MEMBERS OF THE BOARD OF COURSEWORK STUDIES
Senior Deputy Vice-Chancellor's Nominee as Chair (Winthrop Professor Bill Louden)
Chair of the Academic Board (Winthrop Professor Karen Simmer)
Deputy Chair of the Academic Board (Winthrop Professor John Cordery)
Pro Vice-Chancellor (Education) (Winthrop Professor Jane Long)
Executive Director (Academic Services) and Registrar (Mr Peter Curtis)
Chair of the Board of Studies (Bachelor of Arts) (Winthrop Professor Alan Dench)
Chair of the Board of Studies (Bachelor of Commerce) (Winthrop Professor H. Y. Izan)
Chair of the Board of Studies (Bachelor of Design) (Associate Professor Kate Hislop)
Chair of the Board of Studies (Bachelor of Science) (Winthrop Professor Grady Venville)
Academic Secretary (Ms Sylvia Lang)
President of the Guild of Undergraduates (Mr Matthew Mackenzie)
Winthrop Professor David Plowman

STANDING INVITEES
Senior Academic Reviewer (Winthrop Professor Ian Reid)

OBSERVER
Senior Legislative Officer (Dr Claire McIlroy)

BY INVITATION FOR ITEM 2
Winthrop Professor Ming-Hao Zheng (Associate Dean, International), Faculty of Medicine, Dentistry and Health Science
Associate Professor Rosemary Saunders (Course Coordinator, Master of Nursing Science), Faculty of Medicine, Dentistry and Health Sciences

BOARD OF COURSEWORK STUDIES MEETING – THURSDAY, 22nd MARCH 2012

AGENDA

This is to confirm that a meeting of the Board of Coursework Studies will be held from 10.00am – 11.30am on Thursday, 22nd March 2012 in the Prescott Room.

Part 1 of the agenda, which relates to items of 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. There are no items in Parts 1 and 2. Part 3 items are for discussion and decision.

Dr Kabilan Krishnasamy
Executive Officer
Academic Policy Services

WELCOME

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

APOLOGIES

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

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST

The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if applicable, with regard to items on the agenda.
ITEMS/BUSINESS IN PROGRESS FOR NOTING SINCE PREVIOUS MEETING

<table>
<thead>
<tr>
<th>ITEM/BUSINESS IN PROGRESS</th>
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<tr>
<td>University Policy on Ungraded Passes/Ungraded Fails</td>
<td>That a discussion paper, which compares and analyses the WAM and GPA instruments as selection tools for University courses, be prepared under the auspices of the Pro Vice-Chancellor (Education) with assistance from the Associate Director, Student Services (Admissions).</td>
<td>Pro Vice-Chancellor (Education)</td>
<td>In Progress. Scheduled to report to the Board of Coursework Studies in semester 1 2012.</td>
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1. MINUTES – Ref F26981

Confirmation of the minutes of the meeting of the Board of Coursework Studies held on 19th February 2012.

PART 1 – ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC

No items.

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

No items.

PART 3 – ITEMS FOR DISCUSSION AND DECISION

2. ITEM REFERRED BY THE STEERING COMMITTEE OF ACADEMIC COUNCIL: PROPOSED ARTICULATION AGREEMENT WITH SHANGHAI JIAO TONG NURSING – Ref F18532

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 Pro Vice-Chancellor (Education) as appropriate.

The attached articulation agreement (Attachment A) has been submitted to the Board of Coursework Studies for consideration as it exceeds what would normally be considered a standard articulation agreement.

The proposal is essentially for students who 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, with a course average of 70% at the end of their third year of the Bachelor of Science – Nursing degree, SJU. This has been determined, by the Faculty, as meeting the course admission requirements, which are set out in the course rules 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. “

The proposal contemplates admission to the Master’s course without formal completion of the Bachelor’s degree on the grounds that students will enter via a “deemed equivalent” status and complete the two years of Master’s course at UWA with the fourth year cross crediting between UWA and the Chinese partner. The fourth year will credit as the first year of the Master’s course at UWA and in China as the final year of their Bachelor’s degree.

As part of the articulation agreement it is intended that UWA will grant entry and the appropriate course credit to a maximum of (10) (SJU) students per UWA Academic Year.

Feedback sought by the Director, International Centre from the Pro Vice-Chancellor (Education) notes the following:

“From an academic point of view, I have little or no issue with the proposal, although I note the following, which may be usefully incorporated into the agreement, or clarified in accompanying notes:

1. I agree with the suggestion of adding the 6 month cross crediting arrangement into the degree;
2. The mapping: there’s quite a bit that does not map, in terms of content. I assume that the faculty are persuaded there is sufficient match. Is there any possibility of mapping to a Go8 curriculum, if it’s available? This may be more satisfactory to Council.
3. ELC. I note that at 4.2 the agreement stipulates the ELC proficiency required. It would be useful to be more specific, for example, in saying: applicants must meet the required level of IELTS or other approved test of English language, for the UWA Master of Nursing Science degree.”

Issues relating to admissions and the points raised, in 1 - 3 above, by the Pro-Vice Chancellor (Education) have been referred by the Academic Council Steering Committee to the Board of Coursework Studies for further consideration.

For discussion.

3. ADVANCED DIPLOMA IN MEDICAL AND ABORIGINAL HEALTH SCIENCES: PHASE ONE PROPOSAL – Ref F41279

Attached (Attachment B) for members’ consideration is a Phase 1 concept plan for the Advanced Diploma in Medical and Aboriginal Health Sciences for offering from 2013. The Advanced Diploma has been proposed as an undergraduate course and a pathway that will prepare mature-aged Indigenous students for entry to the postgraduate professional health sciences offered at UWA.

For discussion.

4. UNIVERSITY POLICY ON CHANGES TO APPROVED MAJORS – Ref F40977

The attached (Attachment C) University Policy on Changes to Approved Majors outlines the grounds and principles for proposing and approving changes relating to approved majors involving changes to: title; academic objectives; code; structure; sequence of units; learning outcomes; specialisation; name of specialisation; the responsible organisational entity; availability (rescission); subject prerequisites; incompatibility; and corequisites.

The following documents provide the context for the creation of the proposed new policy:
• Education for Tomorrow’s World: Courses of Action
  (http://www.newcourses2012.uwa.edu.au/staff/background);
• Undergraduate Degree Course Rules – Part 2
  (http://rules.handbooks.uwa.edu.au/rules/UGDegreeCourseRules/Part2);
• Clarifying Structural Requirements for the New Undergraduate Courses
  (http://www.teachingandlearning.uwa.edu.au/_nocache/?a=1906125); and
• Reaffirmation of Structural Principles for Majors
  (http://www.teachingandlearning.uwa.edu.au/_nocache/?a=1906423)

For discussion.

5. UNIVERSITY POLICY ON CHANGES TO APPROVED HONOURS SPECIALISATIONS – Ref F20333

The attached (Attachment D) University Policy on Changes to Approved Honours Specialisations outlines the grounds and principles for proposing and approving changes relating to approved honours specialisations involving changes to: title; code; structure; learning outcomes; the responsible organisational entity; availability (rescission); student categories; and admission requirements.

The following documents provide the context for the creation of the proposed new policy:

• University Policy on Honours Award
  (http://www.universitypolicies.uwa.edu.au/search?method=document&id=UP07%2F123); and
• Undergraduate Degree Course Rules – Part 3
  (http://rules.handbooks.uwa.edu.au/rules/UGDegreeCourseRules/Part3);

For discussion.

6. REQUESTS FOR CHANGES TO THE UNDERGRADUATE CURRICULUM – Ref F28106

Members will note that all undergraduate units and majors comprising the new courses underwent an exhaustive approval process, which involved very detailed submissions and meticulous scrutiny of their content and structure.

The attached (Attachment E) paper provides an overarching directive in regard to any change to approved undergraduate majors and units.

For discussion.

7. FROM HONOURS TO COURSEWORK STUDIES – Ref F32907

Members will note that New Courses 2012 is firmly committed to providing for honours which may be either taken as a course that follows completion of a three-year pass degree (end-on honours) in the Bachelor of Arts, Bachelor of Commerce, Bachelor of Design, and the Bachelor of Science, or integrated in the case of the Bachelor of Philosophy (Hons).

The University has adopted, as part of its Review of Course Structures, a number of rules and resolutions that may facilitate articulation from Honours degrees, which focus on research preparation, into coursework Master’s degrees. In light of this, the attached (Attachment F) paper discusses how such an articulation should be managed and the extent to which particular Honours degrees articulate with the aims and content of coursework Master’s degrees.
The following recommendations are before the Board for its consideration:

1. That credit should only be given in cases where the Honours course contributes to development in the discipline of the Master's course and provides an appropriate foundation for units in the Master's course;
2. That the requirement for admission rules to courses be clear, transparent and easily understood by applicants and administrator; and in an event where it is not clear “faculties maintain a register indicating how any imprecisely defined admission criteria are operationalised”;
3. That where lower and higher courses prescribe similar admission requirements, consideration ought to be given to enrolling students into the highest qualification with the opportunity for exit provisions;
4. That lower qualifications be used as enabling courses for admission into higher courses;
5. That the grades awarded in the fourth year of studies must be taken into account when determining eligibility for a Master’s award with distinction;
6. That the maximum credit towards a Master's course that can be provided for any Honours course is 50%; and
7. That credit for the coursework and thesis components of Honours courses towards the requirements of professional Master’s courses must be given in accordance with the following:
   a. Credit can only be given where the content of the fourth-year coursework and thesis are directly related to content of the articulating professional Master's course;
   b. If articulation is to a Master’s course by coursework, both the coursework and thesis components attract full credit (48 points) in a 96-point degree; and
   c. If articulation is to a Master’s degree by coursework and dissertation, both the coursework and thesis components attract full credit in a 96-point degree provided that the coursework component of the Master’s degree is at least 50% of the course.

For discussion.
27 January 2012

To: Professor Karen Simmer
    Chair Academic Board

Dear Karen

Re: Proposed Articulation Agreement with SJT, Master of Nursing

As the Faculty wish to proceed with the establishment of the Master of Nursing articulation agreement with Shanghai Jiaotong University, China, I request that this proposal, on your advice, be forwarded to Academic Council for inclusion in Part 3 of the next agenda.

I attach a copy of the proposal, Faculty approval and the draft agreement.

Regards

Mr Kelly Smith
Director International Centre
The University of Western Australia

FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

EXTRACT FROM THE MINUTES OF A MEETING OF THE FACULTY BOARD OF THE
FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES
HELD BY CIRCULAR TUESDAY 8 NOVEMBER 2011

ITEMS FOR THE ATTENTION OF ACADEMIC POLICY SERVICES

1. ARTICULATION AGREEMENT – SHANGHAI JIAO TONG NURSING – REF:
   F18532

   Following the successful establishment of a general memorandum of agreement for a
   student exchange between Shanghai Jiao Tong University (SJU) and UWA double
   badged PhD agreement with the same institution (both in 2008), the Faculty is
   proposing the development of an articulation agreement for nursing students from
   SJU to gain entry to our Master of Nursing Science course.

   RESOLVED - 49
   that the Faculty Board endorses the articulation agreement proposal between
   Shanghai Jiao Tong and UWA, as outlined in the respective attachment to the
   circular.
The University of Western Australia

FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

MEMBERS OF THE FACULTY BOARD OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

SUPPLEMENTARY AGENDA BY CIRCULATION

8 NOVEMBER 2011

PART 3 – ITEMS FOR DISCUSSION AND DECISION

1. ARTICULATION AGREEMENT – SHANGHAI JIAO TONG NURSING – REF: F18532

Following the successful establishment of a general memorandum of agreement for a student exchange between Shanghai Jiao Tong University (SJU) and UWA double badged PhD agreement with the same institution (both in 2008), the Faculty is proposing the development of an articulation agreement for nursing students from SJU to gain entry to our Master of Nursing Science course.

It is proposed that students from SJU will be required to have completed 3.5 years of the 4 year Bachelor of Science (Nursing) degree from SJU to gain entry to the Master of Nursing Science degree at UWA, with a course average of 70% at the end of their third year of the Bachelor of Science (Nursing) degree. This has been determined as meeting the course admission requirements for the Master of Nursing Science as (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. Students who enter the Master of Nursing Science course via this route would then be required to undertake all required units in the course so no advanced standing will be granted from their Bachelor of Science (Nursing). The articulation agreement and associated documents are appended for consideration by members (Attachment H).

The Chair suggests that Faculty Board endorse the articulation agreement proposal between Shanghai Jiao Tong and UWA, as outlined in Attachment H.
(Date)

MEMORANDUM OF AGREEMENT

FOR AN AGREED PROGRAM OF ARTICULATION

BETWEEN

THE UNIVERSITY OF WESTERN AUSTRALIA

AND

(SJU)

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 Shanghai Jiao Tong University (hereafter named "SJU"). The agreement sets out an arrangement whereby students completing recognised courses at (SJU), having met the required standards, will be granted entry to the appropriate course within the UWA, with exemptions from units as set out in the Schedule(s).

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

At The University of Western Australia the authority to operate this Agreement is vested in the UWA International Centre. At (SJU), the authority to operate this Agreement is vested in the (International Affairs Office, Shanghai Jiao Tong University, School of Medicine).

PART TWO – AN AGREED PROGRAMME OF STUDENT ARTICULATION

1. TERMS OF THE AGREEMENT

UWA and (SJU) agree to enter this Agreement, commencing (February 2012). Any arrangements previously agreed in this regard between UWA and SJU 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 (SJU) 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.

3. NUMBERS OF STUDENTS

In accordance with this Agreement, UWA will grant entry and the appropriate course credit to a maximum of (10) (SJU) students per UWA Academic Year.

4. CONDITIONS OF ENTRY

4.1 Entry and the appropriate course credit will be granted to students who have completed the approved program as outlined in the attached schedule(s) 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 (SJU).

4.2 Applicants for entry must satisfy the English Language proficiency requirement at UWA for the Master of Nursing Science degree.

4.3 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 (SJU) in adequate time to suit their future planning.

5. RESPONSIBILITIES OF EACH INSTITUTION

UWA and (SJU) 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 (SJU) who have applied for entry and have met the required entry criteria.

(b) Depending on the units that have been credited from their study at (SJU) 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) UWA will monitor the progress of students who have entered from (SJU) and will communicate this information, in general terms, to (SJU). Academic and other difficulties will be communicated as soon as they are identified.

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

5.2 The UWA International Centre 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 appropriate faculty will advise the International Centre as required.

5.3 Responsibilities of (SJU)

(SJU) 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 provide to its students applying to UWA accurate information provided by UWA (including information provided electronically), about the campus, resources and facilities, teaching methods, assessment methods, subject content and duration; the local environment, accommodation (on-campus and off-campus) and cost of living in Perth at UWA; the application process and conditions of the Australian Student Visa; any fees other than tuition payable at UWA and shall ensure that all such material includes UWA’s CRICOS provider code 00126G [This information will be contained within the Letter of Offer issued by UWA.].

d) To ensure that any 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.

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

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

6. RENEWAL, TERMINATION AND AMENDMENT

6.1 This agreement shall remain in force for a period of two 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. The provision of inaccurate and inappropriate advice on Australian visa applications or migration law may lead to immediate termination of the agreement.
6.2 The performance of students entering UWA from the recognised programmes at (SJU) will be assessed as at 30th June 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 (SJU) written notice of any such changes.

6.3 Should any of the changes imposed under 6.2 be unacceptable to (SJU) and the parties fail to resolve any disagreement within thirty (30) days of UWA’s written notification of the change, then this agreement will terminate immediately, and students from(SJU) will be required to apply for entry to UWA on a case-by-case basis.

6.4 The agreement may be extended by mutual written consent of UWA and (SJU)

6.5 This agreement may be amended by negotiation between UWA and (SJU). Such written amendments, once approved by both parties, will become part of this Memorandum of Agreement.

7. GOVERNING LAW

This agreement is governed by the law in force in the State of Western Australia.

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

For The University of Western Australia           For (SJU)

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Date                                      Date
SCHEDULE ONE

SCHEDULE OF ENTRY AND COURSE CREDIT AT UWA
FOR STUDIES COMPLETED IN THE FOLLOWING COURSES AT (SJU)

Students from SJU are required to have completed 3.5 years of the 4 year Bachelor of Science-Nursing degree from SJU to gain entry to the Master of Nursing Science degree at UWA, with a course average of 70% at the end of the third year of the Bachelor of Science-Nursing degree, SJU. This has been determined as meeting the course admission requirements as (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;
(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 Nursing Science

2. a) Name and address of institution

   Shanghai Jiao Tong University School of Nursing, 3rd Floor, 4th Building, 227 South Chongqing Nan Rd, Shanghai, China 200025

   b) Web address


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

   University-

   Shanghai Jiao Tong University School of Nursing (SJUSN) was formed on July 18, 2005 with the union of Shanghai Jiao Tong University and Shanghai Second Medical University School of Nursing. The former Shanghai Second Medical University School of Nursing was established in 1985 and was among the earliest to resume the undergraduate nursing education. Successively, it was affiliated with Renji Hospital Clinical Academy and then Ruijin Hospital Clinical Academy, which was attached to Shanghai Second Medical University. With abundant faculty, favorable environment and judicious administration, SJUSN has been dedicated to the elite education and training of students pursuing bachelor and master degrees of nursing. By the end of 2005, SJUSN has cultivated a total of 257 technological, 281 bachelor and two master degrees nursing graduates.

   SJUSN is a Project 211 and 985 university in the Chinese system and a member of the China C9 group of universities

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

   Bachelor of Science - Nursing (3.5 years of the 4 year degree)

   b) Please provide details of the programme including

      - minimum entry requirements;

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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.
High school students applying for the BSN program of SJTU School of Nursing must take the National Higher Education Institutions' Entrance Examination, which is organized by the Ministry of Education of People's Republic of China. Generally, there are two minimum passing scores corresponding Level 1 and Level 2 universities. SJU universities is one of the Level 1 universities. For example, in 2011 minimum passing scores for Level 1 universities in Shanghai are 468 (social science and arts specialties) and 462 (science); minimum passing scores for Level 2 universities are 412 (social science and arts specialties) and 393 (science). While, students applying for BSN program of SJTU School of Nursing will be enrolled with their scores higher than 480 (social science and arts specialties) or 469 (science), which means about 10 above average level.

The National Entrance Examination consists of five subjects: Chinese 150, Mathematics 150, English 150, Elective 150 (students can choose anyone from physics, chemistry, biology, history, geography and politics) and syntheses 30. (full mark 630)

Notes:
Social science and arts specialties: the examination contents include mathematics, Chinese, English, history/politics/geography
Science: the examination contents include mathematics, Chinese, English, physics/chemistry/biology

Minimum and maximum duration (full-time).
Actually there is no minimum duration for Chinese undergraduate students. Students must study for 4 years full time to get their bachelor degree. Thus, SJU students usually gain more credit points than expected. For example, clinical placement hours required for nurse registration in China are 8 months (about 34-35 weeks). SJU students need to full-fill a 44-week clinical placement (please refer to the outlines for Clinical Practice). Therefore, according to the requirements for completion of the degree, 3.5 years are enough for students to be qualified.
Moreover, SJU school is one of the few schools which require bachelor students to experience the whole proceed of nursing research. SJU students should prepare a research proposal, conduct research surveys or quasi-experiment, and pass dissertation defense. Otherwise they will not get the degree. Students’ paper includes literature review and the main body, averagely 20,000-25,000 words.

5. This application has been reviewed by the International Centre on entry requirements and the programme relative to UWA requirements, and not identified any issues.

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).

N/A

7. Credit proposed (in UWA points) having regard to the following (attach additional pages if necessary):
   a) If credit is for specific units, please specify;
   b) Provisions for broadening units and unattached electives;
   c) The case for articulation into a second major within the same faculty (if appropriate);
   d) The case for articulation into a second major within a different faculty (if appropriate).

Please include evidence in the form of approval from the relevant Board that the proposal is supported by the faculty launching the major.
The proposed credit is determination that completion of 3.5 years of the Bachelor of Science (Nursing) from Shanghai Jiao Tong University is equivalent to a 3 year Bachelor of Science (Nursing) in Australia. A comparison of 3 year Bachelor of Science (Nursing) from Queensland University of Technology to the 3.5 years of the Bachelor of Science (Nursing) from Shanghai Jiao Tong University and this was deemed equivalent.

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

Students must obtain a weighted average mark of at least 70 per cent in the Bachelor of Science (Nursing) at SJU at the end of the third year of the course.

Centesimal grade is used at SJU. Students must pass 60 (out of 100) to meet unit requires, otherwise they need to take a make-up examination or restudy the unit. Once students pass the unit he/she will be awarded corresponding credit points. Students pass all the units required and gain enough credit points (for nursing: 201 credit points minimum) will be awarded graduate certification.

Students must gain 85 (out of 100) to get a pass for clinical nursing skills units.

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.)

None identified

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.

Shanghai Jiao Tong University School of Nursing provided a copy of the Bachelor of Science (Nursing) curriculum. The content of the first 3.5 years of the curriculum and unit hours was then mapped against Bachelor of Science (Nursing) from Queensland University of Technology by Assistant Professor Olivia Hill. The mapping was then reviewed by Associate Professor Rosemary Saunders.
Please provide details of curriculum, exam papers, distribution of marks, assessment criteria and sample work reviewed (Please note: copies may be requested.)

The following information has been provided as an example of above by the School of Nursing, Shanghai Jiao Tong University. (This information has been translated into English for the purpose of this submission as sample documents are in Chinese)

For example:
The unit of Health Assessment is a unit of 5.0 credit points, including: Lecture: 42 hours; PBL: 12 hours; Laboratory session: 14 hours; Clinical practice: 36 hours (1 day per week, 5 weeks); TOTAL 68 + 36 = 104 hours.
Distribution of marks is as follows:

**Theoretical component 40%**
a) 1.5-hour written examination

**PBL component 20%**
b) PBL assessment inclusive of:
Performance appraisal assessment; 10%
2,000-word case study with a concept map 10%

**Clinical component 40%**
c) Clinical Practice assessment inclusive of:
2000-word case study 10%
Objective Structured Clinical Examination (OSCE) 30%

**Written examination:**

Usually there are four kinds of questions: multiple-choice, short answer questions, essay questions and case analysis.

Here are some examples:

1. **multiple-choice**
   
   Of the following five percussion sounds, which one is abnormal?
   
   A. Hyperresonance on chest  B. Typanic on abdomen
   C. Dullness on right chest close to the sternum  D. Resonance on chest
   E. Dullness on liver area

   Mr. Chen, male, 42 years old, came to the medical center with dark yellow skin, complained for severe itching, urine turned brown and feces turned white. What do you think may be the main problem?
   
   A. Hemolytic jaundice  B. Hepatocellular jaundice  C. Obstructive jaundice
   D. Carotenemia  E. Drug-induced skin changes

2. **Short answer questions**

   Please list the different techniques of palpation. Standardized patients will help with history taking and physical examination.

   For history taking, assessment criteria include:
   
   1) Introduction, explanation and complimentary close;
   2) Obtaining a comprehensive health history;
   3) Verbal and nonverbal communication skills;
   4) Logical coherence and emphasize key points;
   5) Showing respects, caring and empathy;
   6) Critical thinking;
   7) Good time control.

3. **Essay questions**

   Compare the four abnormal bowel sounds and list some of the etiologies.
11. Please describe proposed mechanisms to track performance, and modify agreed credit arrangements if necessary.

As the proposal is to provide an entry mechanism into the Master of Nursing Science degree at UWA, if the proposal is accepted, student's performance will be monitored as part of usual university processes once they are enrolled in the Master of Nursing Science.

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.)

See attached.

**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
### SHANGHAI JIAO TONG CURRICULUM COMPARISON

<table>
<thead>
<tr>
<th>Units of study</th>
<th>Australian 3 year undergraduate curriculum content match</th>
<th>Australian 3 year undergraduate curriculum unit match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Training and Law Basis (p40)</td>
<td>Direct content match</td>
<td>Ethics, Law &amp; Healthcare (p34)</td>
</tr>
<tr>
<td>Contemporary Chinese History (p41)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>Mao Zedong Theory and Socialistic Theory and Practice (p42)</td>
<td>No content match</td>
<td></td>
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<tr>
<td>Principles of Marxist Philosophy (p43)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>Human Science and Society (p44)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>Nursing Ethics (p45)</td>
<td>Direct content match</td>
<td>Ethics, Law &amp; Healthcare (p34)</td>
</tr>
<tr>
<td>Psychology (p46)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>Physical Education (p34)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>English (p34)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>Medical Mathematics (p35)</td>
<td>Some content match</td>
<td>Clinical Practice 1-5. Relevant text listed; no mention of content in unit objectives or assessment.</td>
</tr>
<tr>
<td>Medical Physics (p36)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>Medical Chemistry (p36)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>Programming Approach(p37)</td>
<td>No content match</td>
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</tr>
<tr>
<td>Medical literature Retrieval and Utilization (p38)</td>
<td>No content match</td>
<td></td>
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<tr>
<td>Medical Statistics (p39)</td>
<td>No content match</td>
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<tr>
<td>Normal human body structure (p27)</td>
<td>Direct content match</td>
<td>Bioscience 1 (p1)</td>
</tr>
<tr>
<td>Fundamental of Disease (p29)</td>
<td>Direct content match</td>
<td>Bioscience 2 (p12)</td>
</tr>
<tr>
<td>Preventive Medicine (p32)</td>
<td>No content match</td>
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<tr>
<td>Nutrition (p33)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>Nursing Education (p11)</td>
<td>No content match</td>
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</tr>
<tr>
<td>Human Growth and Development (p6)</td>
<td>Direct content match</td>
<td>Health, Human Development &amp; Ageing (p10)</td>
</tr>
<tr>
<td>Health Assessment (p9)</td>
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<td>Foundations of Nursing Practice (p15)</td>
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<tr>
<td>Units of study</td>
<td>Australian 3 year undergraduate curriculum content match</td>
<td>Australian 3 year undergraduate curriculum unit match</td>
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<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>page numbers refer to Appendix A: Shanghai Jiao Tong curriculum document</td>
<td>page numbers refer to Appendix B: Sample Australian University 3 year undergraduate degree curriculum document</td>
<td></td>
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<tr>
<td>Introduction of Nursing Science (p5)</td>
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<td>Aspects of Nursing &amp; the Healthcare System (p7); Interpersonal Processes &amp; Skills (p20), Health, Human Development &amp; Ageing (p10); Foundations of Nursing Practice (p15); Clinical Practice 1 (p17)</td>
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<tr>
<td>Fundamental Nursing Care (p7)</td>
<td>Combined unit content match</td>
<td>Clinical Practice 1 (p17) &amp; Clinical Practice 2 (p28)</td>
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<tr>
<td>Medical-Surgical Nursing (p12)</td>
<td>Combined unit content match</td>
<td>Clinical Practice units &amp; Bioscience units</td>
</tr>
<tr>
<td>Maternity and Infant Nursing (p14)</td>
<td>No content match</td>
<td></td>
</tr>
<tr>
<td>Pediatric Nursing (p16)</td>
<td>Some content match</td>
<td>Health Alterations in Nursing 1 (p31) &amp; Health alterations in nursing 2 (p41)</td>
</tr>
<tr>
<td>Geriatric Nursing</td>
<td>Unit outline not provided</td>
<td></td>
</tr>
<tr>
<td>Community Health Nursing (p19)</td>
<td>Direct content match</td>
<td>Promoting Health in the Community (p52)</td>
</tr>
<tr>
<td>Emergency and Critical Care (p18)</td>
<td>Direct content match</td>
<td>Health Alterations &amp; High Dependency Nursing (p49)</td>
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<tr>
<td>Mental Health (p21)</td>
<td>Direct content match</td>
<td>Mental Health Nursing (p39)</td>
</tr>
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<td>Traditional Chinese Medicine and Nursing (p23)</td>
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<tr>
<td>Nursing Research (p25)</td>
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<td>Research Approaches In Nursing (p44)</td>
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<tr>
<td>Nursing Management (p26)</td>
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</tr>
<tr>
<td>Comprehensive Clinical Practice (p48)</td>
<td>Direct content match</td>
<td>Clinical Practice units 1-5. Undeterminable amount of clinical practice for comparison.</td>
</tr>
<tr>
<td>Nursing Research Practice</td>
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<tr>
<td></td>
<td>?dissertation mentioned on p4 &amp; 38</td>
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</table>
Advanced Diploma in Medical and Aboriginal Health Sciences ()

Please note that this major is not yet approved.

Important note: THIS PROPOSAL IS FOR AN ADVANCED DIPLOMA, NOT A MAJOR

<table>
<thead>
<tr>
<th>Information</th>
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<tbody>
<tr>
<td>Title: Advanced Diploma in Medical and Aboriginal Health Sciences</td>
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<tr>
<td>Degree: Bachelor of Science</td>
</tr>
<tr>
<td>Faculty: Medicine, Dentistry and Health Sciences</td>
</tr>
<tr>
<td>Resp. Org. Entity: Centre for Aboriginal Medical &amp; Dental Health (00965)</td>
</tr>
<tr>
<td>Contact: Tim Fetherstonhaugh (<a href="mailto:tim.fetherstonhaugh@uwa.edu.au">tim.fetherstonhaugh@uwa.edu.au</a>)</td>
</tr>
<tr>
<td>First year of offer: 2013</td>
</tr>
</tbody>
</table>

Part 1: Concept Plan

Major details

Academic Content: This course provides a dedicated pathway for mature-aged Indigenous students that will prepare them for entry to the postgraduate professional health sciences offered at UWA. Indigenous applicants who have suitable prior education and experience, will have their foundation in the scientific disciplines underpinning the modern health sciences strengthened, as a basis for successful engagement in the professional health science courses. Students will engage with fundamental principals drawn from the following basic sciences: human biology, physiology, chemistry and biochemistry. In addition, an introduction to the social determinants of Indigenous health provides the contextual understanding for the successful application of contemporary health strategies. Students graduating from this course will be able to research and communicate effectively at a graduate level and be prepared for entry into postgraduate professional science studies. Please see attachment for detail.

Alignment with Faculty Strategic and Operational Priorities Plan: The Advanced Diploma contributes to the Faculty’s strategic objective of improving the quality of the student learning experience. One operational objective to achieve this is "[t]o recruit and graduate a diverse student cohort of the highest quality". Within this objective the Advanced Diploma will realise the Implementation Strategy (ED1.1) of: "[i]ncrease[ing] the recruitment efforts, admission quota and support for Indigenous special entry pathway students through CAMDH and its established programmes."

Alignment with University’s Strategic and Operational Priorities Plan: The Advanced Diploma contributes to the University’s strategic objective of improving the quality of the student learning experience through facilitating the improvement of the "access, retention and success rates of Indigenous students". In addition the Diploma will contribute significantly to one of the University’s key priorities, as outlined in the Indigenous Education Statement, of ensuring that "Indigenous people have access to, and graduate from its elite and professional degree courses".

Type: Single major

- Will be offered as a degree-specific major
- Will be offered as a second major
- Honours will be proposed for major
- Graduate Entry Diploma proposed

Expected Enrolment: 15 (Through consultation with training organisations qualifying students for entry to this course level, and previous experience with Indigenous students enrolling at UWA.)

Structure

- N/A - New undergraduate Advanced Diploma, not a major

Why non-standard structure:

Overlap with other majors

- This major includes units offered in other majors within the same degree course/knowledge paradigm
- This major includes units offered in other majors across different degree courses/knowledge paradigms

Preliminary consultations

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Internal</td>
<td>School of Indigenous Studies</td>
<td>Proposal initially developed out of the work of the Indigenous Student Support Working Party which included the School of Indigenous Studies executive. Consultation with Student Services Officer, Academic Coordinator, and Associate Dean; keeping School up to date with proposal and seeking advice on impact of course on School resources.</td>
</tr>
<tr>
<td>Faculty/School</td>
<td>Primary, Aboriginal &amp; Rural Health Care</td>
<td>Presentation and discussion of proposal at Faculty Selection Committee meetings, August &amp; November, 2011.</td>
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Committee endorsements and approvals

<table>
<thead>
<tr>
<th>Review committee</th>
<th>Status</th>
<th>Resolution</th>
<th>Date</th>
<th>Notes</th>
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<td>Faculty Board</td>
<td>Endorsed</td>
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<tr>
<td>Board of Studies - BSc</td>
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<td></td>
<td></td>
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</tr>
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</table>
Attachment to Concept Plan for Advance Diploma in Medical and Aboriginal Health Sciences

Background

The proposal for this course evolved from the work of the Indigenous Student Support Working Party (ISSWP) which saw the need to implement a process to overcome the potential negative impact of UWA’s new postgraduate course structure on Indigenous students wishing to access postgraduate professional health courses.

Previous to the New Courses 2012 structure, an intensive summer course—The Aboriginal Pre-Medicine/Pre-Dentistry Programme—prepared many Indigenous students for entry into undergraduate medicine, dentistry and health science. This highly successful pathway has been the avenue through which over 90% of Indigenous students have entered medicine/dentistry at UWA since 1996. The successful retention and completion rates for Indigenous students at UWA are well documented and lead the nation.

Students in the Pre-Medicine / Pre-Dentistry Programme completed units in chemistry, physics, human biology and Aboriginal health, and if successful in this course were recommended to the Faculty, by CAMDH, to receive admission to the Medicine or Dentistry (or Podiatry) degree. Building on this previous success, this proposal is a response to the new postgraduate degree structure. Like the Pre-Medicine/Pre-Dentistry Programme, the course will be directed to preparing Indigenous students for successful entry into, medicine, dentistry, podiatry (and nursing), but is expanded in content and duration to accommodate the demands of the postgraduate degree structure.

What is proposed is an Advanced Diploma equivalent to 18 months full-time study (those entering into the course will have recognised prior learning for which they will receive 6 months credit). It is a feeder course for the postgraduate health science courses strategically aimed at maintaining, and potentially increasing, the numbers of Indigenous graduates from the health sciences in the light of the new course structure at UWA. As such, it not a degree-specific major nor a second major, in terms of its structure or length of study.

Entry criteria

Admission to the course will be available to mature-aged, Indigenous applicants with demonstrated prior learning and experience (for example, an Australian Qualifications Framework level 4 qualification and above, partial completion of a bachelor’s degree and relevant work experience). In addition, formalised assessment by the Centre of Aboriginal Medical and Dental Health will determine applicants’ suitability for the course.

Proposed Course Structure (2 x 13 week teaching semesters—4 x 150hr units semester)

Sem 1: Introduction to Human Biological Sciences I
- Introduction to Human Biological Sciences II
- Communication and Research Methods
- Aboriginal Health I

Sem 2: Advanced Human Biological Sciences I
- Advanced Human Biological Sciences II
- Human Sciences Research Project
- Aboriginal Health II
**SECTION 1 – TO BE COMPLETED BY THE POLICY PROPOSER**

Complete ALL of this section:

<table>
<thead>
<tr>
<th>Proposed University Policy On:</th>
<th>Changes to Approved Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trim File Reference:</td>
<td>F40977</td>
</tr>
<tr>
<td><strong>Tick the relevant</strong> below:</td>
<td></td>
</tr>
<tr>
<td>A new policy (complete Part A)</td>
<td>Revision to an existing policy (complete Part B)</td>
</tr>
<tr>
<td>Replacing an existing rule (complete Part C)</td>
<td>A reformatted approved policy (complete Part D)</td>
</tr>
</tbody>
</table>

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

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

Proposed time-line for approval process via the Committee system: March 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)

**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 report on courses and structures, Education for Tomorrow's World recommends simple and flexible New Courses 2012, with the new courses being "owned" by the University rather than faculties. As a result, policies need to be developed which outline how units and majors can be changed, and by whom. The University policy on Changes to units was approved in December 2011. This policy is based on a matrix which summarises the process for changes to approved majors.

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
- Undergraduate Degree Course Rules
- Clarifying Structural Requirements for the New Undergraduate Courses [http://www.teachingandlearning.uwa.edu.au/_nocache/?a=1906125](http://www.teachingandlearning.uwa.edu.au/_nocache/?a=1906125)
- Reaffirmation of Structural Principles for Majors [http://www.teachingandlearning.uwa.edu.au/_nocache/?a=1906423](http://www.teachingandlearning.uwa.edu.au/_nocache/?a=1906423)

Provide a list of issues that the drafter should consider when developing a first draft of the new policy:

The policy needs to give effect to the processes contained in the Change to Approved Majors – Approval matrix.

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:

Dr Kabilan Krishnasamy, Education Policy Officer, APS
Ms Sue Smurthwaite, Associate Director, APS
Ms Sylvia Lang, Academic Secretary, APS

Date first draft required: February 2012

**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:

| Date first draft required | February 2012 |
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

<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>
</tr>
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<tbody>
<tr>
<td>V1</td>
<td>Neville Jones, Project Officer, Policy and Legislation</td>
<td>First draft for comment and feedback</td>
<td>22 Feb 2012</td>
<td>Kabilan Krishnasamy, Education Policy Officer</td>
</tr>
<tr>
<td>V2</td>
<td>Kabilan Krishnasamy</td>
<td>Inclusion of new material and feedback</td>
<td>27 Feb 2012</td>
<td>Sylvia Lang, Academic Secretary Neville Jones, Project Officer</td>
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<tr>
<td>V3</td>
<td>Kabilan Krishnasamy Neville Jones Sylvia Lang</td>
<td>Incorporates feedback from V2</td>
<td>27 Feb 2012</td>
<td>Academic Policy Services (Sue Smurthwaite, Associate Director, Jan Cardy, Senior Administrative Officer, Benita Hube, Project Officer)</td>
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<td>V3</td>
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<td>02 March 2012</td>
<td>BoS Chairs (W/Prof Alan Dench, W/Prof H. Y. Izan, Associate Prof. Kate Hislop, W/Prof Grady Venville) Senior Academic Reviewer (W/Prof Ian Reid) Director, Student Services (Mr Jon Stubbs)</td>
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<tr>
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<td>22 March 2012</td>
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DOCUMENT APPROVAL

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<tr>
<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

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.
The University of Western Australia

University Policy on: Changes to Approved Majors

Purpose of the policy and summary of issues it addresses:

The purpose of this policy is to ensure that appropriate principles are considered when proposing and approving changes to an approved major involving changes to: title; academic objectives; code; structure; sequence of units; learning outcomes; specialisation; name of specialisation; the responsible organisational entity; availability (rescission); subject prerequisites; incompatibility; and corequisites.

Definitions:

the University means The University of Western Australia

knowledge paradigm is a University-approved statement on the distinctive epistemology of an area of knowledge. Thus the main focus of an Arts course is on how human beings create, recognise, and negotiate social meanings and values; the main focus of a Commerce course is on factors that drive economic behaviour at individual and organisational levels; the main focus of a Design course is on devising and producing objects, places, spaces and processes; and the main focus of a Science course is on understanding, reasoning about and improving the natural world through systematic observation, experimentation, modelling and calculation.

a single major is an approved discipline-based sequence of eight units within an undergraduate degree course. These units are spread across Levels 1, 2 and 3, the normal pattern being two units at Level 1, two at Level 2 and four at Level 3.

a double major is an approved discipline-based combination of unit sequences drawn from related fields. It shares a common Level 1 foundation of two units and may therefore comprise 14 units rather than the 16 that two majors require. The units are spread across Levels 1, 2 and 3, the normal pattern being two units at Level 1, four at Level 2 and eight at Level 3.

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.

a responsible organisational entity (usually a school) has the role of designing, coordinating and/or teaching a unit

a specialisation designates a particular discipline chosen from within a wider field of study (e.g. Chemical Engineering within Engineering). It is usually applied to the chosen disciplinary focus of an honours or postgraduate course (e.g. a distinctive variant within a generic master’s course), but in few cases may refer to a set of specialised units within an undergraduate course major.

Policy statement:

1 General Principles

1.1 Changes to approved majors must only be made where there are sound academic or administrative reasons and ensure:

(a) that any potential adverse impact on students is minimised;
(b) maintenance of high standards of teaching;
(c) efficient delivery of academic teaching; and
(d) compliance with relevant external or internal legislation or policy.

1.2 The following changes require consultation and approval by relevant board(s), as such they must be planned ahead and submitted on an annual basis in accordance with the University’s specified procedures and associated deadlines:

(a) changing the title of an approved major;
(b) changing the code of an approved major;
(c) changing the subject prerequisites for an approved major;
(d) changing academic objectives of an approved major;
(e) changing learning outcomes of an approved major;
(f) changing the structure of an approved major;
(g) changing the sequence of units comprising the approved major;
(h) adding or removing a specialisation within an approved major;
(i) changing the name of a specialisation within an approved major;
(j) changing incompatibility of an approved major;
(k) changing corequisites of an approved major;
(l) changing the responsible organisational entity of an approved major; or
(m) rescission of an approved major.

2 Changing the title of an approved major

2.1 The relevant board(s) may approve a change to the title of a major in the following circumstances:

(a) a new title of a major is necessary to reflect changes to the academic content to the extent that it does not significantly change the academic objectives of the major which would necessitate the creation of a new major;
(b) a new title is necessary to avoid confusion with the title of another major; or
(c) a new title better reflects the academic objectives of the major.

2.2 The relevant board(s) may approve a change to the title of a major in other circumstances on a case by case basis.

3 Changing the code of an approved major

3.1 The relevant board(s) may approve a change to the code of a major where:

(a) a new code is necessary to avoid confusion with the code of another major;
(b) a new code is necessary to align with changes in disciplinary field; or
(c) a new code better reflects the title of the major.

3.2 The relevant board(s) may approve a change to the code of a major in other circumstances on a case by case basis.

4 Changing the subject prerequisites for an approved major

4.1 The relevant board(s) may approve a change to the subject prerequisites for a major where:

(a) the academic content of the major is being changed;
(b) the content of the approved prerequisite has changed; or
(c) the prerequisite is unavailable.

4.2 Any change to the subject prerequisites for a major must:

(a) ensure that the basis of the proposed change is academically sound;
(b) ensure that the change provides for sequential building of academic knowledge;
(c) provide learning progression and academic coherence; and
(d) be in accordance with the University Policy on Prerequisites for Entry to Undergraduate Majors at: http://www.universitypolicies.uwa.edu.au/search?method=document&id=UP11%2F32

5 Changing academic objectives of an approved major

5.1 The relevant board(s) may approve a change to the academic objectives of a major where the changes to the academic objectives do not warrant the creation of a new major in the following circumstances:

• the academic content of the major has changed; or
• the disciplinary focus of the major has changed.
6 Changing learning outcomes of an approved major

6.1 Any change to the learning outcomes of a major must be:
   (a) aligned to the learning pedagogy of the major;
   (b) consistent with the knowledge paradigm associated with the major; and
   (c) mapped to the:
      • academic objectives of the major; and
      • learning outcomes of the units comprising the major.

6.2 The relevant board(s) may approve a change to the learning outcomes of a major where there are proposed changes to the:
   (a) objectives of the major;
   (b) structure of the major; or
   (c) academic content of the major.

7 Changing the structure of an approved major

7.1 A major can be in the form of either an eight unit single major or a fourteen unit double major.

7.2 A single major consists units from the same disciplinary field with, normally –
   • two Level 1 units;
   • two Level 2 units; and
   • four Level 3 units.

7.3 A double major consists of units from the same disciplinary field with, normally –
   • two Level 1 units;
   • four Level 2 units; and
   • eight Level 3 units.

7.4 Any variation to the structural norms described in 7.2 and 7.3 must be supported by a persuasive academic justification.

7.5 A major that is degree-specific may include up to four complementary units.

7.6 The relevant board(s) may consider changes to the approved structure as described in 7.2, 7.3 or the approved permissible variant under 7.4, in the following limited circumstances:
   (a) following a comprehensive review of the performance of the major;
   (b) the need to meet accreditation requirements; or
   (c) as a result of national or international benchmarking exercise.

7.7 The impact of any change to the approved structure as described in 7.2, 7.3 or the approved permissible variant under 7.4 must be assessed and any necessary action, such as transitional arrangements, must be taken to minimise its impact on students.

8 Changing the sequence of units comprising an approved major

8.1 The relevant board(s) may approve changes to the sequence of units comprising an approved major where:
   (a) the level of a unit changes;
   (b) the availability of a core unit or an option in a calendar year changes;
   (c) a core unit or an option is permanently deleted;
   (d) the status of a unit (e.g. from a complementary unit to a core) changes;
   (e) the number of options changes;
(f) complementary units are being removed; or
(g) the way communication skills and research skills are embedded within the major changes.

8.2 The changes permitted in 8.1 must:
(a) not affect the normal structure as described in 7.2, 7.3 or the permissible variant in 7.4; and
(b) be supported by a persuasive academic justification.

8.3 The relevant board(s) may approve a change to the structure of a major in other circumstances on a case by case basis.

9 Adding or removing a specialisation within an approved major

9.1 The relevant board(s) may approve the addition or removal of a specialisation to or from a major in the following circumstances:
(a) to accommodate the teaching of a disciplinary field within the major;
(b) there is not any academic expertise to teach units contained in the specialisation;
(c) the specialisation is no longer being taught or is no longer relevant; or
(d) the specialisation has been replaced by another specialisation of a different disciplinary field.

9.2 Where a change involving the addition or removal of a specialisation to or from a major is proposed the basis of the proposed change must be justified.

9.3 Where there is the addition of a new specialisation, the learning outcomes of the units comprising the specialisation must be mapped to the outcomes of the major.

9.4 The impact of the removal of a specialisation must be assessed and any necessary action must be taken to minimise its impact on students.

10 Changing the name of a specialisation within an approved major

10.1 The relevant board(s) may approve a change to the name of a specialisation within a major where:
(a) the academic content of the specialisation has changed; or
(b) the disciplinary focus of the specialisation has changed.

11 Changing incompatibility of an approved major

11.1 The relevant board(s) may approve a change to major incompatibility where the content of one or both majors that were considered incompatible has changed such that the majors concerned are no longer considered incompatible.

11.2 To be compatible at least four units out of the eight that comprise a pair of majors must be distinctive.

12 Changing corequisites of an approved major

12.1 The relevant board(s) may approve the removal of a requirement for a corequisite for a major where:
(a) the structure or academic content of the major requiring the corequisite major has changed; or
(b) the structure or academic content of the corequisite major has changed.

12.2 The relevant board(s) may approve the replacement of an existing corequisite major with another major where:
(a) the academic content of the existing corequisite major is no longer relevant to the dependent major; or
(b) the content of the dependent major has changed.

12.3 Any change to the corequisite major must:
(a) ensure that the basis of the proposed change is academically sound;
(b) ensure that the change provides for sequential building of academic knowledge; and
(c) provide learning progression and academic coherence.

13 Changing the responsible organisational entity of an approved major

13.1 The faculty may approve a change to the responsible organisational entity for a major, which may include but is not limited to the following circumstances:
(a) where changes have been made or will be made to the academic content of one or more of the units within the major which requires a change in the teaching responsibilities for the major; or
(b) to accommodate organisational realignment.

14 Rescission of an approved major

14.1 The relevant board(s) may approve the rescission of a major under the following circumstances:
(a) the major is no longer part of a disciplinary field;
(b) the major is outdated;
(c) the major is no longer required;
(d) the major has been replaced by another major;
(e) there is no academic expertise available to teach relevant units within the major; or
(f) the major has been subsumed into a new major.

14.2 The relevant board(s) may approve the rescission of a major in other circumstances on a case by case basis.

Related forms: (Link)

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Related Policies or legislation:
University Policy on: Changes to Units (UP11/46)
University Policy on: Provision of Unit Outlines (UP10/5)
University Policy on: Assessment (UP07/23)
University Policy on: Prerequisites for Entry to Undergraduate Majors (UP11/32)
Undergraduate Degree Course Rules http://rules.handbooks.uwa.edu.au/rules/UGDegreeCourseRules
Clarifying Structural Requirements for the New Undergraduate Courses http://www.teachingandlearning.uwa.edu.au/_nocache/?a=1906125
Reaffirmation of Structural Principles for Majors http://www.teachingandlearning.uwa.edu.au/_nocache/?a=1906423
SECTION 1 – TO BE COMPLETED BY THE POLICY PROPOSER

Complete ALL of this section:

<table>
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<th>Changes to Approved Honours Specialisations</th>
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<tr>
<td>Trim File Reference:</td>
<td>F20333 (Award of Honours)</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

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

Academic Council

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

March 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

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 report on courses and structures, Education for Tomorrow’s World recommends simple and flexible New Courses 2012, with the new courses being “owned” by the University rather than faculties. As a result, policies need to be developed which outline how units, majors, honours specialisations and postgraduate coursework courses can be changed, under what circumstances, and by whom.

The University policy on Changes to units was approved in December 2011.

This policy is based on a matrix which summarises the process for changing honours specialisations.

List and/or provide links of relevant papers, or sections therein that provide detailed context for the creation of the new policy.

- University Policy on Honours Award
  (http://www.universitypolicies.uwa.edu.au/search?method=document&id=UP07%2F123);
- Undergraduate Degree Course Rules – Part 3
  (http://rules.handbooks.uwa.edu.au/rules/UGDegreeCourseRules/Part3);
- Additional reference: Education for Tomorrow’s World

Provide a list of issues that the drafter should consider when developing a first draft of the new policy.

The policy needs to give effect to the processes contained in the Change to Approved Honours Specialisations – Approval matrix.

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.

Dr Kabilan Krishnasamy, Education Policy Officer, APS
Ms Sue Smurthwaite, Associate Director, APS
Ms Sylvia Lang, Academic Secretary, APS

Date first draft required: February 2012

**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 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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<td>28 February 12</td>
<td>Kabilan Krishnasamy, Education Policy Officer</td>
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<td>Kabilan Krishnasamy Neville Jones Sylvia Lang</td>
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<td>Academic Policy Services (Sue Smurthwaite, Associate Director, Jan Cardy, Senior Administrative Officer, Benita Hube, Project Officer)</td>
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<td>15 March 2012</td>
<td>BoS Chairs (W/Prof Alan Dench, W/Prof H. Y. Izan, Associate Prof. Kate Hislop, W/Prof Grady Venville) Senior Academic Reviewer (W/Prof Ian Reid) Director, Student Services (Mr Jon Stubbs)</td>
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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 Sylvia Lang, Academic Secretary, Academic Policy Services – Email: sylvia.lang@uwa.edu.au, extension 2457

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.
The University of Western Australia

University Policy on: Changes to Approved Honours Specialisations

Purpose of the policy and summary of issues it addresses:

The purpose of this policy is to ensure that appropriate principles are considered when proposing and approving changes to an approved honours specialisation involving changes to: title; code; structure; learning outcomes; the responsible organisational entity; availability (rescission); student categories; and admission requirements.

Definitions:

the University means The University of Western Australia

an honours course is an additional year of study or equivalent part-time after a student's bachelor's degree. It is normally undertaken in the same degree and the same discipline as the degree-specific major. It provides a student with research training at a level at least adequate for entry into the PhD and access to graduate-level development in the discipline.

knowledge paradigm is a University-approved statement on the distinctive epistemology of an area of knowledge. Thus the main focus of an Arts course is on how human beings create, recognise, and negotiate social meanings and values; the main focus of a Commerce course is on factors that drive economic behaviour at individual and organisational levels; the main focus of a Design course is on devising and producing objects, places, spaces and processes; and the main focus of a Science course is on understanding, reasoning about and improving the natural world through systematic observation, experimentation, modelling and calculation

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.

a responsible organisational entity (usually a school) has the role of designing, coordinating and/or teaching a unit

a specialisation designates a particular discipline chosen from within a wider field of study (e.g. Chemical Engineering within Engineering). It is usually applied to the chosen disciplinary focus of a honours or postgraduate course (e.g. a distinctive variant within a generic master’s course), but in few cases may refer to a set of specialised units within an undergraduate course major.

student categories means the following: Commonwealth-supported, domestic fee-paying, international student visa holders and international students (non-visa holders)

Policy statement:

1 General Principles

1.1 Changes to an approved honours specialisation must only be made where there are sound academic or administrative reasons and ensure:

(a) that any potential adverse impact on students is minimised;

(b) maintenance of high standards of teaching;

(c) efficient delivery of academic teaching; and

(d) compliance with relevant external or internal legislation or policy.

1.2 The following changes require consultation and approval by relevant board(s), and as such they must be planned ahead and submitted on an annual basis in accordance with the University’s specified procedures and associated deadlines:

(a) changing the title of an approved honours specialisation;

(b) changing the code of an approved honours specialisation;

(c) changing the units comprising the approved honours specialisation;

(d) changing learning outcomes of an approved honours specialisation;

(e) changing the responsible organisational entity for an approved honours specialisation;

(f) rescission of an approved honours specialisation;
(g) changing student categories for which an approved honours specialisation is offered; or
(h) changing admission requirements to an approved honours specialisation;

2 Changing the title of an approved honours specialisation

2.1 The relevant board(s) may approve a change to the title of an honours specialisation in the following circumstances:

(a) a new title of an honours specialisation is necessary to reflect changes to the academic content to the extent that it does not significantly change the academic objectives of the honours specialisation which would necessitate the creation of a new honours specialisation;
(b) a new title is necessary to avoid confusion with the title of another honours specialisation; or
(c) a new title better reflects the academic objectives of the honours specialisation.

2.2 The relevant board(s) may approve a change to the title of an honours specialisation in other circumstances on a case by case basis.

3 Changing the code of an approved honours specialisation

3.1 The relevant board(s) may approve a change to the code of an honours specialisation where:

(a) a new code is necessary to avoid confusion with the code of another honours specialisation; or
(b) a new code better reflects the title of the honours specialisation.

3.2 The relevant board(s) may approve a change to the code of an honours specialisation in other circumstances on a case by case basis.

4 Changing the units comprising an approved honours specialisation

4.1 An honours specialisation must contain eight units within the same disciplinary field which must comprise:

- a research dissertation unit equivalent to four standard units (totalling 600 hours workload); and
- four standard units (150 hours workload each) each undertaken and assessed within a semester.

4.1.1 The research dissertation unit must normally be completed within two consecutive semesters whether the student is enrolled on a full-time or part-time basis.

4.1.2 The four standard units may involve advanced level coursework within the discipline or structured research training provided that:

- the units offered be at Level 4 or Level 5;
- at least 50% of the coursework units undertaken be at Level 4; and
- no student be required to undertake any Level 5 unit(s).

4.1.3 If any of the four standard units involve structured research training, these units and the research dissertation unit define the research component of the honours degree course; otherwise the research component must be fully delivered through the research dissertation unit.

4.2 The relevant board(s) may consider changes to the units comprising the honours specialisation as described in 4.1, including:

- changing the level of a unit provided that the change is not inconsistent with the University Policy on Honours Award;
- changing a core unit availability in a calendar year; or
- the permanent deletion of a core unit,
in the following limited circumstances:

(a) following a comprehensive review of the honours specialisation;
(b) where there is the need to meet accreditation requirements; or
(c) as a result of national or international benchmarking exercises.

4.3 The proposed changes in 4.2 must be supported by a persuasive academic justification.

4.4 The impact of any change to the units comprising the honours specialisation as described in 4.1 must be assessed and any necessary action, such as transitional arrangements, must be taken to minimise its impact on students.

5 Changing learning outcomes of an approved honours specialisation

5.1 Any change to the learning outcomes of an honours specialisation must be:
(a) aligned to the learning pedagogy and assessment framework of the honours specialisation;
(b) consistent with the knowledge paradigm associated with the honours specialisation; and
(c) mapped to the:
   • academic objectives of the honours specialisation; and
   • learning outcomes of the units comprising the honours specialisation.

5.2 The relevant board(s) may approve a change to the learning outcomes of an honours specialisation where there are proposed changes to the:
(a) objectives of the honours specialisation;
(b) disciplinary focus of the honours specialisation; or
(c) academic content of the honours specialisation.

6 Changing the responsible organisational entity for an approved honours specialisation

6.1 The relevant board may approve a change to the responsible organisational entity for an honours specialisation, which may include but is not limited to the following circumstances:
(a) where changes have been made or will be made to the academic content of one or more of the units within the honours specialisation which requires a change in the teaching responsibilities for the honours specialisation; or
(b) to accommodate organisational realignment.

7 Rescission of an approved honours specialisation

7.1 The relevant board(s) may approve the rescission of an honours specialisation under the following circumstances:
(a) the honours specialisation is no longer part of a disciplinary field;
(b) the honours specialisation is out-dated;
(c) the honours specialisation is no longer required;
(d) the honours specialisation has been replaced by another honours specialisation;
(e) there is no academic expertise available to teach relevant units within the honours specialisation; or
(f) the honours specialisation has been subsumed into a new honours specialisation.

7.2 The relevant board(s) may approve the rescission of an honours specialisation in other circumstances on a case by case basis.

8 Changing student categories for which an approved honours specialisation is offered

8.1 The relevant board(s) may approve a change to the student categories for which an honours specialisation is offered where practical or other constraints, such as a change in the mode of delivery, require such change.
9 Changing admission requirements to an approved honours specialisation

9.1 The relevant board(s) may approve a change to the admission requirements to an honours specialisation where it is satisfied that:

(a) the basis of the proposed change is academically sound;
(b) the change provides for sequential building of academic knowledge;
(c) the change provides learning progression and academic coherence; and
(d) the change does not contravene the University Policy on Honours Award.

Related forms: (Link)

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Related Policies or legislation:
University Policy on Honours Award (UP07/123)
University Policy on Bachelor of Philosophy (Honour) (UP11/15)
REQUESTS FOR CHANGES TO THE UNDERGRADUATE CURRICULUM

TRIM FILE REFERENCE: F28106

FILE PATH ON SERVER: S:\Board OF COURSEWORK STUDIES\MEETINGS\AGENDAS\2012\MAR\COVER SHEET FOR IAN'S PAPER ON CURRICULUM MANAGEMENT - DIRECTIVE.DOC

DOCUMENT STATUS

☐ Draft  ☐ Ready for Review  ☒ Final

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REQUESTS FOR CHANGES TO THE UNDERGRADUATE CURRICULUM

Background
All undergraduate units and majors comprising the new courses underwent an exhaustive approval process, which involved very detailed submissions (in two phases) and meticulous scrutiny of their content and structure by Boards of Studies before acceptance of the proposals by Academic Council on advice from the Board of Coursework Studies.

In many cases the approval came only after a considerable amount of discussion and revision of various aspects of units. Special attention was given to such complex matters as the formulation of learning outcomes, the relationship between those outcomes and the assessment methods, the specification of prerequisites to underpin the learning progression through a major, and the arguments given for particular complementary units.

It is therefore undesirable to unpick any of those arrangements before the new courses have had time to settle into their approved configuration, except where it can be demonstrated that significant unanticipated difficulties have arisen.

Recommendation
That the Board of Coursework Studies provide the following advice to Academic Council for endorsement and transmission to Faculties and Boards of Studies:

The University will be reluctant to contemplate changes to units and majors unless it can be persuaded that they are vital and urgent. There are two strong reasons for minimising changes at this stage, especially if they affect the requirements for majors.

The first reason is that change proposals based on this year’s enrolment patterns would be premature. It is likely to take a couple of years for any new trends to become clear enough to warrant modification of current content and structures.

The second reason is that some changes (e.g. if they produced a situation in which students undertaking a particular major in 2013 were to face less stringent requirements for complementary units or prerequisites than students undertaking it in 2012) would produce complications that could lead to student complaints.

To assist faculties with the rare cases where there is a compelling argument for changing units or majors for 2013, on-line workbooks have been prepared. These are designed to streamline the submission process. The present need for them is expected to be small but they will be the vehicle for submitting change proposals in the future. Academic Policy Services will soon send information to each faculty about this.

Although the process for seeking approval to modify units and majors has been kept as simple as possible to assist faculties with any genuinely necessary submissions, it is important to emphasise that changes should not be requested unless there is a compelling case for them.
FROM HONOURS TO COURSEWORK MASTERS

TRIM FILE REFERENCE: F32907

FILE PATH ON SERVER: C:\Documents AND SETTINGS\KKRISHNA\DESKTOP\DOCUMENT CONTROL TEMPLATE.DOC

DOCUMENT STATUS

[ ] Draft    [ ] Ready for Review    [x] Final

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FROM HONOURS TO COURSEWORK MASTER’S ¹

Articulation in the new course structures

1. From its inception, NC2012 was conceived as a system that would allow for ready articulation to higher level courses, as well as ‘downward’ articulation by way of exit provisions for students not completing Master’s degrees in which they enrol.

2. Figure 1, taken from the Review of Course Structures report (2008), suggests the articulation possibilities.

Fig. 1

Note: Years 1-3 represent here the 3 levels of a Cycle 1 course; Years 4 and 5+ represent Cycle 2 courses; and Years 6+ represent Cycle 3 (which normally requires 3 years beyond Cycle 2). Being merely schematic, the diagram does not show some other possible pathways, e.g. from professional practice into professional doctorates. Nor does it correspond to details of the Australian Qualifications Framework.

3. Figure 1 suggests the intent to standardise course progression with a Bachelors’ degree representing three years of full-time work, those undertaking a fourth year doing so either through Honours or a Graduate Diploma, a Master’s degree representing the culmination of five years of study, and research doctorates expected to require eight years of study inclusive of prior studies.

4. The Figure also indicates the expected articulation pathways. Two major pathways are apparent, the ‘research pathway’ and the ‘coursework pathway’. The former involves articulating from an undergraduate degree to the PhD, either by way of an

¹ This paper is concerned with Master’s by coursework and Master’s by coursework and dissertation. Articulation from Honours courses to research Master’s degrees will be addressed in a separate paper.
Honours year or by way of a research Master’s degree. It was expected that there would be some articulation from Master’s by coursework degrees into professional doctorates.

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

6. Figure 1 also shows that students may enrol in a Master’s by coursework on completion of an Honours degree.

7. A number of rules have been adopted to facilitate articulation from Honours courses, including:

- ‘That Master’s degrees of this university require the equivalent of at least two years of full-time study post the three-year Bachelor’s degree or the equivalent of one year of full-time study post the Bachelor Honours of four years (or longer) degree.’ (AC R6/08)

- ‘That postgraduate students should not normally be required to enrol in undergraduate units other than at Level 4.’ (AC R6/08)

- ‘That credit should not be provided on a unit-for-unit basis in postgraduate courses for studies undertaken in the previously completed undergraduate courses (other than at fourth year level.’ (AC R6/08)

- ‘That Master’s degrees normally require 16 units to be completed after the three-year Bachelor degree, or 8 units after either the Graduate Diploma or the four-year Bachelor degree with Honours.’ (AB R146/08)

- ‘That postgraduate courses comprise units at Level 4 or above, but may include introductory content provided that it is taught and assessed at graduate level.’ (AB R 146/08)

8. It will be seen from the above that there has been an intention to consider the fourth year of an Honours degree as on a par with Graduate Diploma studies for articulation purposes. Despite this, there has been little canvassing of the issues concerning articulation from the Honours degrees (which focus on research preparation) into coursework Master’s degrees. This paper helps to fill the void.

9. Honours articulation with coursework master’s degrees raises a number of considerations. These include the role of Honours courses into the future, and several practical issues such as managing admission and credit. The rest of this paper discusses these matters.
The future of Honours

10. The first consideration is the role of Honours courses in the future. Though NC2012 is firmly committed to providing for the four-year integrated Bachelor of Philosophy (Hons) as well as an end-on Honours year for each of the three-year degrees, a number of universities, including Go8 universities, are reconsidering the future role of Honours courses. These institutions are exploring alternative pathways into the PhD, which may lead to an expectation in the future that the pathway should include a Master's degree. The PhD itself is likely in the future to include formal coursework.

11. While there has been a general diminution of Honours enrolments, there remains strong demand for it in several disciplines at UWA, particularly within the arts and sciences. Whatever the long-term fate of Honours courses, for the foreseeable future it is desirable to continue to support their place within a structure that facilitates articulation.

12. Figure 2 provides Honours enrolment data for UWA for the period 1990 to 2011. In summary:
   (a) There was a steady increase in enrolments to 1999.
   (b) In 1999 enrolments peaked at 745.
   (c) Since then there has been a decline, with enrolments of 424 in 2011.

![Fig. 2](Source: UNISTATS)

Managing articulation: eligibility, credit, and other practical issues

13. A second consideration concerns the aims and content of coursework Master’s degrees and the extent to which particular Honours courses articulate with these aims and content. Key questions in this regard include:
   (a) Does the Honours course contribute to development in the discipline of the Master’s degree?
(b) Does the Honours course provide an appropriate foundation for units in the Master's degree?

Other than in the case of conversion courses, articulation should only be considered where both questions elicit a positive response.

14. The questions touch on two of the important considerations in articulation, namely: admission eligibility and credit considerations.

15. Credit should only be given in cases where the answers to the questions in 13 are positive. Thus, a student who has undertaken all his/her units from the Arts faculty (other than broadening units) and then completed the Honours year in political science would not be eligible for admission into the Master of Science degree (and therefore would not be granted credit). The same student may be eligible for admission into a 'conversion' degree (for example the Master of Commerce) but would not be granted credit for the completed fourth-year units. If the student sought to enrol into a Master's degree in political science, the student would not only meet the eligibility criteria but would most likely be granted credit for up to 50% of the course.

16. A further consideration is the requirement for admission rules to courses to be clear and transparent:

- ‘That the admission requirements for all courses be transparent and easily understood by applicants and administrator’. (AC R6/08)
- ‘That faculties maintain a register indicating how any imprecisely defined admission criteria are operationalised’. (AC R127.09)

16. In the area of articulation, several rules are called for:

- Where a lower award articulates with a higher one, this should be specified in the admission rules of both courses, e.g. ‘This course articulates with the Master of ……’
- Including ‘successful completion of Graduate Diploma in X’ as one of entry criteria into relevant the Master of X degree (if necessary, specifying the required grade average for articulation).
- Providing exit provisions in Master's degrees leading to award of Graduate Certificate/Diploma.

17. Where lower and higher courses prescribe similar admission requirements, consideration ought to be given to enrolling students into the highest qualification and then allowing for exit provisions. Experience has shown that this reduces administrative resources. It also reduces the ‘leakages’ that arise when students are required to enrol into a new course as a part of articulation.

18. Faculties are encouraged to consider using lower qualifications as enabling courses for admission into higher courses (for example, enrolling non-graduates into a Graduate Certificate and providing articulation into the Graduate Diploma for those achieving a specified grade average).
19. Four transitional issues present themselves: fees/HECS; the 50% rule; the award with distinction; credit for, and status of Honours, theses.

20. There is a lack of retrospectivity in the cancelling of any HECS debt for those completing an Honours degree and then progressing to the second year of a Master’s degree by Coursework.

21. UWA rules provide that at least 50% of any Master’s degree consist of Level 5 (or above) units. It follows that the maximum credit that can be provided for any Honours degree is 50%.

22. It should be understood that where there is articulation, the grades awarded for the Honours course will affect the grade awarded for the Master’s degree. UWA rules provide for the following:
   - ‘… That the following criteria be applied for the award of Master’s with Distinction in coursework and coursework and dissertation degrees:
     i. That the student achieves a course weighted average mark (WAM) of at least 80%; and
     ii. That the weighted average mark calculation include –
        o All units attempted as part of the course that are awarded a final percentage mark; and
        o Relevant units undertaken in articulating courses of this University that are awarded a final percentage mark.’ (AC R55/10)

23. The above rules suggest that the grades awarded in the fourth year of studies would be taken into account when determining whether or not to award a Distinction.

24. In regard to credit for the coursework and thesis components of Honours degrees towards the requirements of professional Master’s degrees:
   - Credit can only be given where the content of the fourth-year coursework and thesis are directly related to content of the articulating professional Master’s degree.
   - If articulation is to a Master’s degree by coursework, both the coursework and thesis components attract full credit (48 points) in a 96-point degree.
   - If articulation is to a Master’s degree by coursework and dissertation, both the coursework and thesis components attract full credit in a 96-point degree provided that the coursework component of the Master’s degree is at least 50% of the course.