MEMBERS OF THE CURRICULUM COMMITTEE

Dean of Coursework Studies as Chair (Professor Grady Venville)
Deputy Chair of Academic Board (Professor Mark Israel)
Dean of Graduate Research and Postdoctoral Training (Professor Alan Dench)
Academic Secretary (Dr Kabilan Krishnasamy)
Associate Director, Admissions Centre (Dr Anne Mills)
Associate Director (International Admissions), International Centre (Ms Katherine Webster)
Academic Coordinator, Bachelor of Philosophy (Hons) (Dr Kathy Sanders)
President of the Guild of Undergraduates (Ms Elizabeth O'Shea)
Nominee of the President of the Postgraduate Students' Association (Mr Nassif Nazir Kesavath)
Chair of each Faculty and School of Indigenous Studies Teaching and Learning/Education Committee, or nominee of the Dean:
   Faculty of Architecture, Landscape and Visual Arts (Ms Sophie Giles) (Deputy Chair)
   Faculty of Arts (Associate Professor Hélène Jaccomard)
   Faculty of Business (Professor Alison Preston)
   Faculty of Education (Associate Professor Grace Oakley) (Associate Chair)
   Faculty of Engineering, Computing and Mathematics (Professor Michael Johns)
   Faculty of Law (Dr Natalie Skead)
   Faculty of Medicine, Dentistry and Health Sciences (Professor Sandra Carr)
   Faculty of Science (Professor Brendan Waddell)
   School of Indigenous Studies (Mr Grant Revell)

IN ATTENDANCE
Ms Kath Williams, Academic Policy Services (Deputy Executive Officer)
Mr Maxwell Keeble, Academic Policy Services (Support Executive Officer)
Ms Benita Hube, Academic Policy Services (Support Executive Officer)

CURRICULUM COMMITTEE MEETING - WEDNESDAY 4TH MARCH 2015

This is to confirm that the next meeting of the Curriculum Committee will be held from 2pm to 4.00pm on Wednesday 4th March in the Senate Room.

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

Part 1 of the agenda consists of items for communication. Part 2 of the agenda relates to items for decision to be dealt with en bloc by motion by the Chair. Part 3 is for discussion. A member may request the transfer of an item from Part 1 or Part 2 to Part 3.

Relevant background information has been provided for each item on the agenda, but if members require further details they are welcome to contact the Executive Officer (via eo-aps@uwa.edu.au).

Ms Jan Cardy
Executive Officer
Academic Policy Services
AGENDA

WELCOME
The Chair will welcome members to the first meeting of the Curriculum Committee and introduce members to the Executive Officer team.

APOLOGIES
The Chair will record any apologies. Members are reminded that apologies should be forwarded to the Executive Officer (via eo-aps@uwa.edu.au) prior to the meeting. Members representing the faculties are reminded that if unable to attend a meeting, an alternative attendee from the Faculty Teaching and Learning/Education Committee or by nomination of the Dean should be organised prior to the meeting.

Members are also reminded that the meetings are usually scheduled for two hours (2-4pm), if members are unable to attend for the whole meeting would they please advise the Executive Officer prior as this may have an impact on the Committee proceeding inquorate.

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.

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

1. MEETING DATES IN 2015 FOR THE CURRICULUM COMMITTEE – REF: F68755

Members are reminded that the meeting dates for the remainder of 2015 for the Curriculum Committee have been confirmed as follows:

<table>
<thead>
<tr>
<th>Meeting date and time</th>
<th>Cut-off date for receipt of agenda material (by midday)</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2pm – 4pm, Wednesday 4th March</td>
<td>Wednesday, 18th February</td>
<td>Senate Room</td>
</tr>
<tr>
<td>2pm – 4pm, Wednesday 8th April</td>
<td>Wednesday, 25th March</td>
<td>Senate Room</td>
</tr>
<tr>
<td>2pm – 4pm, Wednesday 13th May</td>
<td>Wednesday, 29th April</td>
<td>Senate Room</td>
</tr>
<tr>
<td>2pm – 4pm, Wednesday 10th June</td>
<td>Wednesday, 27th May</td>
<td>Senate Room</td>
</tr>
<tr>
<td>2pm – 4pm, Wednesday 15th July</td>
<td>Wednesday, 1st July</td>
<td>Senate Room</td>
</tr>
<tr>
<td>2pm – 4pm, Wednesday 12th August</td>
<td>Wednesday, 29th July</td>
<td>Senate Room</td>
</tr>
<tr>
<td>2pm – 4pm, Wednesday 9th September</td>
<td>Wednesday, 26th August</td>
<td>Senate Room</td>
</tr>
<tr>
<td>2pm – 4pm, Wednesday 14th October</td>
<td>Wednesday, 30th September</td>
<td>Senate Room</td>
</tr>
<tr>
<td>2pm – 4pm, Wednesday 11th November</td>
<td>Wednesday, 28th October</td>
<td>Senate Room</td>
</tr>
</tbody>
</table>

Members are asked to note revised cut-off dates for receipt of agenda material as listed above.

For noting

2. CURRICULUM COMMITTEE WEBPAGE – REF: F68755

Members are advised that agendas/minutes, meeting dates and induction information are available from the Curriculum Committee website:

http://www.teachingandlearning.uwa.edu.au/staff/committees/education-committees/education-committee/curriculum-committee/_nocache

In particular members are encouraged to familiarise themselves with the induction information and use this as a resource during their term of appointment.
In addition the UWA Curriculum Management website provides a comprehensive resource that is particularly relevant to the work of this Committee and also provides a link to Academic Policy Services Customer Service and Communication Strategy for Curriculum Management. In line with this Strategy, APS will be circulating a customer satisfaction survey to its key clients, including the Curriculum Committee, in early March.

For noting

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

3. BACHELOR OF PHILOSOPHY (HONS) SELECTION GROUP – REF: F37849

By way of background, Academic Council by R89/10 approved the establishment of a selection panel for ranking applicants for admission to the Bachelor of Philosophy (Hons) degree course under the auspices of the [then] Board of Studies (BPhil).

Members are advised that the panel has been re-established as a Selection Group under the auspices of the newly constituted Curriculum Committee with delegated authority to oversee the selection process and report the outcomes to the Curriculum Committee on an annual basis.

To accommodate the establishment of this Selection Group the Curriculum Committee constitution has been amended (Attachment A). Also attached for members’ approval are the Terms of Reference amended to reflect the new committee structure (Attachment B).

The Chair recommends:

- that the Curriculum Committee endorse the consequential changes to the attached constitution and refer to the Education Committee for approval; and
- that the Curriculum Committee approve the consequential changes to the attached Terms of Reference

PART 3 – ITEMS FOR DISCUSSION AND DECISION

4. MODUS OPERANDI FOR THE CURRICULUM COMMITTEE – REF: F68755

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

- Constitution of the Curriculum Committee
- Principles for the Operation of Committees
- Rules for the Operation of Committees
- University Committee Members’ Code of Conduct
- The Effective Committee Member

A comprehensive online induction package is provided for members. The package contains information on the protocols for best practice in committees and details the above policies and practices as well as course development criteria and links to relevant curriculum policy.

Members will be invited to consider and discuss the role of the Curriculum Committee.

The Curriculum Committee as a standing committee of the Education Committee is subject to annual review by its members. In addition to responding to a survey at the end of each year, members’ are encouraged, during the course of the year, to raise any issues associated with the committee’s activities and processes which may improve its efficiency and effectiveness.

For discussion
5. UWA EDUCATION PORTFOLIO – PRIORITY PROJECTS 2015 – REF: F70534

The Deputy Vice-Chancellor (Education) has identified the following top three priority projects for the Education portfolio:

- To lead and inspire the development, delivery and support of a world-class student experience throughout UWA
- To successfully implement the Education Futures vision and engage in a process of continual improvement of student education
- To build a shared culture within the Education portfolio based on communication, collaboration and cooperation

Strategies in support of these priorities are provided in Attachment C. The Chair will invite discussion on the role of the Curriculum Committee in supporting and progressing these priorities.

Further information is available from the Education Portfolio website.

For discussion

6. NEW COURSE PROPOSALS: MASTER OF STUDIES AND GRADUATE CERTIFICATE IN STUDIES – REF: F70534, F70588

By way of background, the introduction of new courses in 2012, resulted in all undergraduate and postgraduate degree courses at UWA being aligned with a consistent structure and policies that are compliant with the Australian Qualifications Framework (AQF). While there is considerable flexibility in the postgraduate course structure, it has been difficult for faculties to develop multidisciplinary courses and for students to select subjects from a broad range of disciplines. The proposed courses have therefore been developed to enable students with interests in subjects across the University to work in close consultation with the course advisor to develop a plan of study that is unique to their academic, professional and personal interests and, at the same time, academically robust and rigorous.

The concept of a proposed Master of Studies was initiated by the Deputy Vice-Chancellor, Community and Engagement, Professor Kent Anderson, who was appointed to this role in 2014. His previous experience at the Australian National University indicated that a similar course at that university had been successful with enrolments, particularly of alumni. The University’s Executive endorsed the concept of the Master of Studies in December 2014.

The following are attached (Attachment D) for members’ consideration:

- Master of Studies – concept plan (approved) and detailed proposal (for consideration and endorsement)
- Graduate Certificate in Studies – detailed proposal (for consideration and endorsement)

The Dean of Coursework Studies will present the proposal documents to members.

For discussion, endorsement and refer to the Education Committee for consideration

7. NEXT MEETING

The next meeting of the Curriculum Committee will be held on Wednesday 8th April at 2pm in the Senate Room. The cut-off date for submission of items for the committee’s agenda is Wednesday 25th March. Please refer any issues for discussion to the Executive Officer, Ms Jan Cardy (eo-aps@uwa.edu.au).
Curriculum Committee (Constitution)  
(Academic Board Resolution 139/14)

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

Position of the Committee within the University of Western Australia
1. The Curriculum Committee is a standing committee of the Education Committee.

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

Membership
3.(1) The Committee comprises:
   (a) the Dean of Coursework Studies (as Chair);
   (b) the Deputy or Associate Chair of the Academic Board;
   (c) the Dean of Graduate Research and Postdoctoral Training;
   (d) the chair of each faculty and School of Indigenous Studies teaching and learning/education committee, or nominee of the Dean;
   (e) the Academic Secretary;
   (f) the Associate Director, Admissions Centre
   (g) the Associate Director (International Admissions), International Centre
   (h) the Academic Coordinator for the Bachelor of Philosophy (Honours);
   (i) the President of the Guild of Undergraduates or nominee;
   (j) a postgraduate coursework student nominated by the President of the Postgraduate Students’ Association
   (k) up to two co-opted members, if required for balance or specific expertise.
   (2) The Chair may appoint a Deputy Chair and an Associate Chair from among the members to perform essential duties under delegated authority.
   (3) The Chair may invite one or more persons to attend meetings to provide advice on specific areas or agenda items.
   (4) Co-opted members are appointed for two years and may be reappointed for a second term only.

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

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

23 February 2015
Quorum
6. The quorum for the Committee is half the current membership plus one.

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

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

Delegations
9. (1) Where new curriculum proposals and major changes to existing curriculum comply with approved policy, the Chair, Deputy Chair or Associate Chair have delegated authority to steer such proposals direct to the Academic Council for consideration.
(2) The Committee delegates to the Chair or to the Executive Officer, as appropriate, the responsibility to consider and approve minor curriculum changes or administrative changes as part of the annual curriculum change process or the fast-track change process.
(3) The Committee delegates to the Chair the responsibility to consider and determine academic results that are not routine in nature, e.g. the award of joint-honours classifications
(4) The Committee delegates to the Bachelor of Philosophy (Honours) Selection Group oversight of the selection process for admission to the Bachelor of Philosophy (Honours) degree course and to make and action decisions that are within the parameters of established Terms of Reference.

Decision-making and communication maps
Local decision-making map
Local communications map
Bachelor of Philosophy (Hons) Selection Group
(A standing sub-committee of the Curriculum Committee)

Terms of Reference

- To consider, rank and select applications, where relevant, for admission to the Bachelor of Philosophy (Hons) degree course;
- To advise the Bachelor of Philosophy (Hons) Interim Board of Curriculum Committee Studies on the ATAR cut-off for equity groups of students (i.e. Indigenous and students from rural and low-socio economic backgrounds);
- To develop, in consultation with relevant areas, a process for identifying and inviting highly capable Indigenous students and students from rural and low-socio economic backgrounds to apply for admission to the Bachelor of Philosophy (Hons);
- To refer to the Bachelor of Philosophy (Hons) Interim Board of Studies Curriculum Committee any appeals relating to admission decisions; and
- To provide an annual report to the Bachelor of Philosophy (Hons) Interim Board of Studies Curriculum Committee.

Membership

- Nominee of the Chair of the Curriculum Committee as Convener
- Two members drawn from the Bachelor of Philosophy (Hons) Interim Board of Studies (one of whom will be the convener)
- Academic coordinator for Bachelor of Philosophy (Hons)
- Associate Director, Admissions Centre
- Representative from the School of Indigenous Studies
- Invitees, as necessary, from International Centre and the Office of Student diversity

February 2015
To lead and inspire the development, delivery and support of a world-class student experience throughout UWA.

<table>
<thead>
<tr>
<th>Holistic student experience</th>
<th>Students’ administrative interactions and experiences</th>
<th>Student communications</th>
</tr>
</thead>
</table>
| a) Articulate, package and deliver the UWA student experience, including: Education; Administrative Services; and Student Life | a) Map the journey from first point of contact to graduation and beyond (for all cohorts) and identify opportunities and barriers to improvement  
b) Achieve best practice customer service  
c) Design and implement platforms for IT enablement of all student processes, and moving student services online  
d) Establish and share processes that build relationships with Faculties, schools, student groups and other teams outside the DVC-E Portfolio in order to streamline the student admission and administrative processes | a) Implement technology platforms and content to support the university’s online presence, to attract prospective students, and support and engage current students  
b) Build relationships and connections with student leaders and the student community via existing and new collaborations |

To successfully implement the Education Futures vision and engage in a process of continual improvement of student education.

<table>
<thead>
<tr>
<th>Education innovation</th>
<th>Coursework</th>
</tr>
</thead>
</table>
| a) Implement new LMS and substantially increase utilisation  
b) Review delivery of 1000 units in 2015 (Carpe Diem)  
c) Deliver a new student academic orientation experience  
d) Implement solutions to support the student learning experience in areas of training, skills assessment, digital content, MOOCs/LMS | a) Review, develop and deliver updated policy on student assessment  
b) Strategically develop and communicate an annual schedule of student surveys and ensure appropriate dissemination of existing data, implementation of strategies to address gaps, and feedback on initiatives to students |

To build a shared culture within the Education portfolio based on communication, collaboration and co-operation

<table>
<thead>
<tr>
<th>Team building and communications</th>
</tr>
</thead>
</table>
| a) Set up communication channels including a DVC-E portfolio webpage, an all-portfolio email list, and a series of face-to-face events  
b) Disseminate and track progress on the outcomes from planning day |
# 00500 Master of Studies (coursework or coursework and dissertation)

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

### Administrative details

<table>
<thead>
<tr>
<th>Faculty</th>
<th>No faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible Organisational Entity</td>
<td>Office of the Deputy Vice-Chancellor Education</td>
</tr>
<tr>
<td>Course coordinator</td>
<td>Professor Grady Venville</td>
</tr>
</tbody>
</table>

### Details

<table>
<thead>
<tr>
<th>Course code</th>
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<tbody>
<tr>
<td>Title</td>
<td>Master of Studies</td>
</tr>
<tr>
<td>Abbreviation of award</td>
<td>MStud</td>
</tr>
<tr>
<td>Type of degree course</td>
<td>Master's by Coursework or Coursework and Dissertation</td>
</tr>
</tbody>
</table>

**About this course**

This course is designed for graduates who have diverse academic, personal and/or professional interests and want to pursue those interests through postgraduate study. The course provides students the opportunity to further their education by choosing, in consultation with the course advisor, a unique combination of postgraduate units to develop a course to achieve their academic, professional and/or personal goals.

The course will develop students’ higher order thinking skills, knowledge and communication by considering complex problems and issues from the perspectives of different disciplines. Many of the world’s major problems and areas of cutting edge research are multidisciplinary and, as such, there is a strong academic rationale for a flexible course that enables students to draw on a broad range of postgraduate units offered by different schools and faculties.

After completing four units (24 points) of optional breadth, students will nominate a disciplinary area of specialisation in which they will take a minimum of four units (24 points) that will include a substantial research-based project, capstone experience and/or piece of scholarship. Other units may be selected from multiple disciplines to inform study in the disciplinary specialisation.

**Proposed** 25/02/2015

**First year of offer** 2016

### Volume of learning

<table>
<thead>
<tr>
<th>Maximum volume of learning</th>
<th>96 points</th>
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<tbody>
<tr>
<td>Minimum volume of learning</td>
<td>72 points</td>
</tr>
<tr>
<td>Does minimum volume of learning correspond to standard admission requirements?</td>
<td>Yes</td>
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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></td>
<td>Bachelor’s pass degree (non-cognate study area)</td>
</tr>
</tbody>
</table>

### Articulation

<table>
<thead>
<tr>
<th>Articulated?</th>
<th>Graduate Certificate;</th>
</tr>
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</table>
Why offer the proposed course

Rationale for offering course

The introduction of new courses in 2012, resulted in all undergraduate and postgraduate degrees at UWA being aligned with a consistent structure and policies that are compliant with the Australian Qualifications Framework (AQF). While there is considerable flexibility in the postgraduate course structure, it has been difficult for faculties to develop multidisciplinary courses and for students to select subjects from a broad range of disciplines. This course has been developed to enable students with interests in subjects across the University to work in close consultation with the course advisor to develop a course that is unique to their academic, professional and personal interests and, at the same time, academically robust and rigorous.

From 2015 onwards, students will graduate from Cycle 1 of UWAs new courses and will be encouraged to pursue their studies through our postgraduate offerings. During Cycle 1, students are required to have studied broadening units, and encouraged to take study abroad options. As a consequence, students may have broad disciplinary interests. This course has been developed to enable Cycle 1 students to continue a broader, more multidisciplinary approach to their education.

With the appointment of a new Deputy Vice-Chancellor, Community and Engagement in 2014, UWA is looking to ways of improving connection and collaboration with the Western Australian, national and international community. UWA has a strong and committed alumni living in Perth and in other Australian and international cities and regions who may well be interested in pursuing additional study at UWA. Moreover, there is a growing generation of baby boomer graduates who are interested in furthering their education. It is apparent that some of these potential students do not want to commit to courses that we currently have on offer because they tend to lock students into a specific discipline and way of thinking.

Many prospective students would like to enrol in a selection of units in different disciplines to suit their personal, professional and academic interests and needs.

Proposal is outcome of review?

No.

Strategic and Operational Priorities

The course was initiated by the Deputy Vice-Chancellor, Community and Engagement, Professor Kent Anderson, who was appointed to this role in 2014. His previous experience at the Australian National University indicated that a similar course at that university had been successful with enrolments, particularly of alumni.

The appointment of the Deputy Vice-Chancellor, Community and Engagement in 2014 has resulted in an entirely new portfolio. One of the three strategic goals of the University that aligns with this new portfolio is "community and global engagement" that includes strong and mutually beneficial relationships "with our alumni around the world" and a "variety of constituencies such as parents, schools, local residents and collaborators around the world". This new course will provide a direct method to support this strategic goal through a flexible postgraduate course that allows students to select units of interest to them.

The proposed course aligns with the University level strategic goal of "internationally renowned research" and building "problem oriented multidisciplinary teams". This course will enable students who are interested in UWAs multidisciplinary research to take units in different disciplines that inform those research areas. Moreover, the availability of the course will enable course providers to build multidisciplinary courses without having to create an entirely new course and new suite of units.

Target market and size

Target markets for course

The target market for this course includes students completing Cycle 1 bachelor degrees and alumni from UWA and from other universities from all disciplines who have a bachelors degree and are looking for a flexible course to further their education for academic, professional or personal reasons. The target market is, therefore, very large.

Target markets: delivery of teaching

Teaching will take on a variety of modes depending on the units selected by the students. Students will select a bespoke set of units from currently available units in all faculties. The course advisor will work carefully with students to ensure that units selected have modes of teaching that are suitable for the student in question.

Target markets: demonstrate viable demand

In both 2011 and 2012, 56 students were enrolled in the Master of Studies at ANU.

Everyone who completes their degree at UWA, automatically becomes an alumni. UWA’s alumni includes an extensive network of over 80,000 people worldwide and grows larger every year. Moreover, this course will be available to graduates from all other Australian universities. UWA’s alumni and the population in Western Australia are both larger than in the ACT where ANU is situated, therefore, given time we expect enrolments to exceed those at ANU.

Projected enrolment for domestic and international students

2016 - 20 students
2017 - 30 students
2018 - 40 students

Graduate employment prospects

Employment prospects

We expect that many of the students who enrol in this course will already be employed in a variety of industries and will be seeking a course that provides them the flexibility to pursue studies in a range of disciplines and/or subjects that suits their academic, professional and/or personal goals and interests. This course has been deliberately structured with flexibility so that the students themselves can craft a course that they feel will benefit their professional capacity and employability and/or appeal to their personal interests.
Distinctive employment prospects for graduates

There are no similar courses at UWA. The students who graduate from this course will be entirely distinctive from graduates of other courses at UWA in that the units they select will result in a bespoke learning pathway of units that will address their unique professional and personal needs and interests. The knowledge and skills developed through the course will be dependent on the units chosen. There will be considerable breadth within the course.

The only other similar course in Australia is the Master of Studies (MSTUD) and the articulated Certificate of Graduate Studies (CSTUD) at ANU. The proposed course at UWA is distinctive because the ANU degree requires students to select transitional, advanced, specialist and research units. The proposed course is more flexible.

Course professionally accredited?

No.

Competitor analysis

ANU Graduate Studies Select

http://drss.anu.edu.au/gss/
Nested degrees including Certificate of Graduate Studies (CSTUD); Master of Studies (MSTUD), Master of Studies (Advanced)
Fee - $30,144 per EFTSL

Master of Studies (2 years; 1.5 years in cognate area; 1 year with Grad Dip or Honours)
Flexible programs allowing students to select units and structure their studies and direct their learning to meet their academic, personal and professional interests.
Transitional, advanced, specialist and research units.
Extended time limits to complete programs.

Master of Studies (Advanced); - Transfer from the Master of Studies with a WAM of 70% and approval of an identified supervisor for the research project/thesis. Program culminates with the writing of a thesis on an approved topic. 36 points from transitional units; 36 points from advanced and specialist units; 24 units from completion of a thesis.

University of Oxford Master of Studies (MSt)
(http://www.law.ox.ac.uk/postgraduate/mst.php)
Master of Studies (MSt) at the University of Oxford is generally a one-year research degree course including units and a dissertation/thesis. Generally arts, social sciences or business, and common at Oxford. It can be used as an alternative route into the DPhil or as an exit award. Examples:
Master of Studies in Legal Research
Master of Studies in Islamic Studies and History

University of Cambridge Master of Studies (MSt) (http://www.ice.cam.ac.uk/courses/msts)
Master of Studies (MSt) at Cambridge is a part-time Master's degree. It is usually undertaken over two years and contains a significant taught element and a research project with associated dissertation. Cambridge's MSt programmes are designed to be part time and flexible in order to support students with a variety of circumstances, including international students. Examples:
MSt in Applied Criminology and Police Management
MSt in History
MSt in Creative Writing
MSt in Sustainability Leadership

University of California
Master of Advanced Studies (MAS) at the University of California tends to be taught courses, professionally focused and interdisciplinary. Examples:
Master of Advanced Studies (MAS) for engineering professionals (UC SanDiego)
Master of Advanced Studies in International Affairs (UC SanDiego)

Harvard University Special Studies Program
https://www.gse.harvard.edu/masters/special
$41,616 per academic year for full time students + Health insurance, books, etc.

Harvard University has a Masters level degree called the Special Studies program that is offered through the Harvard Graduate School of Education. This degree is aimed at "educational pioneers whose interests cut across traditional master's programs". Designed "for individuals with bold new ideas who are passionate about transforming society through education". No required courses or prerequisites. Students work closely with academic advisers to choose a customized sequence of courses from HGSE (Harvard Graduate School of Education) and other Harvard graduate schools that will equip them with the skills, knowledge, and experience to make an impact. Diverse cohort said to be leaders and life-long learners, each pursuing ambitious social and professional goals through an individualized course of study. The course can include internships and independent study. Students must complete 32 course credits half of which come from HGSE. Typically 4 units at HGSE, 2 units at other Harvard graduate schools, 1 internship through the Field Experience Program, 1 independent study with faculty advisor.

Marketing strategy developed?

No
Course availability for 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 new units will be created for this course. The opportunities for international non-award students or cross institutional students (domestic) to undertake these units will not change.

Course enables UWA students for overseas credit? Yes.

Risk management

Risk management for course: The major risk is in the quality of the course coordinator to manage students' enrolment so that they can achieve their academic, professional and/or personal needs and interests. This risk will be managed through a rigorous selection process for the course coordinator and through oversight of the course coordinator's role by the Dean of Coursework Studies.

Because no new units will be developed for this course, there is limited financial risk. The major cost of delivering the course will be the course coordinator's salary. A suitable funding agreement will be negotiated between faculties and the Office of the Deputy Vice-Chancellor Education that is manageable with the new income distribution model to ensure appropriate funds flow to the faculties delivering the units as well as centrally to cover the cost of the course coordinator.

Quota

Quota? 0

Quota consultations: {"Quota consultations" blank}

Consultations checklist: {"Consultations checklist" blank}

History and committee endorsements/approvals

<table>
<thead>
<tr>
<th>Phase</th>
<th>Event</th>
<th>Date</th>
<th>Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Deputy Vice Chancellor (Education)</td>
<td>25-02-2015</td>
<td>Endorsed: Approved Phase 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Deputy Vice Chancellor (Education)</td>
<td>25-02-2015</td>
<td>Endorsed: Approved Phase 2.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Curriculum Committee</td>
<td>25-02-2015</td>
<td>Not yet endorsed</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Academic Council</td>
<td>25-02-2015</td>
<td>Not yet approved</td>
<td></td>
</tr>
</tbody>
</table>

Displaying data as it is on 26/02/2015. Report generated 26/02/15 10:02.
This postgraduate course is not yet approved.

Administrative details

- **Faculty**: No faculty
- **Responsible Organisational Entity**: Office of the Deputy Vice-Chancellor Education
- **Course coordinator**: Professor Grady Venville

Details

- **Course code**: 00500
- **Title**: Master of Studies
- **Type of degree course**: Master’s by Coursework or Coursework and Dissertation
- **About this course**: This course is designed for graduates who have diverse academic, personal and/or professional interests and want to pursue those interests through postgraduate study. The course provides students the opportunity to further their education by choosing, in consultation with the course advisor, a unique combination of postgraduate units to develop a course to achieve their academic, professional and/or personal goals.

  The course will develop students' higher order thinking skills, knowledge and communication by considering complex problems and issues from the perspectives of different disciplines. Many of the world's major problems and areas of cutting edge research are multidisciplinary and, as such, there is a strong academic rationale for a flexible course that enables students to draw on a broad range of postgraduate units offered by different schools and faculties.

  After completing four units (24 points) of optional breadth, students will nominate a disciplinary area of specialisation in which they will take a minimum of four units (24 points) that will include a substantial research-based project, capstone experience and/or piece of scholarship. Other units may be selected from multiple disciplines to inform study in the disciplinary specialisation.

- **Proposed**: 25/02/2015
- **First year of offer**: 2016

Volume of learning

- **Maximum volume of learning**: 96 points
- **Minimum volume of learning**: 72 points
- **Does minimum volume of learning correspond to standard admission requirements?**: Yes

Course availability for students

- **Course offered to student categories**: Domestic fee-paying; International students (student visa holders); International students (non-student visa holders);
- **Course to be registered on CRICOS?**: No
**Rules**

**Applicability of the Student Rules, policies and procedures**

1. (1) The Student Rules apply to students in this course.
   (2) The policy, policy statements and guidance documents and student procedures apply, except as otherwise indicated in the rules for this course.

**Academic Conduct Essentials module**

2. (1) Except as stated in (2), a student who enrols in this course for the first time irrespective of whether they have previously been enrolled in another course of the University, must undertake the Academic Conduct Essentials module (the ACE module).
   (2) A student who has previously achieved a result of Ungraded Pass (UP) for the ACE module is not required to repeat the module.

**Admissions**

3. To be considered for admission to this course an applicant must have a relevant Bachelor's degree of this University or equivalent as recognised by the course advisor.

**Articulation and Exit Awards**

4. (1) This course has the following exit award:
   00200 Certificate of Graduate Studies (24 points)
   (2) A student who withdraws from the Master of Studies course before completing it, but having completed four units of postgraduate electives as disciplinary breadth, may apply to the Faculty to be awarded the Certificate of Graduate Studies.

**Course structure**

5. (1) The course consists of units to a total value of 96 points (maximum value) which include conversion units to a value of 24 points.
   (2) Units must be selected in accordance with the course structure, as set out in these rules.
   (3) Students who have completed a bachelor's degree with a major in any relevant discipline as recognised by the course advisor are granted credit for conversion units up to a value of 24 points.

**Satisfactory progress rule**

6. To make satisfactory progress in a calendar year a student must pass units to a value of at least half the total value of units in which they remain enrolled after the final date for withdrawal without academic penalty.

7. A student who has not achieved a result of Ungraded Pass (UP) for the ACE module when their progress status is assessed will not have made satisfactory progress even if they have met the other requirements for satisfactory progress in Rule 6.

**Progress status**

8. 1. A student who makes satisfactory progress is assigned the status of ‘good standing’. Unless the relevant board determines otherwise because of exceptional circumstances—
   a. a student who does not make satisfactory progress from the first time under Rule 6 is assigned a progress status of ‘on probation’.
   b. a student who does not make satisfactory progress for the second time under Rule 6 is assigned a progress status of ‘suspended’.
   c. a student who does not make satisfactory progress for the third time under Rule 6 is assigned a progress status of ‘excluded’.

9. A student who does not make satisfactory progress in terms of Rule 7 is assigned the progress status of ‘On Probation’, unless they have been assigned a progress status of ‘Suspended’ or ‘Excluded’ for failure to meet other satisfactory progress requirements in Rule 6.

**Award with distinction rule**

10. To be awarded the degree with distinction a student must achieve a course weighted average mark (WAM) of at least 80 per cent in—
   (a) all units above Level 3 attempted as part of the course that are awarded a final percentage mark;
   (b) all relevant units above Level 3 undertaken in articulating courses of this University that are awarded a final percentage mark; and
   (c) all units above Level 3 completed at this University that are credited to the master's degree course.

**Course structure**

In consultation with the course advisor, students will initially complete 24 points (4 units) of breadth from elective units available in all faculties.

At the completion of the first 24 points (4 units) of the course, each student will be required to nominate their disciplinary specialisation within which they will take a minimum of 24 points (4 units) including units that enable them to to plan, and execute a substantial research-based project, capstone experience and/or piece of scholarship.

Remaining units will be selected in consultation with the course advisor as electives to complement and inform study in the disciplinary specialisation.

A minimum of 50% of units must be studied at Level 5.
Exit awards

<table>
<thead>
<tr>
<th>Code</th>
<th>00200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Certificate of Graduate Studies</td>
</tr>
<tr>
<td>Type</td>
<td>Graduation Certificate</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>GradCertStud</td>
</tr>
<tr>
<td>Points</td>
<td>24</td>
</tr>
<tr>
<td>Requirements</td>
<td>A student who withdraws from the Master of Studies course before completing it, but having completed four units of postgraduate electives as disciplinary breadth, may apply to the Faculty to be awarded the Certificate of Graduate Studies</td>
</tr>
<tr>
<td>Outcomes</td>
<td>The exit award will provide disciplinary breadth but not the depth of the specialisation. The students will not achieve outcomes 4, 5, and 9.</td>
</tr>
<tr>
<td>Summary of assessment</td>
<td>Assessment will be consistent with the approved elective units selected by the student in consultation with the course advisor and will achieve outcomes 1, 2, 3, 6, 7 and 8.</td>
</tr>
</tbody>
</table>

Australian Qualification Framework outcomes

**AQF outcomes: Knowledge**

Students will have:
1. A body of knowledge and understanding of recent developments about complex problems and issues in multiple disciplines.
2. Knowledge of research principles and methods applicable to a field of work and/or learning of the students' selected disciplinary specialisation.

**AQF outcomes: Skills**

Students will have:
3. Cognitive skills to demonstrate theoretical knowledge in multiple disciplines.
4. Cognitive, technical and creative skills to investigate, analyse and synthesise complex, information, problems, concepts and theories within their disciplinary specialisation and informed by other disciplines.
5. Cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at the abstract level in their disciplinary specialisation.
6. Communication and research skills to argue, justify and interpret theoretical propositions, methodologies and conclusions to specialist and non-specialist audiences.

**AQF outcomes: Application of knowledge and skills**

Students will apply knowledge and skills:
7. from multiple disciplines with creativity and initiative to new situations.
8. with high level personal autonomy and accountability.
9. to plan, and execute a substantial research-based project, capstone experience and/or piece of scholarship within their disciplinary specialisation.

Educational principles

<table>
<thead>
<tr>
<th>Educational Principle 1</th>
<th>Proposer response</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop disciplinary and interdisciplinary knowledge and skills through study and research-based enquiry, at internationally recognised levels of excellence.</td>
<td>This course will draw on currently approved and available postgraduate units provided by all faculties in the University. Student will select 24 points (4 units) of disciplinary breadth prior to selecting 24 points (4 units) of disciplinary specialisation. Remaining units will be selected to appropriately complement the disciplinary specialisation. The structure of the course will provide disciplinary depth already approved within the university though other Masters level courses, and uniquely, it will enable students to select additional units in multiple disciplines resulting in a rigorous blend of both disciplinary and interdisciplinary knowledge. The structure of the course will allow student to develop logical and creative reasoning skills relevant to their disciplinary depth. Moreover, innovation, questioning of accepted wisdom will be supported through interdisciplinary nature of the course.</td>
</tr>
<tr>
<td>- to think, reason and analyse logically and creatively - to question accepted wisdom and be open to innovation - to acquire the skills needed to embrace rapidly changing technologies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Principle 2</th>
<th>Proposer response</th>
</tr>
</thead>
<tbody>
<tr>
<td>To further develop skills required to learn, and to continue through life to learn, from a variety of sources and experiences.</td>
<td>This course will draw on currently approved and available postgraduate units provided by all faculties in the University. Students selecting this course will be carefully advised by a course advisor to ensure the units they select achieve the educational principles.</td>
</tr>
<tr>
<td>- to develop attitudes which value learning - to acquire skills in information literacy</td>
<td>The very flexible nature of this course means that students will take a proactive approach to their education and to selecting units suitable for their professional and personal interests. A variety of sources and experiences will be provided to the students through selected units in multiple disciplines that will further develop their life-long learning skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Principle 3</th>
<th>Proposer response</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop personal, social, and ethical awareness in an international context</td>
<td>This course will draw on currently approved and available postgraduate units provided by all faculties in the University. Students selecting this course will be carefully advised by a course advisor to ensure the units they select achieve the educational principles.</td>
</tr>
<tr>
<td>- to acquire cultural literacy - to respect Indigenous knowledge, values and culture - to develop ethical approaches and mature judgement in practical and academic matters - to develop the capacity for effective citizenship, leadership and teamwork</td>
<td>Because this course does not lock students into a particular discipline, there is enormous scope for students to select units from a wide range of areas that will develop their personal, social and ethical awareness in an international context. Course advising will ensure that this is achieved in each students selected course.</td>
</tr>
</tbody>
</table>
Educational Principle 4
To communicate clearly, effectively and appropriately in a range of contexts
- to develop spoken and written English communication skills at high levels
- to acquire skills in critical literacy and interpersonal communication

This course will draw on currently approved and available postgraduate units provided by all faculties in the University. Students selecting this course will be carefully advised by a course advisor to ensure the units they select achieve the educational principles.

Students participating in this course will be required to develop their communication skills, including spoken and written English at high levels, during their enrolment in postgraduate units from a range of disciplines. Students will also develop high levels of communication skills relevant to their disciplinary specialisation through the required four specialisation units.

Course delivery

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAC25 Architecture, Landscape and Visual Arts</td>
<td>Elective units and disciplinary specialisation units for this Masters degree may be selected from any faculty if students meet pre-requisites.</td>
</tr>
<tr>
<td>FAC10 Arts</td>
<td>Elective units and disciplinary specialisation units for this Masters degree may be selected from any faculty if students meet pre-requisites.</td>
</tr>
<tr>
<td>FAC40 Business</td>
<td>Elective units and disciplinary specialisation units for this Masters degree may be selected from any faculty if students meet pre-requisites.</td>
</tr>
<tr>
<td>FAC30 Education</td>
<td>Elective units and disciplinary specialisation units for this Masters degree may be selected from any faculty if students meet pre-requisites.</td>
</tr>
<tr>
<td>FAC60 Engineering, Computing and Mathematics</td>
<td>Elective units and disciplinary specialisation units for this Masters degree may be selected from any faculty if students meet pre-requisites.</td>
</tr>
<tr>
<td>FAC20 Law</td>
<td>Elective units and disciplinary specialisation units for this Masters degree may be selected from any faculty if students meet pre-requisites.</td>
</tr>
<tr>
<td>FAC80 Medicine, Dentistry and Health Sciences</td>
<td>Elective units and disciplinary specialisation units for this Masters degree may be selected from any faculty if students meet pre-requisites.</td>
</tr>
<tr>
<td>FAC01 School of Indigenous Studies</td>
<td>Elective units and disciplinary specialisation units for this Masters degree may be selected from any faculty if students meet pre-requisites.</td>
</tr>
<tr>
<td>FAC75 Science</td>
<td>Elective units and disciplinary specialisation units for this Masters degree may be selected from any faculty if students meet pre-requisites.</td>
</tr>
</tbody>
</table>

Mode of delivery

Multimode

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>UWA (Crawley)</td>
<td>70%</td>
</tr>
<tr>
<td>Any other campus</td>
<td>30%</td>
</tr>
</tbody>
</table>

% of units taught in non-standard semesters

20% units in non-standard teaching periods

Duration, intake and attendance

Duration of course
1.5 years

Attendance type
Full- or part-time

Consultations

Schools consulted

<table>
<thead>
<tr>
<th>School</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty Deans</td>
<td>Faculty Deans were consulted by Alec Cameron and Kent Anderson in the Planning and Budget meeting on the general nature of this degree.</td>
</tr>
<tr>
<td>All Faculty A/Deans Teaching and Learning</td>
<td>A/Deans Teaching and Learning from all faculties were consulted with the Phase 1 and Phase 2 proposals for the course and asked for feedback prior to submission to the Curriculum Committee and the Education Committee.</td>
</tr>
<tr>
<td>Chair of Academic Board, Professor Cara McNish</td>
<td>Consulted by the Dean of Coursework Studies at several stages during the development process.</td>
</tr>
<tr>
<td>Deputy Dean Science, Professor Brendan Waddell</td>
<td>Consulted by the Dean of Coursework Studies at several stages during the development process.</td>
</tr>
<tr>
<td>Director of Student Services, Jon Stubbs</td>
<td>Consulted with the Phase 1 and Phase 2 proposals for the articulated Masters course and asked for feedback prior to submission to the Curriculum Committee and the Education Committee.</td>
</tr>
</tbody>
</table>

International Centre consultation comments

Consulted with Kelly Smith on 18th February 2015 by email. He advised that while the course may be attractive to some students from Europe and North America, it is unlikely to be attractive to students from China and India.
### 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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<tbody>
<tr>
<td>1</td>
<td>Deputy Vice Chancellor (Education)</td>
<td>25-02-2015</td>
<td><strong>Endorsed</strong>: Approved Phase 1</td>
<td></td>
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<tr>
<td>2</td>
<td>Deputy Vice Chancellor (Education)</td>
<td>25-02-2015</td>
<td><strong>Endorsed</strong>: Approved Phase 2.</td>
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<tr>
<td>2</td>
<td>Curriculum Committee</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Academic Council</td>
<td></td>
<td><strong>Not yet approved</strong></td>
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Displaying data as it is on 26/02/2015. Report generated 26/02/15 09:02.
This postgraduate course is not yet approved.

### Administrative details

<table>
<thead>
<tr>
<th>Faculty</th>
<th>No faculty</th>
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<tbody>
<tr>
<td>Responsible Organisational Entity</td>
<td>Office of the Deputy Vice-Chancellor Education</td>
</tr>
<tr>
<td>Course coordinator</td>
<td>Professor Grady Venville</td>
</tr>
</tbody>
</table>

### Details

<table>
<thead>
<tr>
<th>Course code</th>
<th>00200</th>
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<tbody>
<tr>
<td>Title</td>
<td>Graduate Certificate in Studies</td>
</tr>
<tr>
<td>Type of degree course</td>
<td>Graduate Certificate</td>
</tr>
<tr>
<td>Structure type</td>
<td>Named</td>
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</table>

**About this course**

This Certificate in Graduate Studies articulates with the Master of Studies and allows students to do the initial four units of optional breadth before progressing into the full Masters degree. The course is designed for graduates who have diverse personal and/or professional interests and want to pursue those interests through postgraduate study. The course provides students the opportunity to further their education by choosing, in consultation with the course advisor, a unique combination of postgraduate units to develop a course to achieve their personal and/or professional goals. The course will develop students’ higher order thinking skills, knowledge and communication by considering complex problems and issues from the perspectives of different disciplines. The course is unique at UWA by enabling students to draw on a broad range of postgraduate units offered by different schools and faculties.

**Proposed** 25/02/2015  
**First year of offer** 2016

### 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>Yes</td>
</tr>
</tbody>
</table>

### Course availability for students

<table>
<thead>
<tr>
<th>Course offered to student categories</th>
<th>Domestic fee-paying; International students (student visa holders); International students (non-student visa holders);</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course to be registered on CRICOS?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Rules

1. (1) The Student Rules apply to students in this course.

2. (1) Except as stated in (2), a student who enrolls in this course for the first time irrespective of whether they have previously been enrolled in another course of the University, must undertake the Academic Conduct Essentials module (the ACE module).

   (2) A student who has previously achieved a result of Ungraded Pass (UP) for the ACE module is not required to repeat the module.

3. To be considered for admission to this course an applicant must have a relevant Bachelor's degree of this university or equivalent as recognised by the course advisor.
4. The following courses form part of an articulated sequence:

- 00200 Graduate Certificate in Studies
- 00500 Master of Studies

5.(1) The course consists of units to a total value of 24 points.

(2) Units must be selected in accordance with the course structure, as set out in these rules.

6. To make satisfactory progress in a calendar year a student must pass units to a value of at least half the total value of units in which they remain enrolled after the final date for withdrawal without academic penalty.

7. A student who has not achieved a result of Ungraded Pass (UP) for the ACE module when their progress status is assessed will not have made satisfactory progress even if they have met the other requirements for satisfactory progress in Rule 6.

8. 1. A student who makes satisfactory progress is assigned the status of ‘good standing’.

   a. a student who does not make satisfactory progress from the first time under Rule 6 is assigned a progress status of ‘on probation’.

   b. a student who does not make satisfactory progress for the second time under Rule 6 is assigned a progress status of ‘suspended’.

   c. a student who does not make satisfactory progress for the third time under Rule 6 is assigned a progress status of ‘excluded’.

9. A student who does not make satisfactory progress in terms of Rule 7 is assigned the progress status of ‘On Probation’, unless they have been assigned a progress status of ‘Suspended’ or ‘Excluded’ for failure to meet other satisfactory progress requirements in Rule 6.

10. This rule is not applicable to this course.

Course structure

In consultation with the course advisor, students will complete 24 points (4 units) of breadth from elective units available in all faculties.

At the completion of the 24 points (4 units) of the course, each student will decide whether to progress into the Master of Studies.

Articulations

<table>
<thead>
<tr>
<th>Code</th>
<th>00500</th>
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<tbody>
<tr>
<td>Title</td>
<td>Master of Studies</td>
</tr>
<tr>
<td>Points</td>
<td>96</td>
</tr>
<tr>
<td>Requirements</td>
<td></td>
</tr>
</tbody>
</table>

Australian Qualification Framework outcomes

**AQF outcomes: Knowledge**

Students will have:

1. A body of knowledge and understanding of recent developments about complex problems and issues in multiple disciplines.

**AQF outcomes: Skills**

Students will have:

2. Cognitive skills to demonstrate theoretical knowledge in multiple disciplines.

3. Communication and research skills to argue, justify and interpret theoretical propositions, methodologies and conclusions to specialist and non-specialist audiences.

**AQF outcomes: Application of knowledge and skills**

Students will apply knowledge and skills:

4. from multiple disciplines with creativity and initiative to new situations.

5. with high level personal autonomy and accountability.
# Educational Principles

## Educational Principles

### Educational Principle 1
To develop disciplinary and interdisciplinary knowledge and skills through study and research-based enquiry, at internationally recognised levels of excellence.
- to think, reason and analyse logically and creatively
- to question accepted wisdom and be open to innovation
- to acquire the skills needed to embrace rapidly changing technologies

### Proposer response
The structure of the course will allow student to develop logical and creative reasoning skills within each of the four disciplinary units. Moreover, innovation, questioning of accepted wisdom will be supported through interdisciplinary nature of the course.

### Educational Principle 2
To further develop skills required to learn, and to continue through life to learn, from a variety of sources and experiences.
- to develop attitudes which value learning
- to acquire skills in information literacy

### Proposer response
The very flexible nature of this course means that students will take a proactive approach to their education and to selecting units suitable for their professional and personal interests. A variety of sources and experiences will be provided to the students through selected units in multiple disciplines that will further develop their life-long learning skills.

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

### Proposer response
Because this course does not lock students into a particular discipline, there is enormous scope for students to select units from a wide range of areas that will develop their personal, social and ethical awareness in an international context. Course advising will ensure that this is achieved in each students selected course.

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

### Proposer response
Students participating in this course will be required to develop their communication skills, including spoken and written English at high levels, during their enrolment in postgraduate units from a range of disciplines.

## Course delivery

### Course delivery with other faculties

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAC25 Architecture, Landscape and Visual Arts</td>
<td>Optional units for this Graduate Certificate may be selected from any faculty if students meet pre-requisites.</td>
</tr>
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</tr>
</tbody>
</table>

### Mode of delivery
Multimode

### Location(s) delivered

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Any other campus</td>
<td>30%</td>
</tr>
</tbody>
</table>

### % of units taught in non-standard semesters
10% units in non-standard teaching periods

## Duration, intake and attendance

### Duration of course
0.5 years

### Attendance type
Full- or part-time
### Consultations

#### Schools consulted

<table>
<thead>
<tr>
<th>School</th>
<th>Summary</th>
</tr>
</thead>
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<td>Faculty Deans were consulted by Alec Cameron and Kent Anderson in the Planning and Budget meeting on the general nature of this degree.</td>
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#### International Centre consultation comments

Consulted with Kelly Smith on 18th February 2015 by email. He advised that while the course may be attractive to some students from Europe and North American, it is unlikely to be attractive to students from China and India.

### History and committee endorsements/approvals

<table>
<thead>
<tr>
<th>Phase</th>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Deputy Vice Chancellor (Education)</td>
<td>25-02-2015</td>
<td>Endorsed: Approved Phase 1.</td>
<td></td>
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<tr>
<td>2</td>
<td>Deputy Vice Chancellor (Education)</td>
<td>25-02-2015</td>
<td>Endorsed: Approved Phase 2.</td>
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<tr>
<td>2</td>
<td>Curriculum Committee</td>
<td></td>
<td>Not yet endorsed</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Academic Council</td>
<td></td>
<td>Not yet approved</td>
<td></td>
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</tbody>
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Displaying data as it is on 26/02/2015. Report generated 26/02/15 10:02.