility in all legal systems) must be developed.

**Strategic and Operational Priorities**
This course will improve the Law School's PG offerings, aligning with the Future Visions statement from the VC for the design of new and sustainable PG programs. It is primarily targeted at increasing international student recruitment, in line with the Faculty's plans to expand internationally.

**Proposal is outcome of review?**
An ongoing review indicates that this course is a low risk investment for the law school, with a potential high yield in recruitment.

### Market Research and Analysis

#### Target market and size

**Target markets for course**
The course would suit existing legal practitioners who wish to practice in international law and/or those interested in working for UN or other international legal agencies. The course would also be available to non-law graduates with a background in international relations, politics etc wishing to work for an international organisation (eg NGO).

**Target markets: delivery of teaching**
The course comprises foundational courses in international law followed by Units focused on specific areas and some Units that cover a few different topics in one Unit. Students will be taught by key academics and guest speakers.

**Target markets: demonstrate viable demand**
Initial surveys of offerings at PG level at other institutions in Australia and abroad demonstrate that degrees focussing on Public International Law is a popular option for attracting foreign students in law, as this knowledge gained is globally interchangeable and not tied to a single Legal System.

Initial industry feedback from agents in China and Singapore also supports the need to establish a degree in this field for recruitment of international students. This is documented in recent visit reports (available on demand).

**Projected enrolment for domestic and international students**

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<td>2015</td>
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<td>8</td>
<td>17</td>
</tr>
<tr>
<td>2019</td>
<td>10</td>
<td>20</td>
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### Graduate employment prospects

**Employment prospects**
Graduates from this course are attractive to employers in international legal agencies and non-governmental organisations (WTO, UN, ILO, etc).

Initial market feedback from agents in Beijing indicates a high degree of interest in studies of governmental and international nature such as this.

**Distinctive employment prospects for graduates**
Their specialist knowledge will make them very attractive to international organisations and domestic governments working with international organisations.

**Course professionally accredited?**
No

### Competitor analysis

**Competitor analysis**
No similar course in WA.

**Competition (East Coast):**
Melbourne, UNSW, ANU, Sydney.

This proposal specialises in the public international law components and invites research components for PhD preprations as well.

**Marketing strategy developed?**
Yes

### Course availability to international students

**Course offered to student categories**
Domestic fee-paying; International students (student visa holders); International students (non-student visa holders);

**Course enables international/cross institutional students?**
Yes, non-core units can be accredited across other institutions upon application if AQF compliant.
### Proposed course fees

#### Domestic

| Fee per EFTSL for domestic fee-paying students | 23.619 |
| Fees for domestic students detail | This is the 2014 fee for Law Masters, expected to be indexed for 2015 as required. |

#### International

| Fee per EFTSL for international fee-paying students | 29.400 |
| Fees for international students detail | This is the 2014 fee for Law Masters, expected to be indexed for 2015 as required. |

#### Details

| Fee set with aim of cost recovery? | Yes |
| Fee set with aim of ongoing surplus? | Yes |
| Fee takes into account market rate? | Yes |
| Fee greater than Go8 equivalent? | Yes |
| Evidence of fees of other Go8 universities | This fee has been set to be in the median of the Go8 fees by last year’s fee-setting exercise. |
| Fee greater than equivalent Commonwealth-supported course? | Yes |
| Rationale for fees | The fee is set in line with existing Law offerings. |

#### Risk Management

**Risk management for course**

The risk of investing in new programmes is minimal for this course, as many units are already existing and offered on the general LLM. The risk of non-recruitment is off-set by this, and by the collaboration with Politics to offer this degree as half of a two part “two degrees in two years” double masters degree. METRIX will carry out additional market surveys to ensure feasibility and sustainability.

#### Consultations checklist

**Consultations checklist**

Consultations:
- Any employer, employer group, professional and / or accreditation body
- Other International universities offering studies in a similar field
- Other faculties / schools of the University (including relevant academic staff)
- International Centre
- Central/Faculty Marketing staff

#### Additional Information

**Additional information from proposer**

It is proposed that this new course be offered as half of a two part “two degrees in two years” double masters degree in addition to being offered on its own. A collaboration with Politics to offer this degree with the existing MA in International Relations is underway.
## History and committee endorsements/approvals

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1. The AQF specifications for a Master’s Degree focus upon learning outcomes (knowledge and skills) for a graduate of that program. The purpose of the AQF Level 9 is to ensure graduates have achieved that higher level of learning. Therefore it is appropriate to focus upon what graduates will acquire during and from the program of study. The program of study for which approval is sought, will facilitate the acquisition of an advanced body of knowledge and skills (and their application) in the relevant sub-discipline.

2. Coursework Studies Board have already recognised the LLB as a ‘cognate’ degree and granted an exemption from professional experience for students coming into the 48 credit LLM. In the context of degree programs other than the LLM, to limit the interpretation of ‘cognate’ to graduates of a qualifying law degree (eg LLB) is unduly narrow. The LLB is specifically designed for those students wishing to practice law and is externally regulated by Legal Practice Boards. The skills and knowledge built in that degree are not the only relevant (and therefore ‘cognate’) foundations for postgraduate study in law in a broader context. The program of study involves integrating different bodies of knowledge the foundations of which may not be the same (eg law, politics, sociology, policy development, philosophy are all relevant foundations to this program). Therefore, the disciplines considered broadly cognate for the Masters in Law, Policy & Government include Law & Society, Philosophy, Sociology, Social Science, and those humanities studies with an emphasis on society, government and policymaking.

3. This program of study builds upon a foundation of relevant study and therefore will satisfy the AQF Level 9 specifications and learning outcomes by extending knowledge and skills in a broadly cognate area. Therefore, an exemption from professional experience for students coming into the program is appropriate.

4. The program of study at 48 credit points is in alignment with national and international benchmarks. Within the other seven Go8 universities alone there are many examples of law related masters recruiting straight from undergraduate degrees:

a. ANU: Master of International Security Law; Master of Environmental Law; Master of Law; Governance and Development; Master of Government and Commercial Law; Master of International Law; Master of Diplomacy/Master of International Law. These are all 1 year (48 credit) programs requiring “A three-year Australian Bachelor’s degree or equivalent with a PASS level GPA.” No cognate requirements or additional study or work experience required.

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c. University of NSW: Master of Business Law; Master of Criminal Justice & Criminology; Master of Dispute Resolution; Master of International Law & International Relations; Master of International Law & Security; Master of Law & Management; Master of Law, Media & Journalism; all one year full time (48 credit) degrees, all requiring “Undergraduate degree in law, the social sciences or humanities” or similarly broad cognate admissions requirements.

d. University of Adelaide: In addition to their one year Masters of Laws recruiting straight from the Law degree with honours, they also offer the Master of Trade and Development, a one year full time degree admitting students with “A completed Bachelor’s degree or equivalent”.

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f. University of Melbourne and University of Monash are recruiting for their Masters programs straight from the Bachelor’s degree by defining cognate quite narrowly (Law). They request students at “honours standard” which internationally is defined by high GPA. In addition to the LLM degrees, they are not requiring any additional experience or qualifications for the following 48 credit one year degrees recruiting straight from a cognate degree:


ii. Monash : Master of Commercial Law; Master of Human Rights Law; Master of Intellectual Property Law; Master of International and Comparative law; Master of Regulatory Studies; Master of Workplace and Employment Law

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<tr>
<td>2</td>
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</table>

### Articulation

Articulated? Graduate Diploma;
Why offer the proposed course

Rationale for offering course
This course was created after a need was identified to provide students graduating from the Law and Society Major with a post-graduate study option and/or pathway to doctoral study. Further investigation revealed that the proposed course will fill a gap in the market for graduates seeking employment in policy, project or research roles within or related to government.

Strategic and Operational Priorities
The course aligns with the Future Visions statement from the VC for the design of new and sustainable PG offerings. It also aligns with the Faculty’s plans to expand post graduate offerings to meet student demand.

Proposal is outcome of review?
Yes, an ongoing Law School PG review indicated this is an area for potential growth.

Market Research and Analysis

Target market and size

Target markets for course
Students graduating from the Law and Society Major (approx 500 enrolled in first year units).

Students graduating from other degrees requiring a PG qualification providing skills for the government/policy employment market.

Those already in employment (lawyers, policy officers, communications roles etc) seeking PG qualifications to enhance their skills and/or seek promotion in government/policy/project roles.

Target markets: delivery of teaching
Teaching will be delivered through a combination of semester based teaching (lectures and tutorials) and intensive delivery of classes over short periods of time.

Target markets: demonstrate viable demand
Initial market research has been conducted with representatives of government departments, peak bodies and political/lobby groups who have indicated the course would significantly enhance the employability of a graduate.

128 students studying the Law and Society major were surveyed and 94.5% indicated they were interested in further study at UWA, with 44.5% indicating an interest in a Masters in this field.

In addition, initial market research amongst agents in Beijing indicated an interest amongst students pursuing a career in government.

Projected enrolment for domestic and international students
It is estimated that a number of students will apply as an extension to their Law and Society Major at UWA. In 2015: 20 Domestic, and 3 International, 2016: 25 Domestic, 5 international, 2017: 2017: 25 Domestic, 7 International, 2018: 25 Domestic, 7 International.

Graduate employment prospects

Employment prospects
The course would suit graduates of any discipline who would like to work in or with government, the public service, unions, government funded charities or NGOs.

Distinctive employment prospects for graduates
This course has a uniquely targeted approach in preparing students for government work.

Course professionally accredited?
No

Competitor analysis

Competitor analysis
This course is distinguished in the Australian market by its focus on legal reasoning and skills in combination with policy, regulation and governance. While it is comparable to a Masters is in Public Policy the proposed Masters offers a significant skills based component which is absent from most MPA curricula. This gives it a unique selling point in the employment of graduates.

Very limited competition in WA: Curtin offer an MPhil (Public Policy) by research with some associated themes, but not any coursework option. Murdoch offer a Maser of Public Policy and Management, but without the legal skills focus.

National competition (East Coast):
Melbourne
Monash
RMIT
Sydney

Marketing strategy developed?
Yes
## Course availability to international students

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<th>Course offered to student categories</th>
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## Proposed course fees

### Domestic

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- Fee set with aim of cost recovery? Yes
- Fee set with aim of ongoing surplus? Yes
- Fee takes into account market rate? Yes
- Fee greater than Go8 equivalent? Yes
- Evidence of fees of other Go8 universities This fee has been set to be in the median of the GO8 fees by last year’s fee-setting exercise.
- Fee greater than equivalent Commonwealth-supported course? Yes
- Rationale for fees The fee is set in line with other Law courses.

### Risk Management

Risk management for course Risk: Creating new units and devoting manpower to this task, with no guarantee of student recruitment. This risk is managed by careful market research and marketing new courses to students internationally and domestically through agents and online. METRIX will carry out additional market surveys to ensure feasibility and sustainability.
Consultations checklist

Consultations:
- Any employer, employer group, professional and/or accreditation body
- Other International universities offering studies in a similar field
- Other Western Australian universities offering studies in a similar field
- Other faculties/schools of the University (including relevant academic staff)
- International Centre
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Displaying curriculum data as it is on 05/03/14. Report generated 05/03/14 06:03
### The concept plan for this pg course is not yet approved.

#### Administrative details

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<tr>
<td>Responsible Organisational Entity</td>
<td>Law</td>
</tr>
<tr>
<td>Course coordinator</td>
<td>Assoc/Prof Jani McCutcheon</td>
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#### Details

<table>
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<th>Course code</th>
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<tbody>
<tr>
<td>Title</td>
<td>Graduate Diploma in Intellectual Property Law</td>
</tr>
<tr>
<td>Type of degree course</td>
<td>Named Graduate Diploma</td>
</tr>
<tr>
<td>About this course</td>
<td>This graduate diploma builds on existing learning in the JD to offer students an opportunity to specialise in Intellectual Property Law and gain accreditation as Trade Mark Attorneys. It will also recruit International Students and offer them the opportunity to study the topic in depth, and gain accreditation by enrolling in the JD ethics classes.</td>
</tr>
<tr>
<td>Abbreviation of award</td>
<td>Grad Dip IPL</td>
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<td>Submitted</td>
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#### Volume of learning

<table>
<thead>
<tr>
<th>Volume of learning</th>
<th>24 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does minimum volume of learning correspond to standard admission requirements?</td>
<td>No</td>
</tr>
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</table>
There are four substantive grounds upon which we are seeking approval to offer this program of study with the above admissions requirements. These all mirror those put forward in relation to the 48 credit Masters programs, submitted separately:

1. The AQF specifications for a Graduate Diploma focus upon learning outcomes (knowledge and skills) for a graduate of that program. The purpose of the AQF Level 8 is to ensure graduates have achieved that higher level of learning. Therefore it is appropriate to focus upon what graduates will acquire during and from the program of study. The program of study for which approval is sought, will facilitate the acquisition of an advanced body of knowledge and skills (and their application) in the relevant sub-discipline.

2. Coursework Studies Board have already recognised the LLB as a ‘cognate’ degree and granted an exemption from professional experience for students coming into the 24 credit Grad Diploma and the 48 credit LLM. In the context of degree programs other than the LLM and its Graduate Diploma, to limit the interpretation of ‘cognate’ to graduates of a qualifying law degree (eg LLB) is unduly narrow. The LLB is specifically designed for those students wishing to practice law and is externally regulated by Legal Practice Boards. The skills and knowledge built in that degree are not the only relevant (and therefore ‘cognate’) foundations for postgraduate study in law in a broader context. The program of study involves integrating different bodies of knowledge the foundations of which may not be the same (eg law, politics, sociology, policy development, philosophy are all relevant foundations to this program). Therefore, the disciplines considered broadly cognate for the Grad Dip in Intellectual Property include Law, business, economy and other relevant studies with an emphasis on business regulation.

3. This program of study builds upon a foundation of relevant study and therefore will satisfy the AQF Level 8 specifications and learning outcomes by extending knowledge and skills in a broadly cognate area. Therefore, an exemption from professional experience for students coming into the program is appropriate.

4. The program of study at 24 credit points would be consistent with the exemption sought to teach 1 year 48 credit full time law related masters, as most Law related Graduate Diplomas articulate to a Law Masters. Moreover, this is in alignment with international benchmarks, and is becoming the norm at other Go8 Law Schools. See for example: a. University of Sydney: Grad Dip Criminology (24 credits, requiring “bachelor’s degree from the University of Sydney in law, psychology or other appropriate discipline as determined by the Faculty, or an equivalent qualification”); Grad Dip Health Care (24 credits, requiring a “bachelor’s degree from the University of Sydney in law, medical science, medicine, nursing or other appropriate discipline as determined by the Faculty, or an equivalent qualification”); Grad Dip Health Care (24 credits, requiring a “bachelor’s degree from the University of Sydney in law, medical science, medicine, nursing or other appropriate discipline as determined by the Faculty, or an equivalent qualification”); Grad Dip International Business Law (24 credits requiring a bachelor’s degree in “commerce, economics, law or other appropriate discipline as determined by the Faculty, or an equivalent qualification”); Grad Dip International Law (24 credits, requiring a bachelor’s degree in “in law or other appropriate discipline”); Grad Dip Public Health Law (24 credits, requiring bachelor’s degree in “in law, medicine, nursing or other appropriate discipline”); Grad Dip in Taxation (24 credits requiring a bachelor’s degree in “commerce, economics, government, law or public administration, or an equivalent qualification”).

b. University of NSW: UNSW Law are not offering any Graduate Diplomas in 2014 while they are reviewing the functionality of these in light of their suite of new one year Law Masters programs recruiting straight from a Bachelors degree. It is not known what they are planning for 2015, but in order to be consistent it must be assumed that Grad Dips offered here would mirror Sydney’s approach if they did offer it.

c. ANU: With varying durations of .5 years and .8 years (24 and 36 credit points) the graduate diplomas from ANU require 3 year bachelor’s degrees with no other qualifications, OR no degrees and relevant experience.

d. University of Melbourne and University of Monash offer a comprehensive host of 24 credit Grad Dips in law related topics. Students with a Law degree can access these directly, whereas other students from more broadly cognate fields are required to have a year of working experience. Given the interdisciplinarity of these degrees, a wider consideration of cognate would be more ideal.

e. University of Adelaide and University of Queensland: Offer very limited options in the Law Masters space. They offer one Grad Dip in law each, both with the same duration as Law Masters which seems very inconsistent and untenable.

---

**Admission requirements**

**Admission requirements:**
- Bachelor’s pass degree (cognate)
- Bachelor’s pass degree (non-cognate study area) plus professional experience
- Bachelor’s pass degree with honours (4 years)

| Years of professional experience | 2 |

**Articulation**

Articulated: Master’s degree;

---

**Why offer the proposed course**

**Rationale for offering course**
An ongoing PG review of law indicates the lack of any IP Law courses in the area coupled with an existing strength in this area amongst academic staff. By drawing our own pool of experts together, we can offer a course in this very sought after area which combines academic award with professional accreditation.

**Strategic and Operational Priorities**
This course will improve the Law School’s PG offerings, aligning with the Future Visions statement from the VC for the design of new and sustainable PG programs.

**Proposal is outcome of review?**
Yes, see rationale above.
# Market Research and Analysis

## Target market and size

### Target markets for course

The course will be suitable for JD students from UWA wishing to study further to gain a professional accreditation and specialisation. They will build on existing units from the JD and gain advanced standing for some units. With an international flavour, including the possibility of accreditation as a trade mark attorney in Singapore, it will also attract international students needing specialisation in this growing field of interest. It will also be of interest to practitioners needing or desiring specialist accreditation in this field.

### Target markets: delivery of teaching

Classes will be taught through a combination of lecture and seminars, mostly semester based, but with isolated intensives (August).

### Target markets: demonstrate viable demand

An extensive EU study has isolated a lack of PG eduation in IP Law in the Pan Pacific and Asian region. The EU is backing an initiative for IP law teaching in the Asian region. UWA is ideally placed to provide this - by starting with a Grad Diploma we can explore further posibilies with minimum investment and risk.

### Projected enrolment for domestic and international students

A better understanding of potential future enrolment numbers will be possible after relevant market research has been conducted. However, historically when the law school has offered postgraduate units in intellectual property law, average enrolments were around 10 - 15 domestic students. We believe that with further marketing, including international recruitment efforts, we can exceed these figures.

## Graduate employment prospects

### Employment prospects

Local practitioners will be in a position to seek registration as a trade mark attorney and so practice in trade mark attorney offices. They will also be able to practice in legal practices, offering specialist expertise in intellectual property law. Foreign students will be able to return to their respective jurisdictions with much needed accreditation training in a growing field of need.

### Distinctive employment prospects for graduates

Their professional accreditation will enable them to be better placed in the job market. They will not need to travel to study, nor be limited to online courses.

### Course professionally accredited?

Yes. The content taught in the course will permit graduates to seek registration as a trademark attorney. There is scope to seek formal accreditation of the relevant units from the Professional Standards Board for Patent and Trademark Attorneys.

## Competitor analysis

### Competitor analysis

Similar programs (ie programs leading to the possibility of registration as a trade mark attorney) are offered at Melbourne University and Monash University, or via online courses offered by UTS.

At present, there are no accredited trade mark attorney courses offered by any institution in Western Australia. Prospective trademark attorneys tend to either travel to the Eastern States to complete short courses, or do the online course at UTS. A chief advantage then is the ability to complete studies ‘at home’, and in real time, face to face teaching models rather than online.

The units taught in the proposed Graduate Diploma are also beneficial as a means of specialising in intellectual property law, even if students have no interest in seeking registration as trade mark attorneys. In this respect, many other institutions in other Australian states offer post graduate intellectual property units and courses. However, none do so in Western Australia. Therefore UWA can offer an edge for students who do not wish to travel to study, or who seek to avoid online learning.

### Marketing strategy developed?

Yes

## Course availability to international students

### Course offered to student categories

Domestic fee-paying; International students (student visa holders); International students (non-student visa holders);

### Course enables international/cross institutional students?

Yes, incoming cross-institutional students may take units, but no outgoing due to the monitoring for the accreditation body.

### Course enables UWA students for overseas credit?

No

## Proposed course fees

<table>
<thead>
<tr>
<th>Proposed course fees</th>
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</thead>
<tbody>
<tr>
<td>E28</td>
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</table>
### Domestic

#### Fee per EFTSL for domestic fee-paying students

23.620

#### Fees for domestic students detail

The above EFTSL fee representing 48 credits is double the fee for the 24 credit program proposed. The Domestic 2014 fee for Law Graduate Diplomas is $11,810, expected to be indexed for 2015 as required.

### International

#### Fee per EFTSL for international fee-paying students

30.880

#### Fees for international students detail

The above EFTSL fee representing 48 credits is double the fee for the 24 credit program proposed. The International 2014 fee for Law Graduate Diplomas is $15,440, expected to be indexed for 2015 as required.

### Details

**Fee set with aim of cost recovery?**

Yes

**Fee set with aim of ongoing surplus?**

Yes

**Fee takes into account market rate?**

Yes

**Fee greater than Go8 equivalent?**

Yes

**Evidence of fees of other Go8 universities**

This fee has been set to be in the median of the Go8 fees by last years fee-setting exercise.

**Fee greater than equivalent Commonwealth-supported course?**

Yes

**Rationale for fees**

The fee is set in line with other Law fees.

### Risk Management

**Risk management for course**

METRIX will carry out additional market surveys to ensure feasibility and sustainability.

### Consultations checklist

**Consultations checklist**

Consultations:
- Any employer, employer group, professional and / or accreditation body
- Other International universities offering studies in a similar field
- Other Western Australian universities offering studies in a similar field

### History and committee endorsements/approvals

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<th>Outcome</th>
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The concept plan for this pg course is not yet approved.

### Administrative details

**Faculty**  
Arts

**Responsible Organisational Entity**  
Social Sciences

**Course coordinator**  
Associate Professor Rob Cover

### Details

**Course code**  
12540

**Title**  
Master of Strategic Communication

**Type of degree course**  
Named Master's by Coursework

**About this course**  
The Master of Strategic Communication focuses on the skill, knowledge and capabilities required to participate in the contemporary global communications environment across industry, government agencies and community organisations. Today's communications and media environment is global, internationalised and requires sound leaders who understand the implications of digital, traditional and intercultural media, the methods of communicating strategically to reach audiences, communications project management and the requirements for managing an organisation's image and messages. Through practical and analytical engagement, students gain both skills and understanding relevant to a broad range of communications and media roles, capabilities in developing effective communication strategies that operate across digital and traditional formats, and skills in managing communications projects. Through the program’s work placements, students have access to real-world experience of the global communications environment in both Australian and international settings.

**ACADEMIC OBJECTIVES:** In completing this course, students will acquire (1) a broad understanding of strategic communications, its history, its relationship to media policy, practice, public relations, journalism and production; (2) skills in communication strategy development and communication project management, including requisite research, consultation and reporting skills; (3) a broad knowledge of the global media environment in the context of international organisational communications; (4) knowledge of the relevant practical and production processes for achieving effective communications project; (5) a sound orientation to community, networked, collegial and ethical performance as communications and media professionals.

**Abbreviation of award**  
MStratComm

**Submitted**  
22/01/2014

**First year of offer**  
2015

### Volume of learning

**Volume of learning**  
72 points

**Does minimum volume of learning correspond to standard admission requirements?**  
No
BEST-PRACTICE CASE FOR 72 POINTS COGNATE AND NON-COGNATE BACKGROUNDS

The University of Sydney is our most eminent national competitor with a Master of Strategic Public Relations. This program is one year full-time in duration. It is broadly similar, with a slightly stronger focus on business marketing than we offer. (http://sydney.edu.au/courses/Master-of-Strategic-Public-Relations)

LaTrobe University, which is a premier site in Australia for strategic and digital communication from a cultural perspective offers a degree of 72 points as 18 months full-time study, with four core units in strategic communication and a broad range of electives (https://www.latrobe.edu.au/handbook/2013/postgraduate/humanities/courses/amsc.htm). The degree is broadly comparable with the proposed UWA program and shared the same name.

Internationally, Columbia University offers a M.Sc in Strategic Communication as a 16 month program of full-time study. The numbers and workload weighting of units is approximately the same as our proposed 72 point course. http://ce.columbia.edu/strategic-communications/curriculum

In the United Kingdom, the London School of Economics and Political Science (LSE) has a very strong, long-running reputation in Strategic Communication. There, they offer several related degrees, including a M.Sc Politics and Communication, M.Sc Global Media & Communication, M.Sc Media and Communication Governance. In all cases, the degree is 12 months full-time duration. (e.g., http://www.lse.ac.uk/study/graduate/taughtProgrammes2014/MScMediaAndCommunicationGovernance.aspx)

In all of the above-cited cases, the degree length and weighting is consistent, regardless of whether the student has a cognate or non-cognate background.

The proposed UWA Master of Strategic Communication has been benchmarked against both national and international related degrees. The benchmarking was undertaken as part of the proposal of the program that was put forward to the Review of the School of Social Sciences, which endorsed the program as a 72 point course in order to be both rigorous and competitive.

Students who study Strategic Communication are unlikely to have had substantial prior undergraduate study in this specialty. We realistically anticipate 50% of students to be moving into the communications field for the first time via this Cycle 2 program, and 50% of enrolments to be by students have had some media/communications undergraduate prior study, comprising mostly of theory, media history, communications and textual analysis and some limited creative work. There are very few undergraduate programs worldwide which have a substantial strategic communications focus. In that context, we do not differentiate between students from cognate and non-cognate background.

In like with the best practice national and international samples above, the program is limited to 72 points (18 months full-time), permits a broad study of strategic communications environments within an internationalised perspective and is innovative in its emphasis on internship/placement projects that are assessed internally, allowing students to achieve genuine graduate attributes through an excellent balance of rigorous study and real-world experience.

### Admission requirements

<table>
<thead>
<tr>
<th>Admission requirements: categories</th>
<th>Bachelor’s pass degree (cognate)</th>
<th>Bachelor’s pass degree (non-cognate study area)</th>
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### Articulation

Articulated?  Graduate Certificate; Graduate Diploma;
Why offer the proposed course

This proposal is for a 72-point, 1.5 year full-time (and equivalent part-time) program. A 72-point program of this duration is competitive both domestically and internationally, and matches the existing 72-point Master of International Journalism.

An initial proposal for a Master of Strategic Communication program was put forward in the “Communication and Media Studies Futures” paper to the review of the Schools of Humanities and Social Sciences. The review panel endorsed the proposal to develop this Cycle 2 course in its report as Recommendation 16.

The proposed course is built on the strong foundation of the broad staffing make-up of the Discipline of Communication and Media Studies, its undergraduate program focused on the intersection of theoretical, practical and media/creative production, and its substantial participation in offshore teaching programs. It appropriately complements the Master of International Journalism program by providing a Cycle 2 course that addresses organisational communication needs from a global perspective.

Strategic Communication is briefly defined as the planning, framing, targeting and governance of communication in a cohesive manner as an integrated, strategic activity for any organisation. To communicate strategically is to make organisations run more effectively, efficiently and ethically and with a focus not only on the achievement of strategy but in relation to cultural, international, global environments in which the strategy operates.

There is a known demand by employers for professional graduates with skills in project management, strategic thinking, knowledge of global media environments and an understanding of media/communications production processes. Broad, liberal undergraduate degrees are not able to meet these needs, either domestically or internationally. Research undertaken by the proposer in South Australia in 2010 with organisations commonly perceived to be destinations for media/communications graduates indicated that an awareness of strategic planning, capabilities in communications project management, networking skills and the capacity to think beyond a specialist area were the main requirements employers sought in media and communications graduates (excluding journalists). A Cycle 2 program that achieves these and produces graduates with broad attributes and genuine experience through project-based placements responds to industry need.

It is proposed this course be offered from the beginning of 2015. It is anticipated the Phase 2 proposal documentation, unit list and individual unit outlines will be ready for submission by early January. However, a structure and initial unit outlines and learning outcomes have been developed as part of a package for further consultation (internal and external). These have been submitted as an attachment with this Phase 1 document for information only at this stage.

Responds to the OPP Operational Objective ED2 To Improve the University's Courses, specifically [A] EDU 2.5 Support the needs of graduate students (including part-time) with the development of postgraduate courses, support services and facilities; and [B] ED2.4 Continue to develop and embed work place practicum, field work opportunities and study abroad.

The proposal aligns with [A] by developing a new Cycle 2 program which responds to the need for specific training in an area of industry/professional growth that cannot be achieved in an undergraduate program but to which an undergraduate program’s breadth of study provides a foundation: It aligns with [B] by ensuring that sound research-grounded and appropriately-assessed work placements in both domestic and overseas settings are a core element of the coursework program.

The proposed program aligns with the University's OPP strategic priority area of "Research and Research Training - improve the quality and impact, and productivity of research and research training, particularly by offering a coursework and dissertation option that will allow students to contribute to the growing field of strategic communications studied in the contexts of media theory, globalisation, digitalisation and intercultural communication; additionally all coursework units will be aligned with the teaching/research nexus, built on a solid marriage of professional skills and theoretical/analytical research. The program responds to the UWA Futures Proposals, particularly Proposal 5: That the University review, revise and develop its Cycle 2 (Masters) and Cycle 3 (PhD) programs during 2013, and begin to bring new programs to market in 2015 and the broader university response to the growing demand for higher-level qualifications. Appropriate to the field of contemporary professional communications, the program has an international focus (global media environments as the network in which all professional communication occurs today) and thereby responds to the key elements of the University’s Internationalisation Strategy, particularly the aim “to provide its students with significant international and cross-cultural experiences that will equip them to contribute to and take a citizenship and leadership role in the local, national and international community.”

The proposal was put forward as a contribution from the Discipline of Communication and Media Studies to the 2013 Review of the School of Social Sciences, although initial discussions between the discipline, the school and the Dean of Arts began in mid-2012. The Report of the Review of the School of Humanities and the School of Social Sciences (June 2013) endorsed the proposal to develop and deliver a Master of Strategic Communication degree.

Market Research and Analysis

Target market and size

The primary target markets are Australia and Asia; secondary market areas include Europe and North and South America. The course content is designed to meet the training requirements of any person whose current or potential future employment involves strategic communication specifically, and communications officer roles more broadly. We anticipate domestic students will include those currently working in communications and marketing units in government departments and larger corporations who are looking to advance to senior positions, and those wishing to gain the necessary skills and background to enter the employment area. Local students alone will not be sufficient to make this course viable and so we aim to have at least as many international students as local students registering for this course.
Across Australia’s Go8 universities, there are seven Cycle 2 degree programs in the broader area of communication studies and media. Of the seven, one has a duration of two-years f/t, two of 1.5 years, and four of 1 year only. It is proposed this program be of total weighting 72 points and have a full-time duration of 1.5 years (two standard semesters and summer) in order to be competitive and attract both international and domestic students. The tri-semester taught-in-one-year arrangement mirrors the Master of International Journalism 1.5-year duration, allowing the two programs to share electives, plan annually for shared resources and foster networking between the two cohorts as coursework postgraduates of Communication and Media Studies.

Local enrolment figures are based on knowledge of enrolment numbers in comparable Go8 programs (particularly University of Sydney) and then adjusted (down) in accordance with the Master of International Journalism and Master of Science Communication programs.

We are confident the enrolment figures here are realistic, and would expect to exceed these figures in the medium- to longer-term as the reputation of Communication and Media Studies grows.

15 domestic and 20 International
Estimated on basis of comparable Master of International Journalism programme initial enrolments, domestic/international ratio and colleagues consulted in offshore universities re- student interest.

In June 2012, the popular Australian recruitment website &lt;seek.com.au&gt; indicated there were 458 positions vacant found with the keywords “communications strategist” or “officer”.

This compared with 541 “public relations” positions; 582 “advertising executive” positions; 126 journalists, 68 film editor roles; 30 photography roles; 162 events co-ordinator positions (under the arts, advertising, media category); 38 copywriter positions; 9 film producer/director roles; and 79 web designer roles.

In contrast to journalism, the positions of Communications Officer and Communications Strategist are among the known growth areas in communications employment, with substantial growth over the past decade not only in large industry organisations (for example, in Western Australia, mining companies) but also among government departments (as they respond to the need for digital, networked communication and communication efficiency) and community organisations and charities (as they seek a greater share of audience attention to meet their strategic goals).

Graduates from this program will gain a well-rounded understanding of strategic communications with a specifically global/international orientation, a combination of relevant practical and production skills and will have substantial and appropriately-assessed workplace learning opportunities through the domestic and/or international internship units.

While the degree is not a Public Relations degree, it is recommended that after the full unit content has been developed for Proposal Phase 2 OR after it has been established and offered for one year, that the university seek accreditation from the Public Relations Institute of Australia (PRIA) should the full unit content be deemed eligible and meet basic requirements for the PRIA Accreditation Program.

The proposed program is bench marked against comparable Go8 Masters programs in professional media and communications, none of them explicitly on strategic communications and all using a range of named and generic titles. Across Australia’s Go8 universities, there are seven relevant Cycle 2 degree programs. Of the seven, one has a duration of two-years f/t (Melbourne), two of 1.5 years (Queensland, Monash), and four of 1 year only (Sydney x 2, UNSW x 2). The most obvious competitor in terms of content is The University of Sydney’s Master of Strategic Public Relations. However, its orientation is towards graduate destinations in formal public relations or in those career areas where public relations and marketing knowledge is considered beneficial. Its curriculum lacks a strong cultural, global and productive focus necessary for international professional communications in favour of public relations professionalism. It is proposed this program have a duration of 1.5 years (two standard semesters and summer, allowing ‘real’ completion within one f/t year) in order to be competitive. The proposed unit breakdown is comparable with the standards of other Go8 universities, noting the strong emphasis of the UWA proposal on (a) work placements that are both project-oriented and assessable by the university, as opposed to ungraded work experience; (b) research-grounded study that marries professional strategic skill with generic research competencies; (c) the global, internationalised media and communications environment.

No

Yes, an exchange arrangement with Nanyang Technological University in Singapore is under development in line with an existing NTU/UWA MOU.
## Proposed course fees

### Domestic

<table>
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<tr>
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<td>17,639</td>
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<td>Fees for domestic students detail</td>
<td>This is the TOTAL course fee. As discussed by Dr Kabilan Krishnasamy Academic Policy Services and Professor Ian Saunders, Associate Dean International, Faculty of Arts. Benchmarked against existing UWA programs.</td>
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### International

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<td>Fees for international students detail</td>
<td>This is the TOTAL course fee. As discussed by Dr Kabilan Krishnasamy Academic Policy Services and Professor Ian Saunders, Associate Dean International, Faculty of Arts. Benchmarked against existing UWA programs.</td>
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## Details

<table>
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<tr>
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<tbody>
<tr>
<td>Fee set with aim of cost recovery?</td>
<td>Yes</td>
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<tr>
<td>Fee set with aim of ongoing surplus?</td>
<td>Yes</td>
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<td>Fee takes into account market rate?</td>
<td>Yes</td>
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<td>Fee greater than Go8 equivalent?</td>
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<td>Evidence of fees of other Go8 universities</td>
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<td>Fee greater than equivalent Commonwealth-supported course?</td>
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<tr>
<td>Rationale for fees</td>
<td>The domestic/international fee is equivalent to that charged for the Master of International Journalism.</td>
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## Risk Management

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<th>Risk management for course</th>
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<tr>
<td>An additional staff member (at Level C) will be required to run this course - a new appointment is the only relevant risk. Should this risk emerge as an issue, a new appointee will, regardless of the Masters program, be able to contribute easily to the existing Master of International Journalism and the undergraduate program, both of which currently rely heavily on casual and contract staff.</td>
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## Consultations checklist

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<tr>
<td>- Other International universities offering studies in a similar field</td>
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<tr>
<td>- Other Western Australian universities offering studies in a similar field</td>
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<tr>
<td>- Other faculties / schools of the University (including relevant academic staff)</td>
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</tr>
<tr>
<td>- International Centre</td>
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<td>- Planning Services (regarding Commonwealth supported places)</td>
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<td>- Central/Faculty Marketing staff</td>
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## History and committee endorsements/approvals

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Proposed PG course concept plan as at 06-03-2014

12540 Master of Strategic Communication (coursework and dissertation)

The concept plan for this pg course is not yet approved.

Administrative details

Faculty: Arts
Responsible Organisational Entity: Social Sciences
Course coordinator: Associate Professor Rob Cover

Details

Course code: 12540
Title: Master of Strategic Communication
Type of degree course: Named Master's by Coursework and Dissertation
About this course: The Master of Strategic Communication focuses on the skill, knowledge and capabilities required to participate in the contemporary global communications environment across industry, government agencies and community organisations. Today’s communications and media environment is global, internationalised and requires sound leaders who understand the implications of digital, traditional and intercultural media, the methods of communicating strategically to reach audiences, communications project management and the requirements for managing an organisation’s image and messages. Through practical and analytical engagement, students gain both skills and understanding relevant to a broad range of communications and media roles, capabilities in developing effective communication strategies that operate across digital and traditional formats, and skills in managing communications projects. Through the program’s work placements, students have access to real-world experience of the global communications environment in both Australian and international settings.

ACADEMIC OBJECTIVES: In completing this course, students will acquire (1) a broad understanding of strategic communications, its history, its relationship to media policy, practice, public relations, journalism and production; (2) skills in communication strategy development and communication project management, including requisite research, consultation and reporting skills; (3) a broad knowledge of the global media environment in the context of international organisational communications; (4) knowledge of the relevant practical and production processes for achieving effective communications project; (5) a sound orientation to community, networked, collegial and ethical performance as communications and media professionals.

Abbreviation of award: MStratComm
Submitted: 22/01/2014
First year of offer: 2015

Volume of learning

Volume of learning: 72 points
Does minimum volume of learning correspond to standard admission requirements? No
Why minimum volume of learning does not correspond to standard admission requirements

The University of Sydney is our most eminent national competitor with a Master of Strategic Public Relations. This program is one year full-time in duration. It is broadly similar, with a slightly stronger focus on business marketing than we offer. (http://sydney.edu.au/courses/Master-of-Strategic-Public-Relations)

LaTrobe University, which is a premier site in Australia for strategic and digital communication from a cultural perspective offers a degree of 72 points as 18 months fit study, with four core units in strategic communication and a broad range of electives (https://www.latrobe.edu.au/handbook/2013/postgraduate/humanities/courses/amsc.htm). The degree is broadly comparable with the proposed UWA program and shared the same name.

Internationally, Columbia University offers a M.Sc in Strategic Communication as a 16 month program of full-time study. The numbers and workload weighting of units is approximately the same as our proposed 72 point course. http://ce.columbia.edu/strategic-communications/curriculum

In the United Kingdom, the London School of Economics and Political Science (LSE) has a very strong, long-running reputation in Strategic Communication. There, they offer several related degrees, including a M.Sc Politics and Communication, M.Sc Global Media & Communication, M.Sc Media and Communication Governance. In all cases, the degree is 12 months full-time duration. (e.g., http://www.lse.ac.uk/study/graduate/taughtProgrammes2014/MScMediaAndCommunicationGovernance.aspx)

In all of the above-cited cases, the degree length and weighting is consistent, regardless of whether the student has a cognate or non-cognate background.

The proposed UWA Master of Strategic Communication has been benchmarked against both national and international related degrees. The benchmarking was undertaken as part of the proposal of the program that was put forward to the Review of the School of Social Sciences, which endorsed the program as a 72 point course in order to be both rigorous and competitive.

Students who study Strategic Communication are unlikely to have had substantial prior undergraduate study in this specialty. We realistically anticipate 50% of students to be moving into the communications field for the first time via this Cycle 2 program, and 50% of enrolments to be by students have had some media/communications undergraduate prior study, comprising mostly of theory, media history, communications and textual analysis and some limited creative work. There are very few undergraduate programs worldwide which have a substantial strategic communications focus. In that context, we do not differentiate between students from cognate and non-cognate background.

In like with the best practice national and international samples above, the program is limited to 72 points (18 months full-time), permits a broad study of strategic communications environments within an internationalised perspective and is innovative in its emphasis on internship/placement projects that are assessed internally, allowing students to achieve genuine graduate attributes through an excellent balance of rigorous study and real-world experience.

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**Admission requirements**

| Admission requirements: categories | Bachelor`s pass degree (cognate) | Bachelor`s pass degree (non-cognate study area) |

**Articulation**

| Articulated? | Graduate Certificate; Graduate Diploma; |
Why offer the proposed course

Rationale for offering course

This proposal is for a 72-point, 1.5 year full-time (and equivalent part-time) program. A 72-point program of this duration is competitive both domestically and internationally, and matches the existing 72-point Master of International Journalism. An initial proposal for a Master of Strategic Communication program was put forward in the “Communication and Media Studies Futures” paper to the review of the Schools of Humanities and Social Sciences. The review panel endorsed the proposal to develop this Cycle 2 course in its report as Recommendation 16.

The proposed course is built on the strong foundation of the broad staffing make-up of the Discipline of Communication and Media Studies, its undergraduate program focused on the intersection of theoretical, practical and media/creative production, and its substantial participation in offshore teaching programs. It appropriately complements the Master of International Journalism program by providing a Cycle 2 course that addresses organisational communication needs from a global perspective.

Strategic Communication is briefly defined as the planning, framing, targeting and governance of communication in a cohesive manner as an integrated, strategic activity for any organisation. To communicate strategically is to make organisations run more effectively, efficiently and ethically and with a focus not only on the achievement of strategy but in relation to cultural, international, global environments in which the strategy operates.

There is a known demand by employers for professional graduates with skills in project management, strategic thinking, knowledge of global media environments and an understanding of media/communications production processes. Broad, liberal undergraduate degrees are not able to meet these needs, either domestically or internationally. Research undertaken by the proposer in South Australia in 2010 with organisations commonly perceived to be destinations for media/communications graduates indicated that an awareness of strategic planning, capabilities in communications project management, networking skills and the capacity to think beyond a specialist area were the main requirements organisations employers sought in media and communications graduates (excluding journalists). A Cycle 2 program that achieves these and produces graduates with broad attributes and genuine experience through project-based placements responds to industry need.

It is proposed this course be offered from the beginning of 2015. It is anticipated the Phase 2 proposal documentation, unit list and individual unit outlines will be ready for submission by early January. However, a structure and initial unit outlines and learning outcomes have been developed as part of a package for further consultation (internal and external). These have been submitted as an attachment with this Phase 1 document for information only at this stage.

Responds to the OPP Operational Objective ED2 To Improve the University's Courses, specifically [A] EDU 2.5 Support the needs of graduate students (including part-time) with the development of postgraduate courses, support services and facilities; and [B] ED2.4 Continue to develop and embed work place practicum, field work opportunities and study abroad. The proposal aligns with [A] by developing a new Cycle 2 program which responds to the need for specific training in an area of industry/professional growth that cannot be achieved in an undergraduate program but to which an undergraduate program’s breadth of study provides a foundation: It aligns with [B] by ensuring that sound research-grounded and appropriately-assessed work placements in both domestic and overseas settings are a core element of the coursework program.

The proposed program aligns with the University’s OPP strategic priority area of “Research and Research Training - improve the quality and impact, and productivity of research and research training, particularly by offering a coursework and dissertation option that will allow students to contribute to the growing field of strategic communications studied in the contexts of media theory, globalisation, digitalisation and intercultural communication; additionally all coursework units will be aligned with the teaching/research nexus, built on a solid marriage of professional skills and theoretical/analytical research. The program responds to the UWA Futures Proposals, particularly Proposal 5: That the University review, revise and develop its Cycle 2 (Masters) and Cycle 3 (PhD) programs during 2013, and begin to bring new programs to market in 2015 and the broader university response to the growing demand for higher-level qualifications. Appropriate to the field of contemporary professional communications, the program has an international focus (global media environments as the network in which all professional communication occurs today) and thereby responds to the key elements of the University’s Internationalisation Strategy, particularly the aim “to provide its students with significant international and cross-cultural experiences that will equip them to contribute to and take a citizenship and leadership role in the local, national and international community.”

Proposal is outcome of review?

The proposal was put forward as a contribution from the Discipline of Communication and Media Studies to the 2013 Review of the School of Social Sciences, although initial discussions between the discipline, the school and the Dean of Arts began in mid-2012. The Report of the Review of the School of Humanities and the School of Social Sciences (June 2013) endorsed the proposal to develop and deliver a Master of Strategic Communication degree.

Target market and size

Target markets for course

The primary target markets are Australia and Asia; secondary market areas include Europe and North and South America. The course content is designed to meet the training requirements of any person whose current or potential future employment involves strategic communication specifically, and communications officer roles more broadly. We anticipate domestic students will include those currently working in communications and marketing units in government departments and larger corporations who are looking to advance to senior positions, and those wishing to gain the necessary skills and background to enter the employment area. Local students alone will not be sufficient to make this course viable and so we aim to have at least as many international students as local students registering for this course.

Market Research and Analysis
Across Australia’s Go8 universities, there are seven Cycle 2 degree programs in the broader area of communication studies and media. Of the seven, one has a duration of two-years full time, two of 1.5 years, and four of 1 year only. It is proposed this program be of total weighting 72 points and have a full-time duration of 1.5 years (two standard semesters and summer) in order to be competitive and attract both international and domestic students. The tri-semester taught-in-one-year arrangement mirrors the Master of International Journalism 1.5-year duration, allowing the two programs to share electives, plan annually for shared resources and foster networking between the two cohorts as coursework postgraduates of Communication and Media Studies.

We are confident the enrolment figures here are realistic, and would expect to exceed these figures in the medium- to longer-term as the reputation of Communication and Media Studies grows.

Estimated on basis of comparable Master of International Journalism programme initial enrolments, domestic/international ratio and colleagues consulted in offshore universities re- student interest.

In June 2012, the popular Australian recruitment website &lt;seek.com.au&gt; indicated there were 458 positions vacant found with the keywords “communications strategist” or “officer”.

This compared with 541 “public relations” positions; 582 “advertising executive” positions; 126 journalists, 68 film editor roles; 30 photography roles; 162 events co-ordinator positions (under the arts, advertising, media category); 38 copywriter positions; 9 film producer/director roles; and 79 web designer roles.

In contrast to journalism, the positions of Communications Officer and Communications Strategist are among the known growth areas in communications employment, with substantial growth over the past decade not only in large industry organisations (for example, in Western Australia, mining companies) but also among government departments (as they respond to the need for digital, networked communication and communication efficiency) and community organisations and charities (as they seek a greater share of audience attention to meet their strategic goals).

Graduates from this program will gain a well-rounded understanding of strategic communications with a specifically global/international orientation, a combination of relevant practical and production skills and will have substantial and appropriately-assessed workplace learning opportunities through the domestic and/or international internship units.

While the degree is not a Public Relations degree, it is recommended that after the full unit content has been developed for Proposal Phase 2 OR after it has been established and offered for one year, that the university seek accreditation from the Public Relations Institute of Australia (PRIA) should the full unit content be deemed eligible and meet basic requirements for the PRIA Accreditation Program.

No.

Yes, an exchange arrangement with Nanyang Technological University in Singapore is under development in line with an existing NTU/UWA MOU.
### Proposed course fees

#### Domestic

| Fee per EFTSL for domestic fee-paying students | 17,639 |
| Fees for domestic students detail | This is the TOTAL course fee. As discussed by Dr Kabilan Krishnasamy Academic Policy Services and Professor Ian Saunders, Associate Dean International, Faculty of Arts. Benchmarked against existing UWA programs. |

#### International

| Fee per EFTSL for international fee-paying students | 26,920 |
| Fees for international students detail | This is the TOTAL course fee. As discussed by Dr Kabilan Krishnasamy Academic Policy Services and Professor Ian Saunders, Associate Dean International, Faculty of Arts. Benchmarked against existing UWA programs. |

### Details

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<td>Fee set with aim of cost recovery?</td>
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<td>Fee set with aim of ongoing surplus?</td>
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<td>Fee takes into account market rate?</td>
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<td>Fee greater than Go8 equivalent?</td>
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#### Evidence of fees of other Go8 universities

Importantly, there are no clear competitors in the area of Strategic Communications—the current programs are clearly either an extension of commonly-taught undergraduate majors in Communication and/or Media Studies or have a strong marketing and public relations focus—i.e., that which UWA could readily market a Cycle 2 program against through a community-oriented, socially-aware, ethical, culturally-nuanced and globally-focused attributes.

Across Australia’s Go8 universities, there are seven relevant Cycle 2 degree programs. The most obvious competitor is The University of Sydney’s Master of Strategic Public Relations. However, its orientation is towards graduate destinations in formal public relations or in those career areas where public relations and marketing knowledge is considered beneficial. Its curriculum lacks a strong cultural, global and productive focus in favour of public relations professionalism.

The U.Syd Master of Strategic Public Relations is a commonwealth-supported degree. The domestic fee is $22,000 and the international fee is $29,300

| Fee greater than equivalent Commonwealth-supported course? | Yes |

#### Rationale for fees

The domestic/international fee is equivalent to that charged for the Master of International Journalism.

### Risk Management

| Risk management for course | An additional staff member (at Level C) will be required to run this course - a new appointment is the only relevant risk. Should this risk emerge as an issue, a new appointee will, regardless of the Masters program, be able to contribute easily to the existing Master of International Journalism and the undergraduate program, both of which currently rely heavily on casual and contract staff. |

### Consultations checklist

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<td>- Any employer, employer group, professional and / or accreditation body</td>
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<td>- Other International universities offering studies in a similar field</td>
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<td>- Other Western Australian universities offering studies in a similar field</td>
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<td>- Other faculties / schools of the University (including relevant academic staff)</td>
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<td>- International Centre</td>
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Displaying curriculum data as it is on 06/03/14. Report generated 06/03/14 08:03
Dear Coursework Studies Board,

The Faculty of Law has been working with other Schools (Business and Politics) to collaborate on offering double degrees to students, which they can undertake in two years and graduate with two degrees.

We wish to be able to package:

1) The full time 72 credit MBA offered by business with the full time 48 credit one year LLM offered by Law.
2) The full time 72 credit MBA offered by business with the new proposed full time 48 credit one year Master of Commercial Law offered by Law.
3) The full time current 72 credit Masters in International Relations offered by Politics with the new proposed full time 48 credit one year Master of International Law LLM offered by Law.

By packaging these together, it will be possible to issue offers of a two year program for two degrees to international students, facilitating the Post Study Work Visa, while offering an attractive product on the international market. Initial market research in Singapore, China and amongst agents in Australia indicates that these 3 combinations will be attractive.

With regard to the collaborations with the MBA, as both programmes will run in one-year formats, there will be no additional investment needed in units, programs or design or plans for cross-accreditation. The sole additional costs will be administrative in managing students and applications. The Faculty of Business has kindly agreed to take on the administration of these students initially. This will be renegotiated after a period of 3 years if needed.

With regard to the collaborations with Politics on the Master of International Relations & International Law, this will require cross-accreditation of units to bring the overall study down to 96 credits full time for both degrees.

For all double degrees involving law, it will be expected that students study the non-law component first, to ease with language requirements.
Details on the individual programs are set out overleaf. A separate document outlining the outcome of consultation with the International Centre is attached.

We are hoping to offer these 1+1 Double Degree from 2015, and would appreciate indications of how to obtain final approval so marketing to international students may commence.

Approved by Law Faculty:

DATE: 4/3/2014  Faculty Resolution Number 04.2014
Double Degree: MBA + LLM:
Master of Business Administration & Master of Laws (72 + 48 Credits)

The aim of this double degree is to allow students to gain two degrees in two years, specialising in business and law.

The MBA will allow students to further develop their knowledge of the running and administration of business from a professional point of view, and the LLM will provide students with an advanced comprehension of key issues in law of their choosing.

The course would suit existing legal practitioners who wish to acquire specialisations in management and business while also gaining an internationally recognized law masters. The course would be available to law graduates with 2 years working experience.

Year 1: MBA
The School of business have gained approval for a one year MBA taught across two semesters and summer intensives, with 7 core units and 5 specialisations covering a broad range of topics (including international commerce).

Year 2: LLM
The units available on the LLM cover a broad range of topics for study. Students are free to either specialise in related topics or compose an LLM of varied topics.

Units:
MBA - 12 Units (1 year full time, including summer semester)
LLM – 8 units (1 year full time)

Intake/Start Date:
Intake will be in January for February start.

Mode of Delivery:
Full time only re MBA component
The course is composed of a combination of semester based units and intensive teaching period units, and will be taught by leading academics in their field as well as visiting guest speakers working in the respective areas of law.

Admission requirements:
Student with a previous degree in law;
AND
Minimum 2 years working experience
AND
English qualifications of IELTS 7.0 or equivalent to commence the MBA (MICL requirements will be met upon completion of the MBA with assumption that 0.5 IELTS are gained through a year of full time study in English)
Double Degree: MBA + MICL:

**Master of Business Administration & (NEW) Master of International Commercial Law (72 + 48 Credits)**

The aim of this double degree is to allow students to gain two degrees in two years, specialising in business and commerce.

The MBA will allow students to further develop their knowledge of the running and administration of business from a professional point of view, and the MICL will provide students with intermediary core program training as well as an in depth knowledge of the key international legal frameworks governing trade and commerce.

The course would suit professionals who wish to work in business and commerce. The course would be available to law and non-law graduates with a background in commerce, trade or business related studies. Note that the MBA requires 2 years working experience.

Both course are based on global and international principles/law, and are therefore interesting to students from all parts of the world.

**Year 1: MBA**
The School of business have gained approval for a one year MBA taught across two semesters and summer intensives, with 7 core units and 5 specialisations covering a broad range of topics (including international commerce).

**Year 2: MICL**
The first semester is comprised of 4 core units representing the fundamental topics, whereas the second semester allows students to choose specific topics in commercial law. Details of this course are set out on a separate sheet.

**Units:**
MBA - 12 Units (1 year full time, including summer semester)
MICL – 8 units (1 year full time)

**Intake/Start Date:**
Intake will be in January for February start.

**Mode of Delivery:**
Full time only re MBA component
The course is composed of a combination of semester based units and intensive teaching period units, and will be taught by leading academics in their field as well as visiting guest speakers working in the respective areas of law.
**Admission requirements:**
Student with a previous degree in a broader cognate field in social science, such as law, commerce, business or equivalent to satisfy the two faculties that they can complete both courses
AND
Minimum 2 years working experience
AND
English qualifications of IELTS 7.0 or equivalent to commence the MBA (MICL requirements will be met upon completion of the MBA with assumption that 0.5 IELTS are gained through a year of full time study in English)
Double Degree: MBA + MICL:
Master of International Relations [coursework] (Politics, 72 credits) & (NEW) Master of International Law (48 credits)

The aim of this double degree is to allow students to gain two degrees in two years, specialising in international law and relations. The two year time frame will enable a post-study work visa for graduands.

The Master of International Relations will allow students to further develop their knowledge of the international and political aspects of relations between and with states. The Master of International Law will provide students with in depth knowledge of the key international legal frameworks governing international organisations and relations.

The course combination would suit students wishing to study both aspects of international affairs and be qualified to work in a NGO or government position in the field. The course combination would be available to graduates with a background in arts, social science and humanities. The two degrees are based on global and international principles/law, and are therefore interesting to students from all parts of the world.

The present plan does NOT propose any change to the structure of, or the volume of learning in, the two degrees. It proposes a system whereby cross-accreditation of key units which are cognate to both is made possible. The MIR’s current structure of core units will be amended in time for 2015, enabling this. This will allow students to complete both degrees in 2 years, studying a total of 96 credits.

Year 1: Master of International Relations [coursework] (MIR)
The School of Politics run a successful 72 credit coursework program in International Relations. There is cross-fertilization between this and the new proposed Master of International Law.

Students will study the following 36 credits of existing units on the MIR (some to be renamed for 2015):

1. Theories in international Relations A
2. Theories in International Relations B
3. The International Political System A
4. The International Political System B
5. Problems of international Security A
6. Problems of international Security B

The remaining credits in the MIR can be composed of a choice of other units on the program to the value of between 12 and 24 credits. This means that a total of between 48 and 60 credits are studied on the MIR, and the remaining credits for the degree (between 12 and 24) are accredited Law units from the list of 4 units below. A minimum of 48 MIR credits must be passed before any Law units can be taken, with the 6 units above as required study for entry.

Students will not graduate with the degree until they have completed the Law units, which will also be cross-accredited to the MIR.
Year 2: Master of International Law (MIL)
The School of Law are seeking approval for a new 48 credit Master in International Law. If approved, students on the combined course will study 48 or 36 credits from this degree. If students take 36 credits from the law units, then Law will cross-accredit Theories in International Relations A and B (total 12 credits) from MIR towards this degree.

The proposed MIL will prescribe the following units (6 credits each):
- Bridging unit on international institutions for non-law students (NEW)
- Public International Law (to be renamed “Foundations in Public International Law”)
- Selected Topics in Public International Law
- International Environmental Law

Assessment:
The proposed assessment at UWA is a minimum of two components, mainly by course research essay.

Intake/Start Date:
Intake will be in January for February start. The two Faculties will explore the possibility of mid-year intake as well.

Admission requirements:
Students with a previous degree in a broader cognate field in arts/social science, such as political science, law, foreign affairs or equivalent to satisfy the two faculties that they can complete both courses

OR

Students who have completed the Graduate Diploma in International Relations or the (NEW) Graduate Diploma in International Law with a 60% average

AND

English qualifications of IELTS 6.5 or equivalent to commence the MIR (Law requirements will be met upon completion of 48 credits on the MIR with assumption that 1.0 IELTS are gained through a year of full time study in English)
**Comments from the International Centre, with Rejoinder from Law Faculty**

**Email from Anthony Turner, 28 Feb 2014, re 1+1 MBA & LLM:**

“I can confirm a new CRICOS code is not required. As both these courses are CRICOS registered there are no regulatory limitation to advertise and market.

With respect to entry requirements and the lower IELTS score for Law if a student enters the Business on a 7.0, I am not sure of the admission procedure from the Faculty of Law’s perspective in varying this – Kabilan or Kelly would likely know.

With respect to post study work arrangements, the students will have access to two streams under the 485 visa sub-class:

If they complete both degrees end on end and study for a minimum of 16 months

1. they can apply for the 2 year Post Study Work Stream or,
2. they can apply for he Skilled Graduate Scheme and who graduate with skills that relate to occupations on the DIBP Skilled Occupation List (SOL).”

**Rejoinder:**

While new CRICOS codes are not needed for existing programs to be packaged 1+1 we still await CRICOS codes for the as of yet not approved new programs.

With respect to the lower IELTS for Law, we would argue that after one year of full time Master’s study at UWA, any student will have raised their IELTS score by an average of 1.0. We can therefore waive the technical requirement for evidence of a higher IELTS without lowering our admissions requirements.

We appreciate the confirmation that this will enable 2 year post study work visas.
EXTRACT FROM MINUTES OF A MEETING OF THE BOARD OF COURSEWORK STUDIES HELD ON THURSDAY 22nd MARCH 2012 FROM 10AM TO 11.30AM IN THE PRESCOTT ROOM

ITEM FOR THE ATTENTION OF THE ACADEMIC COUNCIL

4. ITEM REFERRED BY THE STEERING COMMITTEE OF ACADEMIC COUNCIL: PROPOSED ARTICULATION AGREEMENT WITH SHANGHAI JIAO-TONG UNIVERSITY FOR MASTER OF NURSING SCIENCE – Ref F18532

Members had before them a proposed articulation agreement which had been formulated essentially for students who would have completed 3.5 years of the 4 year Bachelor of Science - Nursing degree at Shanghai Jiao-Tong University (SJU) to gain entry to the Master of Nursing Science at UWA.

The proposal also stipulated that students completing the two years of the Master of Nursing Science at UWA would be permitted to cross credit, through the first year of the master’s course, between UWA and the Chinese partner, thus allowing students to complete the remaining of the 4 year Bachelor of Nursing Science.

It is intended that entry would be granted, and the appropriate course credit, to a maximum of 10 (SJU) students per UWA Academic Year.

The Associate Dean (International) from the Faculty of Medicine, Dentistry and Health Sciences noted that a history of partnership between UWA and SJU had already existed in a number of areas. For example, there has been close cooperation between UWA and SJU in graduate research training at PhD levels, establishing joint conferences in translational medicine and etc. Further, the SJU has one of the top medical schools and twelve teaching hospitals in China.

It is against the backdrop of UWA’s prestigious and historical partnership and collaborations with SJU that the articulation agreement in nursing was being proposed.

The following issues were raised in the ensuing discussion:

- Admission Requirements

Members noted the course rules for the Master of Nursing Science, as follows:

“Admission

2. To be considered for admission to this course an applicant must have –

(a) A bachelor’s degree from this University with a weighted average mark of at least 60 per cent, or equivalent as recognised by the Faculty; and
(b) an adequate knowledge of human biology, or an equivalent area, at the tertiary level; and
(c) a Senior First Aid Certificate completed within the previous six months. “

Two arguments were presented in defence of the view that SJU students would have satisfied the admission requirements of the course.

First, although the proposal contemplates admission to the master’s course without formal completion of the bachelor’s degree (that is, 3.5 years of the 4 year Bachelor of Science - Nursing degree at SJU), students would be required to obtain a course average of 70% at the end of their third year of the Bachelor of Science – Nursing degree, SJU. This equivalence has been determined, by the Faculty, as meeting the course admission requirements.

Members agreed with the principled exception that students would enter the Master of Nursing Science at UWA via a “deemed equivalent” status, which would be in accordance with the course
rules, noting that equivalence to a bachelor’s degree, normally only a 3 year degree in this University, was required.

Second, it was clarified that the structure of the 4 year Bachelor of Science - Nursing degree at SJU required students to complete the academic content of the course in the first three years of the course and undertake a practical component in the fourth year. Technically, therefore SJU students entering the Master of Nursing Science at UWA would have completed not only the learning of the theoretical content but also part of the practical component of the Bachelor of Nursing Science.

- **English Language competence requirement**

A second issue discussed related to the English Language competence requirement. It was clarified by the course coordinator for the Master of Nursing Science that currently SJU students would be required to have achieved an IELTS (International English Language Testing System) overall score of no less than 7 with a score of at least 6.5 in each band.

It was pointed out that as part of the re-accreditation of the master of Nursing Science at UWA, it has been envisaged that the IELTS score would be reviewed and possibly be amended to require students to achieve an IELTS overall score of no less than 7 with a score of at least 7 in each band.

Members agreed with the suggestion that both the current and the expected change to English Language competence requirements be made explicit in the agreement.

- **Curriculum content**

Clarification was sought on the lack of apparent match in terms of curriculum content between the 4 year Bachelor of Nursing Science at SJU and a Bachelor of Nursing Science from other Go8 Universities. It was pointed out that it was not a requirement for students entering the Master of Nursing Science to have completed a Bachelor of Nursing Science, rather any bachelor’s degree.

Although the SJU students might be repeating some of the academic content of the course at UWA, it was asserted that there was significant educational value for doing so. These were asserted as follows:

- that there was a motivation to obtain a higher award (that is, the Master of Nursing Science);
- on completion of the two years of the Master of Nursing Science, graduates could register to practice nursing in Australia;
- exposure to language and cultural competence which may benefit these students when they return to their home country; and
- exposure to a clinical program that is differently taught in Australia.

Further, it was clarified that some of the academic content of the master’s course at UWA and its delivery would be quite different.

Noting that the authority to approve student exchange agreements, articulation and associated advanced standing arrangements involving international students, and in-country study programs has been delegated (by Academic Council R126/08) to the Chair of the Academic Board on the recommendation of the Director, International Centre and in consultation with the Pro Vice-Chancellor (Education) as appropriate, the Board

**RESOLVED – 11/12**

To recommend to the Academic Council that the proposed articulation agreement between UWA and the Shanghai Jiao Tong University for the Master of Nursing Science be approved.
8 June 2012

To:       Professor Karen Simmer
           Chair Academic Board

Dear Karen

Under delegated authority of Academic Council (Resolution 08/126), standard agreements can be approved executively by the Chair of the Academic Board on recommendation from the Director of the International Centre.

As Chair of the Academic Board can you please give your approval to the proposed Articulation Program between UWA and Harbin Institute of Technology, China.

Please note that Category A Broadening is not specifically discussed. A similar example to this occurred recently where Communication Studies put up an articulation in Hong Kong. At that time Council deemed that because students had undertaken Chinese language study in their first year, the broadening requirement had been satisfied. Professor Jane Long and I recommend that this same precedent apply for this proposal.

Approved:

[Signature]

Professor Karen Simmer
Chair Academic Board

Regards

[Signature]

Mr Kelly Smith
Director International Centre
FEASIBILITY STUDY FOR NEW PARTNERSHIP

1. Proposed partnership with
   Institute: Harbin Institute of Technology, China (HIT)
   Department: Faculty of Aerospace Engineering
               Faculty of Mechatronics Engineering
               Faculty of Electrical Engineering & Automation
               Faculty of Civil Engineering
               Faculty of Resource Science & Engineering
   Contact: Dr. Hongbo Fan, Director of International Office, HIT

2. Type of Agreement
   3 years of Bachelor of Engineering studies in an appropriate major at HIT articulates to 2 years of Master of Professional Engineering in the appropriate major at UWA.

3. Reasons for partnership, including background of links with the institute
   HIT is one of the C-9 universities of China, with particularly strengths in a wide range of engineering disciplines e.g. aerospace, electronics & telecommunications; mechatronics, materials, civil, computer, software, chemical, resource and environmental.

   Being a top institution of the country and the leading institution in Heilongjiang Province with a population of 31 million, it attracts the very top students from the province and nation wide. Students with Gaokao marks below 650/750 (UWA’s entry requirement is 525/750) are unlikely to gain entry to HIT.

   The Faculty of Engineering, Computing & Mathematics (ECM) has a long standing relationship with HIT in a number of research collaborations since 2005. Faculty delegations have visited HIT regularly, with the last delegation to HIT being July, 2011. HIT responded with a number of reciprocal formal university level delegations to UWA, with the latest being in November, 2011.

   UWA has existing agreements with HIT covering undergraduate and postgraduate student exchange, double-badged PhD as well as Study Abroad. ECM has had a number of PhD students under these existing agreements.

   This agreement is targeting the high quality undergraduate engineering students at HIT into our new Master of Professional Engineering program. These students have completed three years of Bachelor of Engineering studies at HIT, which is assessed as being equivalent to UWA’s Bachelor of Science (Engineering Science).

   Attachment 1 gives an overview of the course structure, semester duration, credit points and broadening aspects at HIT.

   Tables 1 – 3 give unit matching between UWA’s B.Sc. (Engineering Science) and HIT’s Bachelor of Engineering.

4. Perceived outcomes
   Further enhances the relationship between HIT and UWA;
   Further raises the profile of UWA in China.
5. Consider the new partnership in the context of existing links in the same discipline/same country, e.g., how will it affect/compromise current relationships?

This new agreement will positively raise UWA's profile in China. The existing articulation agreements with Chinese universities were based on our old Bachelor of Engineering (4 year structure). This is the first articulation with Chinese universities based on our new course structure.

6. Identify any resourcing issues

No particular resourcing issues, apart from regular communications and visits between the two institutions, and the normal tracking of student performance.

7. The proposed Agreement is initiated by

Name: Brett Nener
Position: Deputy Dean, International
Faculty: Engineering, Computing & Mathematics

8. Responsibility of implementing Agreement

Person-in-charge: Brett Nener
Overall responsibility: Dean
Responsibility of execution: Brett Nener
Annual progress report next due on (date in 12 months): 31 March, 2013

Feasibility study first sign off by Dean:
Date:

Feasibility study final sign off by (for authorised signatory, refer to Stage 2 of Standard Operating Process):
Date:
Attachment 1

General course structure, semester duration, credit points and broadening aspects at Harbin Institute of Technology, China

1. **General Course Structure**

HIT course is structured into 6 components:

1. Fundamentals (core): foreign languages (English, Russian or Japanese), mathematics, computing, two subjects (for engineering students, these are physics and chemistry) and sports;
2. Major specific fundamentals (core): technical subjects related to specific disciplines;
3. Major specific pathway courses (core): subjects related to specific majors;
4. Major specific electives: to be selected from the list of units related to the specific majors;
5. Broadening units (core): combination of subjects to improve the students' quality of education;
6. Practicals (core): experimental studies, course content design, practical training, hands-on computation and graduation thesis.

Each major will have at least 3 major specific technical units taught in two languages in order to raise students' understanding of technical English.

2. **Semester Duration**

One academic year consists of 2 semesters. Each semester consists of 21 weeks – 18 teaching weeks, 1 week non-teaching and 2 weeks of examinations.

3. **Credit Points Determinations**

For science/engineering, core and elective units for the particular major – 16 teaching hours is equal to 1 credit point.

For humanity and general elective units – 24 teaching hours equal to 1 credit point.

Sports and computer based teaching – 32 contact hours equal to 1 credit point.

Practical work (workshop training), course design units, military training, graduation thesis and experimental work – 1 week equals to 1 credit point.

4. **Broadening aspects of the course**

Since both the semester times and daily contact hours at HIT are longer than the Australian system, they have greater scope for broader education. The broadening units are built in every semester of their studies.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Machine Design &amp; Manufacturing</th>
<th>Electrical &amp; Automation</th>
<th>Civil Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year, 1st semester</td>
<td>English; Moral studies &amp; Law; Sports; Military Theory &amp; free electives – totalling 10.5/23.5</td>
<td>Foreign languages; Moral studies &amp; Law; Military Theory; Sports – totalling 8.5/24.5</td>
<td>Foreign languages; Moral studies &amp; Law; Sports; Military Theory – totalling 8.5/24.5</td>
</tr>
<tr>
<td>1st year, 2nd semester</td>
<td>Modern Chinese History; English; Sports; free electives – totalling 5.5/26</td>
<td>Sports; Foreign Languages; Modern Chinese History; Free electives – totalling 7.5/20.5</td>
<td>Foreign languages; Sports; Modern Chinese history; free elective – totalling 6.5/23</td>
</tr>
<tr>
<td>2nd year, 1st semester</td>
<td>English; Sports; Thoughts of Chairman Mao; Cultural seminar series – totalling 6.5/27</td>
<td>English; Foreign languages; Sports; Thoughts of Chairman Mao; totalling 8.5/26.5</td>
<td>English; Foreign languages; Sports; Thoughts of Chairman Mao; free electives – totalling 10.5/20.5</td>
</tr>
<tr>
<td>2nd year, 2nd semester</td>
<td>English; Principles of Marxism; Cultural studies; Sports; Cultural seminar series; Free electives - totalling 7/27</td>
<td>English; Foreign Languages; Sports; Principles of Marxism; Free electives - totalling 9.5/25</td>
<td>English; Foreign languages; Sports; Principles of Marxism, free electives – totalling 9.5/21</td>
</tr>
<tr>
<td>3rd year, 1st semester</td>
<td>Innovative processes; Cultural seminar series – totalling 2.5/28</td>
<td>Health quality; Free elective – totalling 2/25.5</td>
<td>Health quality – 1/26</td>
</tr>
<tr>
<td>3rd year, 2nd semester</td>
<td>Health quality; Cultural seminar series; Free electives – totalling 2.5/24.5</td>
<td>Curriculum planning; Free electives – totalling 2/24.5</td>
<td>Free elective – 1/22.5</td>
</tr>
<tr>
<td>Proportion of broadening units over 3 years</td>
<td><strong>0.225</strong></td>
<td><strong>0.271</strong></td>
<td><strong>0.279</strong></td>
</tr>
</tbody>
</table>

For comparison, the proportion of broadening units in UWA’s new course structure over 3 years total to 4/24 i.e. 0.17.
Table 1: Course contents covered under UWA's B.Sc. (Engineering Science) – Civil Engineering pathway

<table>
<thead>
<tr>
<th>UWA Units</th>
<th>H.I.T. Units - covered under first 3 years of BE (Civil Construction Engineering) – the proportion of each unit is indicated as the ratio for that particular semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3 Core units:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Solid Mechanics | Mechanics of Materials (2\(^{nd}\) year 1\(^{st}\) semester 4.5/20.5)  
Engineering Mechanics (Experiments) (2\(^{nd}\) year 1\(^{st}\) semester 0.5/20.5) |
| Geomechanics | Engineering Geomechanics (3\(^{rd}\) year 1\(^{st}\) semester, 2/26)  
Soil Mechanics and Foundation Engineering Design (3\(^{rd}\) year 2\(^{nd}\) semester, 4.5/22.5)  
Foundation Engineering course design (3\(^{rd}\) year 2\(^{nd}\) semester, 0.5/22.5) |
| Structural Analysis | Structural Analysis (2\(^{nd}\) year, 2\(^{nd}\) semester 4/21 and 3\(^{rd}\) year 1\(^{st}\) semester, 4/26)  
Load bearing & Structural Design (3\(^{rd}\) year, 1\(^{st}\) semester, dual languages, 1.5/26)  
Concrete Structural Design & Analysis (3\(^{rd}\) year 1\(^{st}\) semester, 3.5/26)  
Concrete Structural Course Design (3\(^{rd}\) year 1\(^{st}\) semester, 1.5/26)  
Steel structural Design and Analysis (3\(^{rd}\) year, 1\(^{st}\) semester, 4/26)  
Steel structural design course design (3\(^{rd}\) year, 1\(^{st}\) semester, 1.5/26) |
| Hydraulics | Hydraulics (3\(^{rd}\) year, 1\(^{st}\) semester, 2/26)  
Design against wind resistance (3\(^{rd}\) year 1\(^{st}\) semester, 1.5/26)  
Also partially covered under Engineering Mathematics and Physics |
| **Level 2 Core Units** |                                                                                                                                                                                                    |
| Energy | No specific unit for this in the whole course but some aspects are covered under:  
Design against wind resistance (3\(^{rd}\) year 1\(^{st}\) semester 1.5/26)  
Structural Design against Earthquake (3\(^{rd}\) year 2\(^{nd}\) semester 2/22.5)  
Physics (1\(^{st}\) year 2\(^{nd}\) semester 4.5/23))  
Chemistry (1\(^{st}\) year 1\(^{st}\) semester, 3/24.5) |
| Motion | Theoretical dynamics (1\(^{st}\) year, 2\(^{nd}\) semester 5/23)  
Experimental dynamics (1\(^{st}\) year, 2\(^{nd}\) semester 0.5/23)  
Experimental dynamics (2\(^{nd}\) year, 1\(^{st}\) semester 0.5/20.5) |
<table>
<thead>
<tr>
<th><strong>Level 1 Core Units</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. Challenge in a Global World</td>
<td>No specific unit for this in the whole course but partially covered under different perspectives in: Engineering Management (3rd year, 2nd semester, 1.5/22.5) Engineering management course design (3rd year, 2nd semester, 1/22.5) Structural Design against Earthquake (3rd year, 2nd semester, 2/22.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Complementary Units:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Behaviour from Atoms to Bridges</td>
<td>Civil Engineering materials (2nd year, 1st semester, 2.5/20) Building Construction (2nd year, 2nd semester, 3/21)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mathematics Methods 1 and 2</strong></th>
<th>Engineering Mathematics (1st year, 1st semester, 5.5/24.5; 1st year, 2nd semester, 5.5/23) Algebra &amp; Geometry (1st year, 1st semester 3.5/24.5) Probability &amp; Statistics (2nd year, 1st semester 3/20.5)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Computer Analysis and Visualization</strong></th>
<th>Graphics &amp; Drawings (1st year, 1st semester, 3/24.5) Computer Programming (2nd year 1st semester, 2/20.5) Computational structural analysis (3rd year, 1st semester, 1.5/26)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Electives and Broadening units</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics or Chemistry</td>
<td>Physics (1st year, 2nd semester, 4.5/23) Chemistry (1st year, 1st semester, 3/24.5)</td>
</tr>
<tr>
<td>English, Japanese or Russian</td>
<td>English, Japanese or Russian (1st year, 1st semester, 2.5/23; 1st year, 2nd semester, 2.5/23; 2nd year, 1st semester, 2.5/20.5; 2nd year, 2nd semester, 2.5/21)</td>
</tr>
<tr>
<td>Sports</td>
<td>Sports (1st year 1st semester, 1/24.5; 1st year 2nd semester, 1/23; 2nd year 1st semester, 1/20.5; 2nd year 2nd semester 1/21)</td>
</tr>
<tr>
<td>Military Theory</td>
<td>Military Theory (1st year 1st semester, 3/24.5)</td>
</tr>
<tr>
<td>Moral studies and fundamentals of law</td>
<td>Moral studies and fundamentals of law (1st year 1st semester, 2/24.5)</td>
</tr>
<tr>
<td>Modern History of China</td>
<td>Modern History of China (1st year 2nd semester, 2/23)</td>
</tr>
<tr>
<td>Thoughts of Chairman Mao</td>
<td>Thoughts of Chairman Mao (2nd year 1st semester, 4/20.5)</td>
</tr>
<tr>
<td>Fundamentals of Marxism</td>
<td>Fundamentals of Marxism (2nd year 2nd semester, 3/21)</td>
</tr>
<tr>
<td>Health quality</td>
<td>Health quality (3rd year 1st semester 1/26)</td>
</tr>
<tr>
<td>Surveying</td>
<td>Surveying (2nd year 2nd semester 3.5/21)</td>
</tr>
<tr>
<td>Practical Surveying</td>
<td>Practical Surveying (2nd year 2nd semester 2/21)</td>
</tr>
<tr>
<td>Reinforced concrete design</td>
<td>Reinforced concrete design (3rd year 2nd semester 2.5/22.5)</td>
</tr>
<tr>
<td>Reinforced concrete course design</td>
<td>Reinforced concrete course design (3rd year 2nd semester, 1.5/22.5)</td>
</tr>
<tr>
<td>Civil Engineering site technology</td>
<td>Civil Engineering site technology (3rd year 2nd semester 3/22.5)</td>
</tr>
<tr>
<td>Building construction (experimental work)</td>
<td>Building construction (experimental work) (3rd year 2nd semester 2/22.5)</td>
</tr>
<tr>
<td>Practical work on production</td>
<td>Practical work on production (3rd year 2nd semester 3/22.5)</td>
</tr>
<tr>
<td>Free electives (6 credit points)</td>
<td>Free electives (6 credit points)</td>
</tr>
</tbody>
</table>
Table 2: Course contents covered under UWA’s B.Sc. (Engineering Science) – E/E Engineering pathway

<table>
<thead>
<tr>
<th>UWA Units</th>
<th>H.I.T. Units - covered under first 3 years of BE (Electrical &amp; Automation) – the proportion of each unit is indicated as the ratio for that particular semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3 Core units:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Physical Electronics | Fundamentals of Analogue Electronics (2<sup>nd</sup> year 2<sup>nd</sup> semester, 4/20.5)  
Analogue Electronics (Experiments) (2<sup>nd</sup> year 2<sup>nd</sup> semester 1.5/25) |
| Signals & Systems | Simulation techniques & applications (3<sup>rd</sup> year 1<sup>st</sup> semester, 1.5/25.5)  
Automation Control Theory (3<sup>rd</sup> year 2<sup>nd</sup> semester, 4.5/24.5)  
Signal processing techniques (3<sup>rd</sup> year 2<sup>nd</sup> semester, 1.5/24.5)  
Feedback systems theory and applications (3<sup>rd</sup> year 2<sup>nd</sup> semester, 3.5/24.5) |
| Power Machines | Electromagnetics (2<sup>nd</sup> year 2<sup>nd</sup> semester, 3/25)  
Mechatronics (3<sup>rd</sup> year 1<sup>st</sup> semester, 3.5/25.5)  
Mechatronics Experiments (3<sup>rd</sup> year 1<sup>st</sup> semester, 1/25.5)  
Mechatronics (3<sup>rd</sup> year 2<sup>nd</sup> semester, 1/24.5) |
| Electric Circuits | Electric Circuits (2nd year 2nd semester, 3/25)  
Electric Circuits (Experiments) (2<sup>nd</sup> year 2<sup>nd</sup> semester, 1/25)  
Fundamentals of digital electronics (3<sup>rd</sup> year 1<sup>st</sup> semester, 3.5/25.5)  
Digital electronics (experiments) (3<sup>rd</sup> year 1<sup>st</sup> semester, 1.5/25.5) |

**Level 2 Core Units**

| Energy | No specific unit for this in the whole course but some aspects are covered under:  
Fundamentals of mechanical engineering (2<sup>nd</sup> year 2<sup>nd</sup> semester, 3.5/25; 3<sup>rd</sup> year 1<sup>st</sup> semester, 4/25.5)  
Power systems engineering (3<sup>rd</sup> year 2<sup>nd</sup> semester, 4/24.5) |
| Motion | Fundamentals of mechanical engineering (2<sup>nd</sup> year 2<sup>nd</sup> semester, 3.5/25; 3<sup>rd</sup> year 1<sup>st</sup> semester, 4/25.5)  
Fundamentals of mechanical engineering course design (3<sup>rd</sup> year 1<sup>st</sup> semester, 2/25.5) |

**Level 1 Core Units**

| Eng. Challenge in a Global World | No specific unit for this in the whole course but partially covered under different perspectives throughout the 3 years of studies |
| Materials Behaviour from Atoms to Bridges | No specific unit for this in the whole course but partially covered under different perspectives:  
Physics (1<sup>st</sup> year, 2<sup>nd</sup> semester, 4.5/20.5)  
Chemistry (1<sup>st</sup> year, 1<sup>st</sup> semester, 3/24.5)  
and also throughout the 3 years of studies |
<table>
<thead>
<tr>
<th><strong>Complementary Units:</strong></th>
<th></th>
</tr>
</thead>
</table>
| Mathematics Methods 1 and 2 | Engineering Mathematics (1st year, 1st semester, 5.5/24.5; 1st year, 2nd semester, 5.5/23; )  
Algebra & Geometry (1st year, 1st semester 3.5/24.5)  
Probability & Statistics (2nd year, 1st semester 3/20.5)  
Complex Variables & Integral Transforms (3/26.5) |
| Computer Analysis and Visualization | CAD (1st year 1st semester, 4/24.5)  
C Programming (1st year 2nd semester 3/20.5)  
Computer Fundamentals (1st year 2nd semester, 3/20.5)  
Computer architecture (3rd year 1st semester, 3.5/25.5) |
| Physics or Chemistry | Physics (1st year, 2nd semester, 4.5/20.5)  
Chemistry (1st year, 1st semester, 3/24.5) |
| **Electives and Broadening units** |  |
|  | English, Japanese or Russian (1st year, 1st semester, 2.5/23; 1st year, 2nd semester, 2.5/23; 2nd year, 1st semester, 2.5/20.5; 2nd year, 2nd semester 2.5/21)  
Sports (1st year 1st semester, 1/24.5; 1st year 2nd semester, 1/23; 2nd year 1st semester, 1/20.5; 2nd year 2nd semester 1/21)  
Military Theory (1st year 1st semester, 3/24.5)  
Moral studies and fundamentals of law (1st year 1st semester, 2/24.5)  
Modern History of China (1st year 2nd semester, 2/23)  
Thoughts of Chairman Mao (2nd year 1st semester, 4/20.5)  
Fundamentals of Marxism (2nd year 2nd semester, 3/21)  
Health quality (3rd year 1st semester 1/26)  
Engineering training (making circuit board) (2nd year 1st semester 2/26.5; 3rd year 2nd semester 2/24.5)  
Industrial control (3rd year 2nd semester, 2.5/24.5)  
Fundamentals of Electronics techniques (3rd year 2nd semester, 2.5/24.5)  
Electronics techniques (experiments) (3rd year 2nd semester 1/24.5)  
Free electives (6 credit points) |
Table 3: Course contents covered under UWA's B.Sc. (Engineering Science) – Mechanical Engineering pathway

<table>
<thead>
<tr>
<th>UWA Units</th>
<th>H.I.T. Units - covered under first 3 years of BE (Machine Design, Manufacturing &amp; Automation) – the proportion of each unit is indicated as the ratio for that particular semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3 Core units:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Solid Mechanics            | Mechanics of Materials (2\(^{nd}\) year 2\(^{nd}\) semester, 4.5/27.5)  
                           | Engineering Mechanics (Experiments) (2\(^{nd}\) year 2\(^{nd}\) semester 0.5/27.5)  
                           | Machine Design (3\(^{rd}\) year 1\(^{st}\) semester, 3/28) |
| Fluid Dynamics             | Engineering fluid dynamics (3\(^{rd}\) year 1\(^{st}\) semester 2/28)  
                           | Hydraulic transmission (3\(^{rd}\) year 2\(^{nd}\) semester, 2/24.5) |
| Mechanisms and Machines    | Theory of machines (2\(^{nd}\) year 2\(^{nd}\) semester, 3/27.5)  
                           | Theory of Machines course design (2\(^{nd}\) year 2\(^{nd}\) semester, 1/27/5)  
                           | Theory of machines (experiments) (2\(^{nd}\) year 2\(^{nd}\) semester, 0.5/27.5)  
                           | Machine Design (3\(^{rd}\) year 1\(^{st}\) semester, 3/28)  
                           | Machine Design (experimental studies) (3\(^{rd}\) year 1\(^{st}\) semester, 0.5/28)  
                           | Mechanical system design (3\(^{rd}\) year 2\(^{nd}\) semester 2.5/24.5)  
                           | Machine design course design (3\(^{rd}\) year 1\(^{st}\) semester 3/28) |
| Materials and Manufacturing| Engineering Practice (workshop training) (2\(^{nd}\) year 2\(^{nd}\) semester, 4/27.5; 3\(^{rd}\) year 1\(^{st}\) semester, 2/28)  
                           | Machine manufacturing techniques (3\(^{rd}\) year 2\(^{nd}\) semester, 4/24.5)  
                           | Automation of manufacturing systems (3\(^{rd}\) year 2\(^{nd}\) semester, 2.5/24.5)  
                           | Forming techniques for engineering materials (3\(^{rd}\) year 1\(^{st}\) semester, 2/28)  
                           | Advanced manufacturing technology (3\(^{rd}\) year, 2\(^{nd}\) semester, dual-languages, 1/24.5)  
<pre><code>                       | Artificial intelligent construction and its control (3\(^{rd}\) year, 2\(^{nd}\) semester, dual languages, 1/24.5) |
</code></pre>
<table>
<thead>
<tr>
<th><strong>Level 2 Core Units</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy</td>
<td>No specific unit for this in the whole course but some aspects are covered under:</td>
</tr>
<tr>
<td></td>
<td>Heat transfer (3rd year 2nd semester 2/24.5)</td>
</tr>
<tr>
<td></td>
<td>Hydraulic transmission (3rd year 2nd semester 2.5/24.5)</td>
</tr>
<tr>
<td></td>
<td>Electrical engineering techniques (2nd year, 1st semester, 4/27)</td>
</tr>
<tr>
<td></td>
<td>Electrical &amp; electronic engineering techniques (experiments) (2nd year, 1st semester, 1/27)</td>
</tr>
<tr>
<td>Motion</td>
<td>Theoretical dynamics (2nd year 1st semester, 5/27)</td>
</tr>
<tr>
<td></td>
<td>Experimental dynamics (2nd year 1st semester, 0.5/27)</td>
</tr>
<tr>
<td></td>
<td>Hydraulic control systems (3rd year 2nd semester, 2.5/24.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Level 1 Core Units</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. Challenge in a Global World</td>
<td>No specific unit for this in the whole course but partially covered under different perspectives throughout the studies and also under:</td>
</tr>
<tr>
<td></td>
<td>Engineering design (3rd year 1st semester, dual languages, 1/28)</td>
</tr>
<tr>
<td>Materials Behaviour from Atoms to Bridges</td>
<td>No specific unit for this in the whole course but covered under different perspectives throughout the studies in machine design and also under:</td>
</tr>
<tr>
<td></td>
<td>Nano-technology applications in life sciences (1st year 2nd semester, 1/26)</td>
</tr>
<tr>
<td></td>
<td>Mechanical engineering materials (3rd year 1st semester, 2.5/28)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Complementary Units:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Methods 1 and 2</td>
<td>Engineering Mathematics (1st year, 1st semester, 5.5/23.5; 1st year, 2nd semester, 5.5/26 )</td>
</tr>
<tr>
<td></td>
<td>Algebra &amp; Geometry (1st year, 1st semester 3.5/23.5)</td>
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<tr>
<td></td>
<td>Probability &amp; Statistics (2nd year, 1st semester 3/27)</td>
</tr>
<tr>
<td>Computer Analysis and Visualization</td>
<td>Complex Variables &amp; Integral Transforms (3/27)</td>
</tr>
<tr>
<td></td>
<td>Mathematical methods (2nd year 2nd semester 2/27.5)</td>
</tr>
<tr>
<td>Computer Analysis and Visualization</td>
<td>CAD (1st year 1st semester, 3.5/23.5)</td>
</tr>
<tr>
<td></td>
<td>C- Programming (1st year 2nd semester 3/26)</td>
</tr>
<tr>
<td></td>
<td>CAD (1st year 2nd semester 4/26)</td>
</tr>
<tr>
<td>Physics or Chemistry</td>
<td>Physics (1st year 2nd semester, 4.5/26)</td>
</tr>
<tr>
<td></td>
<td>Physics (2nd year 1st semester 2/27)</td>
</tr>
<tr>
<td></td>
<td>Physics (experiments) (2nd year 1st semester 2/27)</td>
</tr>
<tr>
<td></td>
<td>Chemistry (2nd year 1st semester 3/27)</td>
</tr>
</tbody>
</table>
Electives and Broadening units

- English (1st year 1st semester, 2.5/23.5; 1st year 2nd semester, 2.5/26), 2nd year 1st semester 1/27; 2nd year 2nd semester 1/27.5)
- Sports (1st year 1st semester, 1/24.5; 1st year 2nd semester, 1/23; 2nd year 1st semester, 1/20.5; 2nd year 2nd semester 1/21)
- Military Theory (1st year 1st semester, 3/23.5)
- Moral studies and fundamentals of law (1st year 1st semester, 2/23.5)
- Modern History of China (1st year 2nd semester, 2/26)
- Thoughts of Chairman Mao (2nd year 1st semester, 4/27)
- Fundamentals of Marxism (2nd year 2nd semester, 3/27.5)
- Interchangeability and metrology (3rd year 1st semester, 2/28)
- New electrical engineering techniques (3rd year 1st semester 2/28)
- Computer component technology (3rd year 1st semester, 3/28)
- Prototype design and manufacturing (3rd year 1st semester, 2/28)
- Metrology and instrumentation (3rd year 2nd semester 2.5/24.5)
- Mechatronics control system design and analysis (3rd year 2nd semester 2.5/24.5)
- Health quality (3rd year 2nd semester 1/24.5)
- Free electives (6 credit points)
Checklist for Assessment of Proposals for Agreed Advanced Standing or Articulation Agreements

(Approved by Academic Council Resolution 90/02)

In the following, ‘programme’ refers to the qualification on the basis of which advanced standing is proposed and ‘institution’ refers to the organisation providing the programme. Proposals for agreed advanced standing or articulation agreements are not to be advertised until final approval has been given by the Academic Council.

1. Proposed UWA degree/s in which advanced standing will be granted or with which an articulation agreement is proposed.
   
   Master of Professional Engineering

2. a) Name and address of institution
   
   Harbin Institute of Technology
   No.92, Xida Str., Nangang Dist., Harbin, China 150001

   b) Web address

   www.hit.edu.cn

3. Brief description of institution: (for example, private college, registered training organisation, polytechnic etc.)

   One of the C-9 universities of China

4. a) Name of programme on the basis of which proposed credit will be granted:

   Bachelor of Engineering programme at HIT appropriate for MPE (E/E) at UWA:
   Electrical & Automation

   Bachelor of Engineering programme at HIT appropriate for MPE (Mechanical) at UWA:
   Mechanical Design & Manufacturing;

   Bachelor of Engineering programme at HIT appropriate for MPE (Civil) at UWA:
   Civil Engineering (Construction)

   b) Please provide details of the programme including

   - minimum duration (full-time) – completion of three years of a four year Bachelor of Engineering in the appropriate discipline;
   - a course weighted average over the three years of 70% or more;
   - a minimum Gaokao of 650/750.

5. For international institutions, please attach comments from the International Centre on entry requirements of the programme relative to UWA requirements.

   UWA’s published entry requirement for Gaokao is: 525/750

6. For local institutions, please attach confirmation from the Admissions Centre that completion of this programme satisfies UWA entry requirements (assuming all other conditions, such as English language competency, have been met).

7. Credit proposed (in UWA points)

   3 years of Bachelor of Engineering studies in an appropriate major at HIT articulates to 2 years of Master of Professional Engineering in the appropriate major at UWA.

8. Please specify any special conditions (for example, must complete award with 65% average):

   Students must have completed the first three years of Bachelor of Engineering at HIT with an average above 70%.

---

1 Agreements for advanced standing do not guarantee an offer of a place in a course at UWA. All applicants to UWA must apply via the advertised process and satisfy published entry requirements.

2 Articulation agreements guarantee an offer of a place to international students who successfully complete a particular course of study and meet certain conditions.

3 shared_filer/committee/faculty board/2012log.avos_3 24 apr/banking/Checklist_Articulation with iH/decpt240412
9. Please provide samples (preferably in schedule form) of credit/advanced standing arrangements with other institutions, within Australia (in particular, the Group of Eight universities) and (if not an Australian institution) within the country of origin.  
(If this is not possible, the International Centre may be able to obtain comments from organisations capable of assessing credibility and acceptability of qualifications to industry, professional bodies etc.)  

As this is the first articulation of its kind into our Master of Professional Engineering programme, there are no prior examples of such arrangements with other Australian universities

10. a) Please outline the process of assessment of the quality of the institution and programme undertaken by the Department/Faculty and indicate by whom this assessment was undertaken.  

The quality of HIT and their engineering programmes is well acknowledged internationally.  

A delegation of Heads of School (Mechanical & Chemical, Electrical, Electronic & Computer and Civil & Resource Engineering) visited HIT in Harbin on 6th July, 2011 in relation to this articulation and made specific further assessment of the quality of HIT’s engineering programmes included in this articulation agreement.

b) Please provide details of curriculum, exam papers, distribution of marks, assessment criteria and sample work reviewed (Please note: copies may be requested.)  

Faculty has the details of HIT curriculum and assessment criteria

11. Please describe proposed mechanisms to track performance, and modify agreed credit arrangements if necessary.  

The Schools engaged in this articulation have the primary obligation and responsibility to track the performance of the students articulated into the school and modify the agreed arrangement as necessary.

12. **International Institutions Only:** If the Faculty is proposing a formal articulation agreement, please attach a completed Memorandum of Agreement for an Agreed Programme of Student Articulation.  
(NB. Where international institutions intend to promote their links to UWA, an articulation agreement is essential in order to ensure compliance with the ESOS Act. In all other cases, articulation agreements are strongly recommended in order to formalise arrangements and responsibilities.)

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**DECLARATION:** The Faculty has sighted curriculum, exam papers, distribution of marks, assessment criteria and sample work and on the basis of thorough review of these materials is satisfied of the academic merit of the proposed programme. The Faculty is further satisfied that the content of the programme is comparable to that taught in UWA degrees in which credit is proposed. The Faculty recommends to the International Strategies Sub-committee on International Agreements and/or the Academic Council that the proposed agreed advanced standing and/or articulation agreement set out above be approved.

Signed: 

Date: 

Dean of Faculty
EXEMPLARY ONLY
MEMORANDUM OF AGREEMENT
FOR AN AGREED PROGRAM OF ARTICULATION
BETWEEN
THE UNIVERSITY OF WESTERN AUSTRALIA
AND
NORTHWEST A&F UNIVERSITY, CHINA

PART ONE - PREAMBLE

The purpose of this Agreement is to establish a programme of student articulation in undergraduate studies between The University of Western Australia ("UWA") and Northwest A&F University (hereafter named "NWAFU"). The agreement sets out an arrangement whereby students completing recognised courses at NWAFU and having met the required standards, will be granted entry to the appropriate course within UWA, on a full-fee paying basis, with exemptions from units as set out in the attached Schedule One.

The continued approval of students from NWAFU to enter a UWA course and receive credit from previous studies in accordance with the attached Schedule One, is dependent upon the demonstrated academic standard of those students from NWAFU who have already entered UWA courses within the life of this agreement.

At UWA, the authority to operate this Agreement is vested in the UWA International Centre. At NWAFU, the authority to operate this Agreement is vested in the Office of International Cooperation and Exchanges.

PART TWO – AN AGREED PROGRAMME OF STUDENT ARTICULATION

1. TERMS OF THE AGREEMENT

UWA and NWAFU agree to enter this Agreement, commencing on the day that this Agreement is signed. Any arrangements previously agreed in this regard between UWA and NWAFU will cease on that date.

2. ACADEMIC YEAR

The academic calendar at UWA extends from February to June (Semester 1) and July to November (Semester 2). Students from NWAFU will be accepted for entry at the beginning of the next semester after the required entry criteria have been met, providing that all necessary immigration, travel and other arrangements can be concluded by the student in time for entry no later than the first teaching day of that semester. The academic calendar at NWAFU extends from September to January and from February to June, with June being the end of the academic year. Since the academic results from NWAFU do not become available until July, and a period of about 4 months is required for completing application processes for UWA entry and student visas, the entry assessment will be based on their academic records from the semesters completed at NWAFU before March of the entry year.

3. NUMBERS OF STUDENTS
In accordance with this Agreement, UWA will grant entry and the appropriate number of exemptions to each NWAFU student applying for a place at UWA, as set out in the attached Schedule One. Up to 20 places per academic year shall be made available to NWAFU students. This number may be varied by mutual agreement between UWA and NWAFU.

4. CONDITIONS OF ENTRY

4.1 Entry and the appropriate exemptions will be granted to students who have completed the approved program as outlined in the attached Schedule One with the required marks/grades. The marks/grades accepted for entry will be those as defined in the relevant regulations and reported on the student's official academic record from NWAFU.

4.2 The student will pay UWA tuition fees and their personal expenses for living, travel, and Overseas Student Health Cover (OSHC) for their entire stay in Perth.

4.3 Applicants for entry must satisfy the English language proficiency requirement at UWA as set out at http://www.studyat.uwa.edu.au/undergrad/australian/admission/english. These scores are required at the time of application so unconditional offers can be sent.

4.4 Students who have not achieved the above standard for English language proficiency must take extra English training at the Centre for English Language Teaching (CELT) at UWA at his/her own expense until the standard level is achieved. It is recommended that students not achieving the published minimum undertake the Bridging Course. Duration and entry requirements are available at http://www.celt.uwa.edu.au/courses/pathways.

4.5 UWA reconsiders its criteria for eligibility from time to time such that the standard required of international students is no less than that required of Australian students in the same course. This information will be made available to prospective students in NWAFU in adequate time to suit their future planning.

5. RESPONSIBILITIES OF EACH INSTITUTION

UWA and NWAFU agree that the best outcomes from this Agreement will be realised if they cooperate on academic and administrative matters in respect of students' preparation for the programme undertaken at UWA.

5.1 Responsibilities of UWA

(a) UWA agrees to accept for entry all students from NWAFU who have applied for entry and have met the required entry criteria as specified under this Agreement (4.1 to 4.5).
(b) Depending on the units that have been credited from their study at NWAFU and their academic progress at UWA, students will, as far as possible, be enrolled in a programme that meets their educational requirements and occupies the appropriate number of consecutive semesters at UWA, leading to the award of the appropriate degree.

(c) Students, articulating to UWA under this Agreement, on successful completion of their studies at UWA, will be awarded a Master Degree in an appropriate discipline.

(d) UWA will monitor the progress of students who have entered from NWAFU and will communicate this information, in general terms, to NWAFU. Academic and other difficulties will be communicated as soon as they are identified.

(e) Information on individual students will not be communicated without the written permission of the student(s) concerned.

(f) UWA will assist the students, as much as possible, with their visa applications. The UWA International Centre will issue certificate of eligibility for a visa to enter Australia as a full-time student.

5.2 The UWA International Centre in consultation with the Faculty of Science will be responsible for the determination of a student’s eligibility for entry to UWA under this Agreement, and for all administrative procedures normally associated with the enrolment of international students. In cases where there is difficulty in determining eligibility or any other aspect of an enrolment, the Associate Dean, or similar officer, of the Faculty will advise the International Centre as required.

5.3 The University also agrees to provide NWAFU with information that is sufficiently accurate and comprehensive to ensure compliance with the Education Services for Overseas Students Act 2000 (ESOS Act) and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (the National Code).

5.4 Without limiting UWA’s responsibilities generally in regard to the ESOS Act 2002 and the National Code, UWA agrees to act specifically in regard to the following in that UWA must:

i. Ensure that advertising or promotional practices about NWAFU are accurate;

ii. Ensure that any comparisons made between NWAFU and other education providers or their courses are true;

iii. Ensure that any claims of association of NWAFU with any other education providers are accurate.

5.5 Responsibilities of NWAFU
NWAFU agrees:

(a) To promote this Agreement both within its existing student body, and in its promotion and advertising for prospective students.

(b) To counsel students who wish to enter UWA under the terms of this Agreement on the application process and the required entry criteria, and to facilitate such applications, as far as possible.

(c) To cooperate with UWA in any area where students are inadequately prepared for their studies at UWA, and with mutual agreement, to implement appropriate changes to programmes or arrangements, where necessary.

(d) To notify UWA of all changes to programs covered in this agreement.

(e) To ensure that requests for advice on Australian visa applications or migration law are referred to the nearest Australian diplomatic mission or to the International Centre at the University of Western Australia.

(f) To accept transfer of relevant credit points from the 2-year Master Degree programs they take at UWA to meet the condition that is required for granting a Bachelor Degree by NWAFU.

6. RENEWAL, TERMINATION AND AMENDMENT

6.1 This agreement shall remain in force for a period of six years from the date of the first student cohort entering a course at UWA, with the understanding that it may be terminated by either party giving six months prior notice to the other party in writing.

6.2 The performance of students entering UWA from the recognised programmes at NWAFU will be assessed as at 31st August each year during this agreement. Within one month of any such assessment, and at the discretion of UWA, the entry and credit criteria may be changed subsequent to any such assessment. UWA will give NWAFU written notice of any such changes.

6.3 Should any of the changes imposed under 6.2 be unacceptable to NWAFU and the parties fail to resolve any disagreement within thirty (30) days of UWA’s written notification of the change, then the students associated in the disagreement will be required to apply for entry to UWA on a case-by-case basis, and their applications are not under the force of this agreement.

6.4 The agreement may be extended by mutual written consent of UWA and NWAFU.
6.5 This agreement may be amended by negotiation between UWA and NWAFU. Such amendments once approved by both parties, will become part of this Memorandum of Agreement.

7. GOVERNING LAW

This agreement is governed:

7.1 (with respect to its performance in the People’s Republic of China) by the law in force in the People’s Republic of China and

7.2 (with respect to its performance in Australia) by the law in force in Western Australia, or, if applicable, the Commonwealth of Australia.

IN WITNESS THEREOF, the parties hereto have offered their signatures:

SIGNED for and on behalf of
The University of Western Australia by
Professor Paul Johnson
Vice-Chancellor

______________________________
Signature

Date _____/_____/_____

in the presence of:

______________________________
Signature of Witness

Name of Witness (Please print)

Winthrop Professor Brendan Waddell
Deputy Dean
Faculty of Science

______________________________
Signature

Date _____/_____/_____

in the presence of:

______________________________
Signature of Witness

Name of Witness (Please print)

SIGNED for and on behalf of
Northwest A&F University by

Professor Sun Qixin
President

______________________________
Signature

Date _____/_____/_____

in the presence of:
SCHEDULE ONE

SCHEDULE OF ENTRY AND COURSE CREDIT AT UWA
FOR STUDIES COMPLETED IN NAU

1. PROGRAM STRUCTURE

Students at NWAFU, after completing their first three years of 4-year, or the first four years of 5-year, Bachelor Degree programs in the Colleges listed below, with an average at least 70%, will be given recognition for their prior studies at NWAFU for direct entry into Master Degree programs in Faculty of Science, majoring in the appropriate discipline. These programs are listed below.

a) NWAFU Bachelor Degree Programs in Colleges of:
   • Agronomy
   • Animal Science and Technology
   • Economics and Management
   • Food Science and Engineering
   • Horticulture
   • Innovation
   • Life Science
   • Plant Conservation
   • Resources and Environment
   • Veterinary Medicine

b) UWA Master Degree programs:
   • Master of Agricultural Science (coursework with specialisations in agricultural economics, animal production, genetics and breeding, plant production, soil science);
   • Master of Biological Science (coursework with specialisations in marine biology, plant conservation biology, zoology);
   • Master of Environmental Science (coursework with specialisations in environmental management, land and water management, marine and coastal management);

2. CONTINUATION TO POSTGRADUATE STUDY

For students who have successfully completed the Master Degree studies at UWA and wish to proceed to PhD, UWA will provide assistance in selection of fields of study, selection of advisors, and applications for scholarships (e.g., China Scholarships Council, UWA Overseas Postgraduate Research Scholarship, Australian Government Endeavour Awards).

3. FEES

Students will be informed in writing about UWA tuition fees for Master Degrees by the International Centre, UWA.

4. ASSISTANCE TO THE STUDENT

Faculty of Science will appoint a ‘Chinese Student Coordinator’ – a senior staff member who understands both Chinese and western cultures and can assist the students in the planning of their studies and in adaptation to life at UWA.
5. THE STANDARD ENGLISH LANGUAGE PROFICIENCY IN 2013
(Note: the standard may change, please refer to http://www.studyat.uwa.edu.au/undergrad/australian/admission/english)

<table>
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<tr>
<th>Test</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>IELTS - Academic Test</td>
<td>Overall score of 6.5 with no individual band less than 6.0</td>
</tr>
<tr>
<td>TOEFL – iBT</td>
<td>Overall score of 90 with a minimum score of 22 in the writing section and no less than 20 in the other sections</td>
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The conditional English language proficiency:

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<th>Test</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>IELTS - Academic Test</td>
<td>Overall score of 6.0 with no individual band less than 6.0</td>
</tr>
<tr>
<td>TOEFL – iBT</td>
<td>Overall score of 80</td>
</tr>
</tbody>
</table>

If the students achieve the conditional, but not the standard English language proficiency, they must take an extra English training course at the Centre for English Language Training (CELT), UWA at his/her own cost until reaching the standard level. It is recommended that for students who achieve IELTS 6.0 should take the 10-week Bridging Course (full-time).

UWA may accept students who achieve IELTS 5.5 with no band score below 5.0, and the students must take the 20-week Bridging Course, until they reach the standard level.

Students who have IELTS 6.5 or 6.0 with single band 5.5 will be asked to take the English for Academic Purpose Course (EAP) at CELT for 5 weeks initially, and then take a “Bridging Course Entry Examination” during the last week. These who pass the entry examination will continue for the 10-week Bridging Course. Otherwise they will remain studying EAP.
To:   Winthrop Professor John Cordery
Chair Academic Board
M261

Date:  21 February 2014
Re:    2+2 and 3+2 Articulation Agreements

To:   Winthrop Professor John Cordery
Chair Academic Board
M261

Dear John

I am writing to ensure that in your role as Chair of Academic Board, you are aware of new articulation agreements that UWA is finalising with Chinese Universities and the reason behind the delay in submitting these for your formal approval.

UWA is entering into 3+2 agreements and one 2+2 agreement (UWA Business) with the following Chinese Universities:

UWA (Business) and Shandong University, Weihai
UWA (FECM) and Southwest University of China
UWA (FECM) and South China University of Technology (SCUT)
UWA (ALVA) and South China University of Technology (SCUT)

All the above Agreements have Faculty Support. The first two involve approvals from the Chinese Ministry of Education and thus have external deadlines we need to comply with. All are likely to result in significant flows of students to the faculties involved and some applications for Semester 2 2014 have already been received.

The signing of the 3+2 agreements was undertaken in context that the generic 3+2 model has been approved previously in respect to Shanghai Jiaotong for Nursing and Dalian and HIT for FECM, which we interpreted to mean that future agreements could be managed through the Academic Council Delegations based on “Bachelor or equivalent” as defined by Faculty Rules.

With respect to FECM and Master of Professional Engineering, admission is consistent with Faculty Rules:
3 (a) a bachelor's degree of this University with a major in Engineering Science (MJD-ENGSC or MJJS-ENGSC), or equivalent as recognised by the Faculty, including the relevant pathway for the chosen specialisation;

With respect to ALVA and Master of Architecture, admission is consistent with Faculty Rules:

3. To be considered for admission to this course an applicant must have the degree of Bachelor of Environmental Design from this University with a weighted average mark of at least 60 per cent, or equivalent as recognised by the Faculty.

With respect to the 2+2 UWA Business, Master of Commerce, admission is consistent with University Policy on RPL:

Block Credit or Articulation agreements

4.10 A formal institutional agreement may provide for credit to be granted towards a course with a value greater than 96 points up to a limit that ensures the student completes at least eight units (48 points) of the highest levels required for the course including all units of the highest level of any major required.

The 2+2 agreement with UWA Business school only recognizes 1 year of prior learning for admission to the Bachelor of Commerce.

The principle delay in getting to you for formal approval is due to the complexity of unit mapping with respect to the arrangements with UWA Business, FECM and ALVA. Given commencement of the new academic year, these are progressing well and should be completed in the first half of March.

In this context, once the mapping is complete, under delegated authority of Academic Council (Resolution 08/126), these standard agreements can be approved executively by the Chair of the Academic Board on recommendation from the Director of the International Centre. As part of the process, the Director, International Centre seeks evidence that the Agreements have been considered and approved by the relevant Faculty and Course Board. Therefore, once the unit mapping is done you will be sent the relevant documentation for formal approval. Until this happens these agreements are not being considered binding and are being treated as “statements of intent”. Any applications arising from these agreements are being assessed on a case by case basis under relevant UWA admission criteria.

After our discussion last week, I have agreed with Grady Venville that we will submit the Southwest University proposal to the Board of Coursework Studies to facilitate a discussion on the academic issues around the use of “Bachelor or equivalent” for admitting these students before they complete their Chinese Undergraduate qualification.

I apologise for the delay in keeping you up to date. The time it is taking to complete the unit mapping caught us by surprise.

Please let me know if you wish to discuss this further.

Iain Watt
Pro Vice-Chancellor (International)
Policies on Cyclical Review of Courses

The University currently has no active policies and procedures in place that would require undergraduate and postgraduate coursework degrees to be formally reviewed on a periodic basis. Cyclical reviews of undergraduate courses were suspended at the time the University moved to NC2012, whilst reviews of cycle 2 courses tend to occur on an ad hoc basis, typically either (1) as a condition of their initial approval by Academic Council, (2) via the mechanism of external accreditation, or (3) coincidental with Faculty or School reviews.

A new policy governing course reviews is currently being developed, and is expected to be available in 2015 (see http://www.governance.uwa.edu.au/review).

There are a number of related issues that Board of Coursework Studies may wish to consider.

- In the absence of formal policies and procedures for the periodic review of courses, and in the likelihood that any new policy on the periodic review of courses will only come into effect in two years time, how are academic risks that may arise in respect of existing courses currently being managed? Academic risks might include (a) very high or rapidly increasing student attrition rates, (b) very low/very high or rapidly changing student progress rates, (c) very low or rapidly declining unit satisfaction levels, and (d) very low or rapidly declining graduate course satisfaction (TEQSA, 2012. Regulatory Risk Framework).

- Should the constitutions of the Boards of Studies and the Board of Coursework Studies be amended to incorporate the ongoing monitoring of academic risks associated with coursework programs? Currently, neither Board have this role specified in their terms of reference (see below).

Board of Studies

The role of the Board of Studies for the Bachelor of Arts is to—

(a) provide curriculum development advice to faculties and recommendations, as required, to the Board of Coursework Studies on the following:

(i) degree-specific majors for the Bachelor of Arts;

(ii) embedding the UWA Educational Principles in degree-specific majors;

(iii) prerequisites, co-requisites and related matters;

(iv) units, including broadening units;

(v) articulation agreements;

(vi) annual reports, incorporating performance and quality data; and

(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.
Board of Coursework Studies

The role of the Board is to—

(a) consider and make recommendations to the Academic Council on policy matters relating to the structure and content of undergraduate and postgraduate coursework; and

(b) 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.