SECTION 1 – TO BE COMPLETED BY THE POLICY PROPOSER

Complete ALL of this section:

<table>
<thead>
<tr>
<th>Proposed University Policy On:</th>
<th>Undergraduate Degree Courses</th>
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<tbody>
<tr>
<td>Trim File Reference:</td>
<td>F36524</td>
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Tick the relevant [ ] below:

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

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

Board of Coursework Studies (June 2012) and Academic Council (for approval)

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

Board of Coursework Studies (June 2012) and Academic Council (for approval)

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

July 2012

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
- The introduction of the New Courses in 2012 necessitated the development of policy to underpin the undergraduate degree courses. Much of the policy stemmed from the recommendations of the Report of the Review of Course Structures (Education for Tomorrow’s World) and Academic Council decisions in relation to these recommendations. University policies on Changes to approved majors and Changes to Units have now been approved.
- List and/or provide links of relevant papers, or sections therein that provide detailed context for the creation of the new policy
- Education for Tomorrow’s World, and in particular Recommendations 1, 2, 6, 7, 9, 12, 13, 14 and 15.
- Academic Board (19 November 2008) R146/08
- 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
- Ms Sylvia Lang, Academic Secretary
- Dr Kabilan Krishnasamy, Education Policy Officer
- Date first draft required
- May 2011

**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 reformating 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 reformatting 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

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<tr>
<th>Version Number</th>
<th>Primary Author(s) (name and position)</th>
<th>Description of Version</th>
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<td>V1</td>
<td>Neville Jones, Project Officer, Policy and Legislation</td>
<td>First draft for comment and feedback</td>
<td>23 May 11</td>
<td>Sylvia Lang, Academic Secretary</td>
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<td>V2</td>
<td>Neville Jones, Project Officer, Policy and Legislation</td>
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<td>1 Feb 12</td>
<td>Sylvia Lang, Academic Secretary</td>
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<td>V3</td>
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<td>Edits to V2</td>
<td>15 Feb 12</td>
<td>Kabilan Krishnasamy, Education Policy Officer</td>
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<td>V4</td>
<td>Neville Jones</td>
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<td>16 April 12</td>
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<td>V5</td>
<td>Neville Jones</td>
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<td>18 April 12</td>
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<td>26 April 12</td>
<td>Neville Jones, Project Officer, Policy and Legislation</td>
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<td>V7</td>
<td>Kabilan Krishnasamy, Education Policy Officer</td>
<td>Edits to V6 based on a meeting with N Jones</td>
<td>1 May 12</td>
<td>Neville Jones for checking, and to stakeholders: W/Prof Ian Reid, Senior Academic Reviewer, Mr Jon Stubbs, Director Student Services, W/Prof Alan Dench, Dean GRS, W/Prof Grady Venville, Associate Professor Kate Hislop, W/Professor H.Y. Izan</td>
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<td>Neville Jones</td>
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<td>17 May 12</td>
<td>Board of Coursework Studies Academic Council</td>
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DOCUMENT APPROVAL

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<th>Approved By (Academic Council/ Senate / Vice-Chancellor)</th>
<th>Resolution Number (if applicable)</th>
<th>Date</th>
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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 Sylvia Lang, Academic Secretary, Academic Policy Services – Email: sylvia.lang@uwa.edu.au, extension 2457

¹A 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: Undergraduate Degree Courses

Purpose of the policy and summary of issues it addresses:

This policy sets out the objectives and structure of undergraduate degree courses offered by the University.

The purpose of this policy is to ensure that within the context of maintaining UWA’s reputation as a university of the highest international standing:

- the structure of undergraduate degree courses is simple and flexible, and is standardised across the University;
- the number of units and courses provided by the University is viable;
- greater efficiency and effectiveness are achieved in teaching and administration of courses, for the benefit of staff and students;
- the University’s undergraduate degree courses reflect international expectations; and
- the undergraduate degrees provide flexible pathways to postgraduate courses for students.

Definitions:

For the purposes of this policy and any related procedures,
the University means The University of Western Australia
UWA means The University of Western Australia

A major becomes a degree-specific major when it determines which degree a student’s course belongs to. A student who chooses to take more than one major must designate one of them as degree-specific.

An area of knowledge is a group of associated disciplinary fields corresponding to a particular undergraduate pass degree. At UWA the four areas of knowledge are: Arts, Commerce, Design and Science. Each characterised by a distinctive knowledge paradigm.

Broadening units are offered in one or more areas of knowledge that do not include the area of knowledge in which a student's degree-specific major is offered. Students enrolled in an undergraduate degree course must complete four broadening units of which at least one must be from the approved Category A list unless the Category A requirement is fulfilled in one of these alternative ways: undertaking an approved program of study abroad, or completing a unit in a language other than English (provided that it is not in the same discipline as the student’s degree-specific major).

A Category A broadening unit is a broadening unit that:

- a) has as its main focus some aspects of the globalised and culturally diverse environment; and
- b) is approved by the Academic Board, on the recommendation of the Board of Coursework Studies, as a Category A unit.

Students enrolled in an undergraduate degree course must complete four broadening units of which at least one must be from the approved Category A list unless the Category A requirement is fulfilled in one of the alternative ways specified under Broadening Units.

Category B broadening units comprise potentially all units that faculties are willing to offer to students from across the University, subject to prerequisites being met.
UWA Educational Principles comprise a list of academic values that are intended to imbue student learning at all levels and seek to nurture excellence, enable creativity and intellectual exploration, and promote effective citizenship among UWA students and graduates.

relevant board(s) means a Board of the University relevant to the case in point. The relevant board(s) may include a position or a body of people with authority to carry out the function concerned.

service learning refers specifically to community engagement activities that are embedded in units of study within the academic curriculum – structured and assessed as formal educational experiences.

transition period means the period during which students in courses that do not form part of New Courses 2012 can complete their courses in accordance with the relevant rules and policies.

Policy statement:

1 General principles

1.1 The University’s undergraduate degree courses must:

- meet the educational needs of students and of the wider community, at the highest possible standard;
- provide broad based knowledge and skills for students;
- provide pathways that enable students to make a considered choice about their focus and preferred profession or academic orientation; and
- place emphasis on inquiry-based learning and research skill development, thus introducing students to the research culture of the relevant discipline.

1.2 Any faculty may, in principle, offer a major or any number of units in any undergraduate degree course.

1.3 Faculties are expected to explore the merits of offering cross-faculty courses.

1.4 All degrees must be recognised as degrees of the University as a whole and not of a particular faculty or group of faculties, and must be guided as far as possible by university-wide rules and policies rather than course-specific rules.

2 Undergraduate degree course

2.1 Every undergraduate pass degree student, except for students who commenced study towards an undergraduate degree of the University prior to 2012 or as provided under 2.1.1, must be enrolled in one of the following five courses:

- (a) Bachelor of Arts, where the main focus is on how human beings create, recognise and negotiate social meanings and values;
(b) Bachelor of Commerce, where the main focus is on factors that drive economic behaviour at individual and organisational levels;

(c) Bachelor of Design, where the main focus is on devising and producing objects, places, spaces and processes;

(d) Bachelor of Science, where the main focus is on understanding, reasoning about and improving the natural world through systematic observation, experimentation, modelling and calculation; or

(e) Bachelor of Philosophy (Honours) which is available for outstanding students in any discipline (see University Policy on Bachelor of Philosophy (Honours) (UP11/15).

2.1.1 Students who have commenced undergraduate study at another institution, including students who are articulating from certain international institutions having completed a diploma, are permitted to enrol in a pre-2012 course during the transition period.

2.2 Each undergraduate degree must be defined by a list of majors that have been approved by the Academic Council as potentially degree-specific majors which provide the rationale for the nomenclature of the degree. For example, in order to be awarded a Bachelor of Arts, a student must have completed a major from a list of approved majors for the Bachelor of Arts.

2.3 Except for the Bachelor of Philosophy (Hons), offered only as a four-year degree of which honours is an integral part, all courses listed in 2.1 must be of three years’ equivalent full-time duration, and may lead to an additional year of an end-on honours course for those students who qualify to proceed to an honours course.

2.4 Each undergraduate degree course must require a student to complete:

(a) 24 units, of which no more than 12 will be at Level 1 and at least four units will be at Level 3;

(b) a degree-specific major; and

(c) four broadening units with at least one from Category A.

2.5 In addition to the degree-specific major, a second major may be taken from within or outside the list of majors approved for the degree.

2.5.1 Some combinations of second majors referred to in 2.5 may exceed 24 units.

3 Undergraduate major

3.1 An undergraduate major must have a distinctive disciplinary rationale underpinned by substantial research expertise and reflected in its own set of units, which must comprise at least half the major.
3.2 The relevant board(s) may, in exceptional circumstances, approve a request from a discipline to offer more than one major in a degree, where there is a strong academic reason.

3.3 Structure

3.3.1 An undergraduate major can be in the form of a single major or a double major.

3.3.2 A single major must consist of units from the same disciplinary field, with normally:

- two units at Level 1,
- two units at Level 2, and
- four units at Level 3;

3.3.3 A double major must consist of units within the same disciplinary field, with normally:

- two units at Level 1,
- four units at Level 2, and
- eight units at Level 3.

3.3.4 The sequence of units within the major must:

- have academic coherence and conceptual development from Level 1 to Level 3;
- be taken sequentially from Level 1 to Level 3; and
- be relevant within the major by way of mapping their learning outcomes to those of the major.

3.3.5 Principled exceptions to the standard major structure, as described in 3.3.2 and 3.3.3 must be supported by sound academic justification.

3.4 Complementary units

3.4.1 A degree-specific major may be supplemented by no more than four complementary units, which must be necessary adjuncts to the major and be taken from within the same area of knowledge as the degree-specific major.

3.4.2 A student who is taking a major that is not a degree-specific major cannot be compelled to take complementary units.
3.5 Educational Principles

3.5.1 All UWA Educational Principles must be demonstrably embedded in each major.

3.6 Communication skills

3.6.1 Oral and written communication skills must either be embedded within each degree specific major or developed as a complementary unit.

3.6.2 Disciplines must demonstrate that communication skill development:

(a) is clearly identifiable in:
- curriculum content (what has to be learnt);
- pedagogy (how the learning occurs); and
- assessment (how students demonstrate what they have learnt).

(b) occurs in each of the following dimensions: written skills; oral and presentation skills; critical thinking and information literacy skills; and relevant interpersonal skills such as active listening, teamwork and negotiation.

3.7 Research skills

3.7.1 Research skills must be embedded within the major and they must be:

(a) reflected in the following three aspects:
- curriculum content (what has to be learnt – e.g. Discourse conventions must be taught);
- pedagogy (how the learning occurs – e.g. field work, lab classes); and
- assessment (how students demonstrate what they have learnt – e.g. critical reviews, exams).

(b) addressed for each of the following elements:
- Element A: Evolution of the discipline;
- Element B: Methods;
- Element C: Practice; and
- Element D: Discourse.
3.8 The relevant board(s) must ensure that the structure of each degree specific major will permit the possibility of at least a semester of study abroad.

4 Broadening units

4.1 A student will be required to complete at least four broadening units with at least one unit from Category A and the remainder chosen from either category:

Category A: This comprises units approved by the Board of Coursework Studies that have as their main focus some aspects of the globalised and culturally diverse environment in which graduates will be living and working.

Category B: This comprises potentially all other units that faculties are willing to offer to students from across the University, and that are approved for this purpose by the Board of Coursework Studies, provided that the student meets any prerequisites attached to the unit.

4.2 In the case of languages other than English (LOTE), the general rule that broadening units be taken from areas of knowledge other than the one that teaches the student’s degree-specific major is waived: that is, someone studying for a BA degree may also count LOTE units towards the broadening requirement, provided that these units do not form part of the disciplinary field of the degree-specific major.

4.3 The criteria for assessing proposed Broadening Category A units are:

(a) The focus of the academic objectives of the proposed unit must be on aspects of the “globalised and culturally diverse environment in which graduates will be living and working”.

(b) The academic relevance of the proposed unit to the UWA Educational Principle of “developing personal, social and ethical awareness in an international context” which may include the following:

• acquiring cultural literacy;

• respecting indigenous knowledge, values and culture;

• developing ethical approaches and mature judgement in practical and academic matters; and

• developing the capacity for effective citizenship, leadership and teamwork.

(c) The academic coherence in relation to how the pedagogy and assessment practice align with the outcomes of the proposed unit.

(d) The standard workload of 150 hours applies for all units.
(e) The appropriateness of the level at which these units are proposed to be offered.

(f) Overlap of unit content, if any.

(g) Consistency of unit outcomes with the paradigm of knowledge associated with the degree in which the unit will be made available.

4.4 A unit that forms a component of the major sequence from different degrees (for example, EMPL2202 Australian Employment Relations offered in the Bachelor of Arts major Work and Employment Relations and the Bachelor of Commerce major Human Resource Management) cannot contribute to broadening requirements for students enrolled in either of the degrees in which it is offered.

4.5 A unit listed for broadening purposes can also be taken as an elective by students enrolled in the same degree through which the unit is offered.

Procedures

1. Identifying broadening units

Units suitable for the broadening categories are to be identified through the following approval process:

1.1 All faculties nominate units that they regard as appropriate in relation to the given categories;

1.2 These nominated units undergo an independent and transparently rigorous review, managed by the Board of Coursework Studies;

1.3. The Board of Coursework Studies then refers to Academic Council for ratification of the units that meet agreed criteria; and

1.4. For units that do not yet meet the criteria, their nominators are given feedback and support to help them meet the criteria in a later review.

5 Service learning

5.1 Units with a formally defined component of service learning approved for this purpose by Academic Council are indicated on the academic transcript.

5.2 Approved community service activities registered and validated through CareerHub are mentioned on a separate supplementary document that is not part of the academic transcript.
### Procedures

#### 2. Identifying service learning units

The following procedures are to be utilised for 2013 onwards:

2.1. Student Services is to send out a request, reinforcing the value of this formal service learning unit recognition by also mentioning that it is indicated in the Handbook.

2.2. Those coordinators whose units have already achieved formal service learning recognition in 2012 are to be asked each year whether their units have changed in any way and whether any changes are likely to impact on their status as a service learning unit.

2.3. The evaluation of nominated units is to be undertaken by the relevant Board of Studies, assisted if required by a reference group with expertise in service learning.

2.4. A list of the recommended units is to be forwarded via the Board of Coursework Studies to Academic Council for endorsement of their status.

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### 6 Flexibility in the application of this policy

6.1 Where possible, flexibility is to be exercised in applying the principles underpinning the New Courses 2012 in respect of:

(a) students who undertake an undergraduate pass degree at this University having:
   (i) completed an approved articulating course at an overseas tertiary institution, or
   (ii) partially completed a degree at another Australian university; and
(b) students who are transitioning from a pre-2012 course at UWA.

6.2 Clause 5 (Exemptions granted to transitioning students) of the University Policy on Transition Arrangements relating to the introduction of new undergraduate degree courses should serve as a guide in exercising the discretion referred to in 6.1 above.

6.3 The relevant board(s) for the relevant degree is responsible for approving any exemptions.

6.4 The relevant board may delegate the responsibility referred to in 6.1 to a sub-committee or officer.
### Related forms: (Link)

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### Related Policies or legislation:

- University Policy on Undergraduate Diploma Course (check name)
- University Policy on [Honours Award](#) (UP07/123)
- University Policy on [Bachelor Philosophy (Honours)](#) (UP11/15)
- Undergraduate Degree Course Rules
- University Policy on [Transition Arrangements relating to the introduction of new undergraduate degree courses](#) (UP11/36)