Faculty of Education approved exception to University Policy

Current University Policy on admission to the Graduate Diploma normally requires completion of:
- bachelor’s degree; or
- extensive and relevant profession experience; or
- a graduate certificate that articulates with the graduate diploma.

Under current University Policy the structure of a Graduate Diploma course comprises eight units (48 points). See appendix 1 for full details.

The Graduate School of Education seeks approval to enable the structure of Graduate Diploma course to ALSO comprise FOUR units (24 points) WHERE the admission of SUCH A course IS completion of a four year bachelor’s degree, with relevant professional experience; or a three year bachelor’s degree plus one year of postgraduate study; or a three year bachelor’s degree with a minimum of five years teaching experience and having met the pre-requirements of extensive professional experience. This should include:

1. Content knowledge and understanding within a learning area
2. Pedagogic knowledge
3. Knowledge and application of curriculum theory and development
4. Teaching and Assessment skills
5. Knowledge of learning theories
6. Knowledge of the wider curriculum and issues affecting the profession
7. Experience of leading and managing others
8. Engagement in ongoing professional learning

Similarly, the GSE seeks approval to enable the structure of a Masters by Coursework course to ALSO comprise EIGHT units (48 points) WHERE the admission to SUCH A Masters IS completion of a four year bachelor’s degree with relevant professional experience; or a three year bachelor’s degree plus one year of postgraduate study; or a three year bachelor’s degree with a minimum of five years teaching experience and having met the pre-requirements of extensive professional experience. This should include:

1. Content knowledge and understanding within a learning area
2. Pedagogic knowledge
3. Knowledge and application of curriculum theory and development
4. Teaching and Assessment skills
5. Knowledge of learning theories
6. Knowledge of the wider curriculum and issues affecting the profession
7. Experience of leading and managing others
8. Engagement in ongoing professional learning

Attachment D1
Graduate Diploma in Educational Leadership (30240) (articulated)

Applicability of the Student Rules, policies and procedures

1.(1) The Student Rules in the Student Procedures, Rules and Policies section apply to students in this course.

(2) The policies and procedures in the Student Procedures, Rules and Policies section apply except as otherwise indicated in the rules for this course.

Academic Conduct Essentials module

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

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

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

(4) A student who does not make satisfactory progress in terms of (3) is assigned the progress status of ‘On Probation’.

Admission

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

(a) a bachelor’s degree requiring at least three years of full-time study;

and

(b)(i) two years’ full-time professional experience in the field of education; or

(ii) demonstrated research capacity acceptable to the Faculty.

Articulation

3. The diploma articulates with the Master of Education by coursework and the Master of Educational Leadership by coursework.

Course structure

4.(1) The course consists of units to a total value of 24 points comprising—

[Approved exception to University Policy]
(a) subject to (2), all units in Table a (Graduate Diploma in Educational Leadership core units)—18 points

and

(b) one unit from Table c (Master of Education options)—6 points.

(2) Students who wish to apply for entry to a relevant master’s degree course of the Faculty by way of thesis and coursework must substitute EDUC5631 Approaches to Research for one option referred to in (1)(b).

Note: Students must meet the minimum admission requirements for the relevant master’s degree course as set out in the rules for that course.

Satisfactory Progress

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

Progress status

6.(1) Students who fail to make satisfactory progress for the first time are assigned the progress status of ‘Suspended’ by the Faculty.

(2) Students who fail to make satisfactory progress for a second time are assigned the progress status of ‘Excluded’ by the Faculty.

Note: Students who intend to apply to articulate the diploma with a relevant master’s degree or to seek partial credit towards one of the Faculty’s master’s degree courses must take account of the requirements for the relevant master’s degree course when choosing their units.

Table a—Graduate Diploma in Educational Leadership core units

All units have a value of six points unless otherwise stated.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5612</td>
<td>Leadership for Learning</td>
</tr>
<tr>
<td>EDUC5610</td>
<td>Human Resource Development in Education</td>
</tr>
<tr>
<td>EDUC5658</td>
<td>Education Policy Trends: Global to Local</td>
</tr>
</tbody>
</table>
Graduate Diploma in Professional Education (31310)

Note: Students who commenced this course prior to 2013 should refer to the 2012 Rules for the course.

Applicability of the Student Rules, policies and procedures

1.(1) The Student Rules in the Student Procedures, Rules and Policies section apply to students in this course.

(2) The policies and procedures in the Student Procedures, Rules and Policies section apply except as otherwise indicated in the rules for this course.

Academic Conduct Essentials module

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

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

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

(4) A student who does not make satisfactory progress in terms of (3) is assigned the progress status of ‘On Probation’.

Admission

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

(a) a bachelor’s degree requiring at least three years of full-time study;

and

(b)(i) two years’ full-time professional experience in the field of education; or

(ii) demonstrated research capacity acceptable to the Faculty.

Articulation

3. This course articulates with the Master of Education by coursework.

Course structure
4. The course consists of units to a total value of 24 points comprising four units from Table a (Graduate Diploma in Professional Education options).

**Satisfactory progress**

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

**Progress status**

6.(1) A student who fails to make satisfactory progress for the first time is assigned the progress status of ‘Suspended’ by the Faculty.

(2) A student who fails to make satisfactory progress for a second time is assigned the progress status of ‘Excluded’ by the Faculty.

**Table a—Graduate Diploma in Professional Education options**

All units have a value of six points unless otherwise stated.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5606</td>
<td>Advanced Rasch Measurement of Modern Test Theory</td>
</tr>
<tr>
<td>EDUC5608</td>
<td>E-learning</td>
</tr>
<tr>
<td>EDUC5610</td>
<td>Human Resource Development in Education</td>
</tr>
<tr>
<td>EDUC5612</td>
<td>Leadership for Learning</td>
</tr>
<tr>
<td>EDUC5616</td>
<td>International and Comparative Education</td>
</tr>
<tr>
<td>EDUC5620</td>
<td>Master’s Major Paper</td>
</tr>
<tr>
<td>EDUC5633</td>
<td>Quantitative Inquiry</td>
</tr>
<tr>
<td>EDUC5634</td>
<td>Qualitative Inquiry</td>
</tr>
<tr>
<td>EDUC5636</td>
<td>Assessment and Measurement</td>
</tr>
<tr>
<td>EDUC5637</td>
<td>Measurement and Evaluation</td>
</tr>
<tr>
<td>EDUC5638</td>
<td>Introduction to Rasch Measurement of Modern Test Theory</td>
</tr>
<tr>
<td>EDUC5639</td>
<td>Childhood and Adolescent Developmental Psychopathology</td>
</tr>
<tr>
<td>EDUC5641</td>
<td>History of Education</td>
</tr>
<tr>
<td>EDUC5658</td>
<td>Education Policy Trends: Global to Local</td>
</tr>
<tr>
<td>EDUC5660</td>
<td>Education Studies</td>
</tr>
</tbody>
</table>
EDUC5661  Education Studies
EDUC5662  Action Research and Curriculum Innovation
EDUC5678  Curriculum Context, Development and Innovation
Master of Educational Leadership (by thesis and coursework: 31650; by coursework: 30520)

Applicability of the Student Rules, policies and procedures

1.(1) The Student Rules in the Student Procedures, Rules and Policies section apply to students in this course.

(2) The policies and procedures in the Student Procedures, Rules and Policies section apply except as otherwise indicated in the rules for this course.

Academic Conduct Essentials module

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

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

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

(4) A student who does not make satisfactory progress in terms of (3) is assigned the progress status of ‘On Probation’.

Articulation

2. The Graduate Diploma in Curriculum Leadership, the Graduate Diploma in Educational Assessment, Measurement and Evaluation and the Graduate Diploma in Educational Leadership articulate with the Master of Educational Leadership by coursework.

Admission

3.(1) To be considered for admission to this course an applicant must have the requirements set out in (a), (b) or (c) which follow, or the equivalent as recognised by the Faculty; or as set out in (d):

(a)(i) a bachelor’s degree of this University; and

(ii) a postgraduate course in education requiring at least one year of full-time study; and

(iii) either two years’ full-time relevant professional experience or demonstrated research capacity acceptable to the Faculty;
or

(b)(i) the Bachelor of Education of this University; and

(ii) either two years’ full-time relevant professional experience or demonstrated research capacity acceptable to the Faculty;

or

(c)(i) a degree requiring at least four years of full-time study; and

(ii) two years’ full-time professional experience in the field of education; and

(iii) demonstrated research capacity acceptable to the Faculty;

or

(d) a graduate diploma that articulates with the Master of Educational Leadership.

(2) Applicants for the course by way of thesis and coursework who have completed a graduate diploma referred to in (1)(d) must have achieved an average of at least 65 per cent in three coursework units including a mark of at least 65 per cent in EDUC5631 Approaches to Research.

(3) The Faculty may accept into the course by way of thesis and coursework an applicant who—

(a) has completed at least three units towards a graduate diploma referred to in (1)(d) or towards another relevant graduate diploma of the Faculty;

(b) has completed units relevant to the requirements of the master’s course; and

(c) has achieved an average mark of at least 65 per cent in three coursework diploma units including a mark of at least 65 per cent in EDUC5631 Approaches to Research.

External study

4. The Faculty may, in appropriate circumstances, permit a student to complete the course at an institution approved by the Academic Board for all or part of the prescribed period of study.

[Approved exception to University Policy]

Course structure

Thesis and coursework

5. The course by way of thesis and coursework consists of units to a total value of 72 points comprising—
(a) all units in Table a [Master of Educational Leadership (by thesis and coursework) core units]—66 points

and

(b) one unit from Table c (Master of Educational Leadership options)—6 points

Coursework

6. The course by way of coursework consists of units to a total value of 48 points comprising—

(a) all units in Table b [Master of Educational Leadership (by coursework) core units]—36 points

and

(b) two units from Table c (Master of Educational Leadership options)—12 points

Satisfactory progress

7.(1) Subject to (2), to make satisfactory progress in a calendar year a student must pass units to a value of at least half the total value of units in which they remain enrolled after the final date for withdrawal without academic penalty.

(2) Satisfactory progress in the supervised research thesis component of the course is determined having regard to the report of the student’s supervisor.

Progress status

8.(1) Students in the course by coursework, or in the coursework component of the degree by thesis and coursework, who fail to make satisfactory progress for the first time are assigned the progress status of ‘Suspended’ by the Faculty;

(2) Students in the course by coursework, or in the coursework component of the degree by thesis and coursework, who fail to make satisfactory progress for a second time are assigned the progress status of ‘Excluded’ by the Faculty.

(3) Students who are enrolled in the thesis component of the master’s degree by thesis and coursework who do not submit an annual report or whose annual report is not considered by the Dean to be satisfactory—

(a) are assigned the progress status of ‘On Probation’ by the Faculty;

(b) are required to report to the relevant course coordinator prior to re-enrolment; and

(c) may have conditions applied to their enrolment by the Faculty.

Progression
9.(1) Students in the course by way of thesis and coursework are not permitted to proceed to EDUC9720\(^1\) / EDUC9721\(^2\) Master’s Thesis unless they have achieved an average mark of at least 65 per cent in three coursework units including a mark of at least 65 per cent in EDUC5631 Approaches to Research.

(2) The Faculty may permit a student in the course by way of thesis and coursework who does not achieve the required standard set out in (1) to complete the course by way of coursework.

(3) Except as set out in Rule 10, a student in the course by way of coursework may apply to transfer to the course by way of thesis and coursework if they achieve an average mark of at least 65 per cent in three coursework units including a mark of at least 65 per cent in EDUC5631 Approaches to Research.

\(^1\) full-time; \(^2\) part-time

Course for offshore students

10. Offshore students are only permitted to complete the course by way of coursework and must choose units from a published subset.

Credit

11.(1) Subject to (3), the Faculty may grant credit—

(a) in the course by way of thesis and coursework, for coursework units to a total value of 12 points;

(b) in the course by way of coursework, for coursework units to a total value of 18 points.

(2) Within the overall credit limit, credit may be granted for work completed in courses provided by professional providers or private educational institutions to a maximum value of six points.

(3) Subject to University Policy students in the course by way of coursework who have completed a graduate diploma which articulates with this course are credited with all units completed in the diploma course.

[(1) and (2) are approved exceptions to University Policy]

Award of graduate diploma

12. Students who withdraw from the course before qualifying for the degree but after satisfying the requirements of an articulated graduate diploma may apply to the Faculty to be awarded the relevant diploma.

Table a—Master of Educational Leadership (by thesis and coursework) core units
All units have a value of six points unless otherwise stated.

EDUC5631 Approaches to Research
EDUC9720 ¹/EDUC9721 ² Master’s Thesis (54 points)
EDUC5612 Leadership for Learning

¹ full-time; ² part-time

Table b—Master of Educational Leadership (by coursework) core units

All units have a value of six points unless otherwise stated.

EDUC5631 Approaches to Research
EDUC56xx Educational Leadership Master’s Major Paper (12 points)
EDUC5610 Human Resource Development in Education
EDUC5612 Leadership for Learning
EDUC5658 Education Policy Trends: Global to Local

Table c—Master of Educational Leadership options

All units have a value of six points unless otherwise stated.

EDUC8606 Advanced Rasch Measurement of Modern Test Theory
EDUC8608 E-Learning
EDUC8610 Human Resource Development in Education
EDUC8612 Leadership for Learning
EDUC8616 International and Comparative Education
EDUC8633 Quantitative Inquiry
EDUC8634 Qualitative Inquiry
EDUC8636 Assessment and Measurement
EDUC8637 Measurement and Evaluation
EDUC8638 Introduction to Rasch Measurement of Modern Test Theory
EDUC8639 Developmental Aspects of Exceptionality
EDUC8658 Education Policy Trends: Global to Local
EDUC8660 Education Studies
EDUC8661 Education Studies
EDUC8662 Action Research and Curriculum Innovation
EDUC8678 Curriculum Context, Development and Innovation
Master of Education (by thesis and coursework: 31700; by coursework: 30580)

Note: Students who commenced the Master of Education prior to 2013 should refer to the 2012 rules for the Master of Education by coursework (31500) and the Master of Education by thesis and coursework (31670).

Applicability of the Student Rules, policies and procedures

1.(1) The Student Rules in the Student Procedures, Rules and Policies section apply to students in this course.

(2) The policies and procedures in the Student Procedures, Rules and Policies section apply except as otherwise indicated in the rules for this course.

Academic Conduct Essentials module

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

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

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

(4) A student who does not make satisfactory progress in terms of (3) is assigned the progress status of ‘On Probation’.

Articulation

2. The Graduate Diploma in Curriculum Leadership, the Graduate Diploma in Educational Assessment, Measurement and Evaluation, the Graduate Diploma in Educational Leadership, the Graduate Diploma in Language and Literacy, the Graduate Diploma in Professional Studies in Education and the Graduate Diploma in the Teaching of Critical Thinking all articulate with the Master of Education by coursework.

Admission

3.(1) Subject to (2) and (3), to be considered for admission to this course an applicant must have the admission requirements as set out in (a), (b) or (c) which follow, or the equivalent as recognised by the Faculty; or the requirements as set out in (d):

(a)(i) a bachelor’s degree of this University; and
(ii) completed a postgraduate course in education requiring at least one year of full-time study; and

(iii) either two years’ full-time relevant professional experience or demonstrated research capacity acceptable to the Faculty;

or

(b)(i) the Bachelor of Education of this University; and

(ii) either two years’ full-time relevant professional experience or demonstrated research capacity acceptable to the Faculty;

or

(c)(i) a degree requiring at least four years of full-time study; and

(ii) two years’ full-time professional experience in the field of education; and

(iii) demonstrated research capacity acceptable to the Faculty;

or

(d) a graduate diploma of this University that articulates with the Master of Education.

(2) Applicants for the course by way of thesis and coursework who have completed a graduate diploma referred to in (1)(d) must have achieved an average of at least 65 per cent in three coursework units including a mark of at least 65 per cent in EDUC5631 Approaches to Research.

(3) The Faculty may accept into the course by way of thesis and coursework an applicant who—

(a) has completed at least three units towards a graduate diploma referred to in (1)(d); and

(b) has completed units relevant to the requirements of the master’s course; and

(c) has achieved an average mark of at least 65 per cent in three coursework diploma units including a mark of at least 65 per cent in EDUC5631 Approaches to Research.

External study

4. The Faculty may, in appropriate circumstances, permit a student to complete the course at an institution approved by the Academic Board for all or part of the prescribed period of study.

[Approved exception to University Policy]
Course structure

Thesis and coursework

5.1 The course by way of thesis and coursework consists of units to a total value of 72 points comprising—

(a) all units in Table a [Master of Education (by thesis and coursework) core units]—60 points

and

(b) two units from Table c (Master of Education options)—12 points.

Coursework

(2) The course by way of coursework consists of units to a total value of 48 points comprising—

(a) all units in Table b [Master of Education (by coursework) core units]—18 points

and

(b) five units from Table c (Master of Education options)—30 points.

Satisfactory progress

6.1 Subject to (2), to make satisfactory progress in a calendar year a student must pass units to a value of at least half the total value of units in which they remain enrolled after the final date for withdrawal without academic penalty.

(2) Satisfactory progress in the supervised research thesis component of the course is determined having regard to the report of the student’s supervisor.

Progress status

7.1 Students in the course by coursework, or in the coursework component of the degree by thesis and coursework, who fail to make satisfactory progress for the first time are assigned the progress status of ‘Suspended’ by the Faculty;

(2) Students in the course by coursework, or in the coursework component of the degree by thesis and coursework, who fail to make satisfactory progress for a second time are assigned the progress status of ‘Excluded’ by the Faculty.

(3) Students who are enrolled in the thesis component of the master’s degree by thesis and coursework who do not submit an annual report or whose annual report is not considered by the Dean to be satisfactory—

(a) are assigned the progress status of ‘On Probation’ by the Faculty;
are required to report to the relevant course coordinator prior to re-enrolment; and

(c) may have conditions applied to their enrolment by the Faculty.

Progression

8.(1) Students in the course by way of thesis and coursework are not permitted to proceed to EDUC9720\(^1\)/ EDUC9721\(^2\) Master’s Thesis unless they have achieved an average mark of at least 65 per cent in three coursework units including a mark of at least 65 per cent in EDUC5631 Approaches to Research.

(2) The Faculty may permit a student in the course by way of thesis and coursework who does not achieve the required standard set out in (1) to complete the course by way of coursework.

(3) Except as set out in Rule 9, a student in the course by way of coursework may apply to transfer to the course by way of thesis and coursework if they achieve an average mark of at least 65 per cent in three coursework units including a mark of at least 65 per cent in EDUC5631 Approaches to Research.

\(^1\) full-time; \(^2\) part-time

Course for offshore students

9. Offshore students are only permitted to complete the course by way of coursework and must choose units from a published subset.

Credit

10.(1) Subject to (3), the Faculty may grant credit—

(a) in the course by way of thesis and coursework, for coursework units to a total value of 12 points;

(b) in the course by way of coursework, for coursework units to a total value of 18 points.

(2) Within the overall credit limit, credit may be granted for work completed in courses provided by professional providers or private educational institutions to a maximum value of six points.

(3) Subject to University Policy students in the course by way of coursework who have completed a graduate diploma which articulates with the course are credited with all units completed in the diploma course.

[(1) and (2) are approved exceptions to University Policy]

Award of graduate diploma
11. Students who withdraw from the course before qualifying for the degree but after satisfying the requirements of an articulated graduate diploma may apply to the Faculty to be awarded the relevant diploma.

**Table a—Master of Education (by thesis and coursework) core units**

All units have a value of six points unless otherwise stated.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5631</td>
<td>Approaches to Research</td>
</tr>
<tr>
<td>EDUC9720</td>
<td>Master’s Thesis (54 points)</td>
</tr>
<tr>
<td>EDUC9721</td>
<td></td>
</tr>
</tbody>
</table>

1 full-time; 2 part-time

**Table b—Master of Education (by coursework) core units**

All units have a value of six points unless otherwise stated.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5631</td>
<td>Approaches to Research</td>
</tr>
<tr>
<td>EDUC5620</td>
<td>Master’s Major Paper (12 points)</td>
</tr>
</tbody>
</table>

**Table c—Master of Education options**

All units have a value of six points unless otherwise stated.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5606</td>
<td>Advanced Rasch Measurement of Modern Test Theory</td>
</tr>
<tr>
<td>EDUC5608</td>
<td>E-learning</td>
</tr>
<tr>
<td>EDUC5610</td>
<td>Human Resource Development in Education</td>
</tr>
<tr>
<td>EDUC5612</td>
<td>Leadership for Learning</td>
</tr>
<tr>
<td>EDUC5616</td>
<td>International and Comparative Education</td>
</tr>
<tr>
<td>EDUC5631</td>
<td>Approaches to Research</td>
</tr>
<tr>
<td>EDUC5633</td>
<td>Quantitative Inquiry</td>
</tr>
<tr>
<td>EDUC5634</td>
<td>Qualitative Inquiry</td>
</tr>
<tr>
<td>EDUC5636</td>
<td>Assessment and Measurement</td>
</tr>
<tr>
<td>EDUC5637</td>
<td>Measurement and Evaluation</td>
</tr>
<tr>
<td>EDUC5638</td>
<td>Introduction to Rasch Measurement of Modern Test Theory</td>
</tr>
<tr>
<td>EDUC5639</td>
<td>Childhood and Adolescent Developmental Psychopathology</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>EDUC5641</td>
<td>History of Education</td>
</tr>
<tr>
<td>EDUC5658</td>
<td>Education Policy Trends: Global to Local</td>
</tr>
<tr>
<td>EDUC5660</td>
<td>Education Studies</td>
</tr>
<tr>
<td>EDUC5661</td>
<td>Education Studies</td>
</tr>
<tr>
<td>EDUC5662</td>
<td>Action Research and Curriculum Innovation</td>
</tr>
<tr>
<td>EDUC5678</td>
<td>Curriculum Context, Development and Innovation</td>
</tr>
</tbody>
</table>
August 2, 2012

Winthrop Professor W. Louden,
Senior Deputy Vice-Chancellor
UWA, M464

Dear Bill,

I attach a document I have prepared for the next meeting of the Board of Coursework Studies. To expedite matters I also sent you a copy of the paper by email. In that email I explained that I believe that the proposed courses do meet UWA approved policies, and further that it would be disruptive for faculties and boards of study if course proposals approved as recently as June 2012 are disallowed at the subsequent meeting of the Council.

I would appreciate it if you could have the paper placed on the agenda of the next meeting of the BCS.

Many thanks.

David

David Plowman,
Chair, Standing Working Party of BCS
Paper for Consideration by the Board of Coursework Studies in Relation to Faculty of Education Courses

David Plowman

1. Introduction
The Faculty of Education has submitted Phase 2 proposals to the Board of Coursework Studies in relation to: Graduate Diploma in Educational Leadership; Graduate Diploma in Professional Education; Master of Education Leadership (Coursework) and Master of Educational Leadership (thesis and coursework). In doing so, the Faculty sought to make explicit some of the norms that have governed existing courses as well as new courses approved by Academic Council in July 2011 and June 2012.

The documents and applications were assessed by the Working Party of the Board of Coursework Studies which recommended acceptance of the new courses. As discussed below, the Working Party considered the proposed courses did meet approved policies and that the ‘approved exception to University Policy’ application was superfluous other than that it demonstrated clearly that professional experience was assessable and went beyond work experience. In this respect, the submission provides a useful model for other faculties seeking credit on the grounds of professional experience. The Board of Coursework Studies proposed approving the courses by circular but some members asked for the matter to be deferred and the Steering Committee of the Academic Council also recommended further BCS consideration before re-submission to Academic Council. As I understand it, the concerns are twofold:

- admission criteria;
- the points value of the courses (72 and 48-point master’s degrees and 24-point diplomas).

2. Admission Criteria
Based on approved Academic Council policy, the Working Party has consistently applied the following formulae in relation to admission into, and number of units composing, master’s degrees:

(a) 3-year undergraduate degree + 96 points (the 3 + 2 specification);
(b) 4-year honours degree + 48 points (4+1); and
(c) 3-year undergraduate degree + Graduate Diploma + 48 points (3 + 1 + 1).

In relation to Education, two other formulae, variants of (c) above, have also been used, namely:

(d) 4-year undergraduate education degree + minimum of 2 years’ professional experience + 48 points (treated as 3 + 1 + 1); and
(e) 3-year undergraduate degree + minimum of 2 years’ professional experience + 48 points (3+ 1 +1).

The vast majority of applicants fall into the (c) category. In some recently proposed courses, which reflect developments arising from WA Education Department or Australian Curriculum Council initiatives, (d) and (e) also play a role. This is because some of the initiatives are aimed at upgrading the skills and knowledge of long-serving teachers who have vast professional experience but who
were not required to undertake the Graduate Diploma in Education at the time of their induction into teaching. It may be noted that the four-year undergraduate degree is not treated as the equivalent of honours, and hence the professional experience requirement.

Thus, (d) and (e) are premised on the acceptance of granting credit for professional experience. The two Cycle 2 Working Parties addressed the issues of recognition of prior learning, credits and substitutions. The first accepted that professional practice, such as clinical practice or teacher practice, constituted grounds for credit and that such credit had formed a part of UWA courses for many years. At the same time, it strongly opposed the granting of credit merely on the grounds of work experience. This principle was endorsed by Academic Council (AC R6/08). The second working party (which reported in relation to master’s coursework degrees in July 2009) noted that ‘some courses provide credit for “professional experience” (characterised by supervision and assessment) while the recommendations endorsed by Academic Council prohibit credit for “work experience”’. The report continued: ‘The Working Party further observed that the difference between these two types of experience is not stated in existing University rules’. Its Recommendation 10 called for the Frameworks and Definitions Working Party to differentiate between the types of experience. This recommendation was endorsed by Academic Council (AC R127/09).

In practice, the New Courses Glossary has not sought to define what constitutes professional experience including the elements of supervision and assessment alluded to by the Working Party. In order to overcome this, the Faculty of Education has sought to demonstrate, unequivocally, that its credit provisions apply only to those meeting assessable professional experience including:

- content knowledge and understanding of a learning area;
- pedagogic knowledge;
- knowledge and application of curriculum theory and development;
- teaching and assessment skills;
- knowledge of learning theories;
- knowledge of wider curriculum and issues affecting the profession;
- experience of leading and managing others;
- engagement in ongoing professional learning.

Under UWA policy and practice, credit may be granted during a course, or at the time of entry into a course (usually referred to as ‘Advanced Standing’). This being so, in reviewing the Education Faculty’s application the Working Party was of the view that the admission criteria aligns with accepted UWA policy.

There are three related issues. The Faculty could have avoided this debate by requiring those without the Graduate Diploma in Education to enrol initially through a graduate diploma and then articulate into the master’s degree. The Faculty chose not to do so because this approach did not meet with Education Department or Council of Curriculum Studies intent.

The second consideration is whether or not a precedent is created if the applications, in their present form, are approved. It has been pointed out that there are other four-year (non-Honours) undergraduate degrees offered by UWA. Further, in some cases the four-year qualifications currently give rise to one-year master’s degrees (this is the current practice in law and is also possible in some science transitioning courses). Assurance can be given that the Education case
does not set a precedent for four-year courses opening the floodgates for one-year master’s degrees on two grounds. Firstly, as I have been at pains to point out, in the case of Education a four-year degree does not qualify an applicant for any (master’s) course reduction in the absence of professional experience. Secondly those areas of the University that have taught four-year or more (non-honours) degrees – law, engineering, natural and agricultural science, medicine – will not be offering undergraduate degrees in the future. Rather, with the exception of agriculture (which has revoked its four-year undergraduate degree) the former four-year course faculties will be offering Cycle 2 first-practice courses. With the introduction of NC2012, any graduates of these faculties will be required to meet the current entry and credit criteria for postgraduate courses. Thus, former graduates of four-year courses can be prevented from undertaking 48-point master’s degrees merely on the basis of their undergraduate qualifications.

The third issue concerns whether or not the four-year equivalence is in the same area of study as would be the case when enrolling in a master’s degree following completion of any honours degree. UWA policies provide for two types of master’s degrees, and do not discriminate in admission standards between these types. The first is a named degree which normally requires a first degree in the same area as the master’s degree. This is not the case with conversion degrees, a number or which exist in different faculties. In this case it is accepted that the two years of the master’s degree (which may consist of graduate diploma plus 48 points) does not have to be founded on relevant undergraduate studies. This is the situation in Education where, other than in cases where students have completed a B.Ed, students enter the Graduate Diploma in Education from non-education disciplines.

3. Course Points
   a. 48-point master’s degrees

   For reasons already expounded, most of the master’s degrees offered by the Faculty of Education consist of 48 points, including recently approved NC2012 courses. This is premised on the genuine four-year entry requirements of these courses and conforms to UWA policies and practice.

   b. 72-point master’s degree

   The Faculty has sought to offer a 72-point Master of Education. Since this degree meets the minimum number of points required (48 points), and does not exceed the 96-point norm, the Working Party concluded that the course did meet approved policy.

   c. 24 point graduate diplomas

   Approved Academic Council policy treats graduate diplomas as constituting half of the relevant master’s degrees. Under this reasoning it could be argued that in the case of a 48-point master’s degree a graduate diploma could be constituted by 24 points. Further, it would anomalous to require that a graduate diploma consist of the same number of points as the relevant master’s degree.

   Though there is logic to the above, a more important consideration has guided the Working Party, namely a limitation on credit for previously completed work. It is UWA policy that someone enrolling in a master’s degree and who has already completed a relevant master’s degree may be granted credit for up to 50% of the second degree. If this principle is applied to graduate diplomas then the second graduate diploma may be constituted by 24 points. To date Education is the only faculty to have proposed non-48 point graduate diplomas.
Should the BCS continue to have disquiet on this front the Working Party would be assisted by policy guidance that would explicitly preclude the granting of 24-point graduate diplomas. If it did so, it would require that a number of recently approved graduate diplomas be ‘re-aligned’. As I see it, a number of options are available to the BCS:

a) persist with the current policies in the knowledge that their application will be limited. This would seem a fair approach to the faculty in question given that NC2012 graduate diplomas of 24 points have been approved by Academic Council and that the faculty has entered into arrangements with educational institutions on the basis of the approvals;

b) either prohibit exit awards from master’s courses constituted by 48 points or provide that the only possible exit award from such courses be graduate certificates following the successful completion of at least 24 points; or

c) require the faculty to demonstrate that it is conforming to Australian norms in providing for 24-point graduate diplomas, in which case any other faculty wishing to propose 24-point graduate diplomas would also have to demonstrate national equivalence.

4. Another consideration

A potential problem with the above ‘logic of decomposition’ is that it would also be possible to award a graduate certificate on the basis of only two units or 12 points. This matter was considered by the Postgraduate Course Development Working Party. Its Interim Report (July 2009) notes:

The Working Party formed the view that the general University rule in relation to credit for previous studies is not appropriate in the case of Graduate Certificate courses. Under existing rules it may be possible for students to complete as few as two units and graduate with an award of this University. The Working Party recommends that students must complete at least four units from this institution before being granted an award of this University

Recommendation 4:
That the Board of Coursework Studies consider recommending to Academic Council that students must have completed at least four units at UWA before being eligible for any award of the University.

[On advice from the Board of Coursework Studies, Academic Council was not asked to endorse this recommendation.]

It may be appropriate to revisit this recommendation.