Aim of the Paper
The aim of this discussion paper is to examine the University’s current use of regulations to provide information to students about course requirements and structures and the various policies which apply to a student’s progress through a course with a view to identifying ways in which the workload associated with writing, and approving course information can be reduced at all levels and the information itself can become more accessible to users. 1

Summary of Recommendations 2

Recommendation 1
that, in the course of rewriting their regulations to implement the Dickson recommendations, faculties -

(a) be encouraged to review all of their course regulations to determine whether there are any which are obsolete, whether there is further scope for standardisation or simplification and, in the case of regulations which have proved time-consuming and therefore costly to administer, to weigh the academic benefits of retaining such regulations against the costs involved;

(b) be invited to examine all of their provisions for approval of exceptions to the course rules and where there is significant demand for a particular variation and approval is almost always given for it, consider incorporating the variation as an option in the rules.

Recommendation 2
(a) that faculties divide their regulations into parts as follows:

Part 1 - policies which apply across the faculty
Part 2 - bachelor’s degrees
Part 3 - undergraduate combined courses
Part 4 - graduate certificates
Part 5 - graduate diplomas
Part 6 - master’s degrees
Part 7 - postgraduate combined courses, if any
Part 8 - professional doctorates, if any
Part 9 - higher doctorates, if any;

(b) that Part 1 contain a statement about the applicability of the General Regulations for Academic Courses and that students be directed at the beginning of all other parts to read the General Regulations for Academic Courses and the Faculty’s General Regulations in Part 1;

1 The discussion paper does not examine the Regulations for Research Higher Degrees or the Matriculation Regulations.
2 The choice of the new student information management system and decisions regarding the content and configuration of handbooks will have implications for some of the recommendations.
(c) that each part be divided into divisions to be numbered as Division 1, Division 2, Division 3 etc;

(d) that Division 1 of each part contain the faculty’s general provisions for the category of course, eg General Provisions for Bachelor’s Degrees;

(e) that where a faculty has a set of courses which share a common set of general provisions additional to those covered in the faculty’s general provisions for the category of course, one division be dedicated to that set of courses;

(f) that if a course does not have general provisions in common with any other course or courses other than the faculty’s general provisions for the particular category of course, one division be dedicated to that course;

(g)(i) that a division dedicated to a group of courses be split into Section A and Section B with Section A containing general provisions and Section B specific course requirements and rules;

(ii) that Section B be divided into sub-sections to be numbered B(1), B(2), B(3) etc with one sub-section for each course in the group;

(h) that faculties be encouraged to consider the possibility of standardising wherever possible the policies applying to courses within a category or across categories in order to limit the number of layers of provisions applying to any one course;

(i) that all faculties use headings throughout their regulations to identify topics and that a set of standard headings be devised for the purpose in consultation with faculties.

**Recommendation 3**

(a) that, for the sake of clarity, wherever practicable compulsory and optional elements of a course, eg lists of majors or elective units, be set out in the form of tables;

(b) that tables be numbered Table (a), Table (b), Table (c) etc within a Division if it is dedicated to only one course, or within a sub-section of a division if the division is dedicated to more than one course;

(c) that where students from various courses can or must choose units or other elements from the same table, the table appear in a schedule following the part of the regulations to which it primarily applies;

(d) that Schedules be numbered sequentially throughout a faculty’s regulations ie Schedule 1, Schedule 2, Schedule 3 etc.
Recommendation 4

(a) that course regulations be stated simply and in plain English;
(b) that faculties use diagrams and charts to present information or to illustrate regulations if they feel this is necessary or desirable for the sake of clarity;
(c) that, where appropriate, the term “students” be used in course regulations rather than “candidates” and “shall” be replaced by “must” or the present tense as appropriate;
(d) that the terminology used throughout all course regulations be standardised.
(e) that the following statement, or a similar statement to be agreed by the Legislative Committee following advice from the Legal Services Office, be included on all faculty web-sites: “If the information contained on this web-site conflicts with the Statutes, Regulations and Rules of the University, the Statutes, Regulations and Rules are to be taken to be correct.”
(f)(i) that when reference is made to a regulation or part of a regulation from within another regulation the word “regulation” be used with the numeric descriptor irrespective of whether the reference is only to a part of the regulation;
(ii) that when reference is made to a part of a regulation from within the same regulation the name of the part of the regulation be omitted in the reference and only the part number included;
(g) that the use of sub-paragraphs and parts of sub-paragraphs be avoided as far as possible by reducing the amount of information in a single regulation and that cross-referencing be kept to a minimum;
(h) that the terms first-year, second-year, third-year etc to describe the level of a unit be replaced by level 1, level 2, level 3 etc.

Recommendation 5

(a) that the General Regulations for Academic Course be renamed the University General Regulations (for Academic Courses other than those taken by Research only);
(b) that students be directed in hard copy and electronic handbooks to read and familiarise themselves with the University General Regulations and other University legislation applying to them while they are enrolled at the University and be told where they can access them.

Recommendation 6

that faculties have responsibility for their tables of units, majors and other significant components of a course and that they not be required to submit them to the Academic Council or Legislative Committee for approval.
Recommendation 7

that faculties be required to submit to the Academic Council for approval -
(a) all proposals for new units and deletion of existing units including details of the
   courses in which the units will be offered or from which they will be deleted;
   and
(b) all proposals for new majors.

Recommendation 8

that faculties be required to define a major and other significant course components
(eg a minor) in their regulations.

Recommendation 9

(a) that course requirements and structures and any policies applying to courses,
    whether specific to a faculty or general, be expressed in rules rather than
    regulations;
(b) that the Academic Board have responsibility for approving all general and
    faculty rules;
(c) that to enable (a) and (b) the Senate be asked to approve a set of regulations as
    set out in Appendix 2.

A possible model of faculty regulations in which the above recommendations are
implemented is in Appendix 1.

What Information is contained in Faculty and General Regulations?

Currently faculty regulations include details of individual course structures and
requirements as well as some of the policies which apply to those courses including
time limits, credit provisions, satisfactory progress and sanctions.

Other policies which apply are contained in the General Regulations for Academic
Courses (the General Regulations) which are designed to be read in conjunction with
the faculty regulations. The General Regulations apply in all matters on which an
individual faculty's regulations are silent. However, where a faculty's regulations
governing a particular matter are different from the General Regulations governing
that matter, the faculty's regulations prevail.

The General Regulations cover such subjects as: enrolment, limits on credit for
previous study, concurrent enrolment in two degree courses, "not for degree"
enrolments, the role of the Board of Examiners, grades to be assigned to successful
and unsuccessful students, deferred examinations, preliminary examinations, general

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3 As the other recommendations in the paper do not depend on the Senate approving the final recommendation, the term
   "regulations" is used throughout the paper rather than "rules".

4 If this recommendation is accepted an amendment to Statute No 19 will be necessary.

5 The choice of the new student information management system and the final decision regarding configuration of handbooks
   will impact on some of the recommendations.
requirements for graduate certificates and graduate diplomas, general requirements for higher degrees including the number and form of copies of dissertations or theses to be presented for examination, regulations for higher doctorates and professional doctorates, colours of the silk linings and facings of academic dress for degrees and diplomas. They may require faculties to prescribe certain matters in their regulations or permit them to provide for others. The General Regulations do not apply to Postgraduate Degrees taken by Research only which have their own set of regulations.

The Regulation Approval Process

Faculty Regulations
A proposal to amend or to introduce new faculty regulations requires discussion and approval at a number of levels.

The proposal may originate in a department or school which forwards it to the relevant faculty or faculty board for consideration.

Once approved at the faculty level, a proposal for a new course or for a major change to an existing course is submitted to the Academic Council for consideration. If the Academic Council endorses the faculty’s proposal, it forwards the relevant regulations to the Legislative Committee for final drafting and submission to the Senate.

Regulation changes which do not relate to a new course proposal or to a major change to an existing course are submitted direct to the Legislative Committee for consideration under delegated authority from the Academic Council. The Legislative Committee, at this stage, may refer back to Council any items which in its opinion raise issues requiring Council consideration. When the final draft of the regulations has been agreed between the Legislative Committee’s drafting sub-committee and the faculty it is forwarded by the Legislative Committee to the Senate for approval.

The increase in the number of combined courses which has occurred in recent years means that a change to the regulations for one course may have implications for the regulations for one or more combined courses. As a faculty recommending a change to a combined course offered by two faculties must seek approval for the change from the other faculty concerned, an amendment to one faculty’s course regulations may give rise to discussion in a number of faculties before it can be sent forward to the Academic Council or Legislative Committee as the case may be.

Those responsible for drafting at the departmental/school/faculty level are expected to attempt to do the best drafting job possible. The constraints imposed by the need to express concepts in the form of formal regulations can make the drafting process time-consuming and frustrating, particularly if the ideas being expressed are complex or drafting is not a particular area of expertise of the person whose responsibility it is.

Since 2001 faculties have been required to submit all their proposed regulation changes in a complete set of their faculty’s regulations using the “track changes” function in Microsoft Word. This means that all of the changes which a faculty wishes to make to its regulations for the following year, including changes to unit names and numbers, are contained in one large electronic document which is forwarded to the Legislative Committee for consideration. (In previous years
faculties submitted their proposed changes as and when they were approved by the faculty and using discrete documents. However, this procedure had potential for error and confusion if more than one set of changes was made to the same set of regulations and the later changes did not include earlier amendments).

The job of the Legislative Committee drafting sub-committee is to check the drafting of the proposed changes to ensure that it is accurate, clear, concise, consistent with existing University legislation and makes sense, and to make suggestions for redrafting where necessary.

The drafting sub-committee normally dedicates one meeting to consideration of one faculty’s regulations in the case of the larger faculties, or of two faculties’ regulations in the case of the smaller ones. The individual members of the sub-committee are expected to have noted any queries or suggestions for rewording of the draft regulations prior to the meeting at which they will be discussed.

The Faculty Administrative Officer (FAO), as the expert on his or her faculty’s regulations, is invited to attend the meeting of the drafting sub-committee to answer any queries the members may have relating to those regulations, to ensure that the sub-committee’s decisions on any redrafting it considers necessary are made in the light of full and accurate information, and to note all changes to the drafting agreed between the FAO and the sub-committee at the meeting. Complex redrafting tasks are delegated to the Secretary or Chair of the drafting sub-committee to be undertaken after the meeting in consultation with the appropriate FAO. Occasionally an FAO may have to consult further with the department or school concerned before responding to a query and this consultation generally also occurs after the meeting.

The FAO is required to incorporate into the track change document all changes agreed at the drafting sub-committee meeting, or after it if there are queries to be followed up or further drafting to be undertaken by the Chair or Secretary. The document is then returned electronically to the Legislative Committee Secretary for final checking before it is forwarded in hard copy to the Senate for approval. Following Senate approval, the electronic document is sent by the University Secretariat to Publications for publishing in the relevant faculty handbook in both a printed and electronic form.

Faculty handbooks have strict publishing deadlines. To ensure that a faculty’s regulations are finalised in time for inclusion in the appropriate faculty handbook, an earlier deadline is set for submission of proposed regulation changes to the University Secretariat.

The period in which all of a faculty’s proposed changes must be considered by the Legislative Committee, and the drafting finalised by its drafting sub-committee, ranges from one to four weeks. Given that there is an overlap in deadlines and that the Legislative Committee therefore may be dealing with two or even three faculties’ changes simultaneously, there is considerable pressure on those in the faculties and on the Legislative Committee who are involved in the process.

\[\text{The hard copy is not attached to the Senate agenda but is tabled at the Senate meeting.}\]
General Regulations
Because the policies contained in the General Regulations tend to be reasonably static, changes to the General Regulations are much less frequent than those to the faculty regulations.

A proposal to amend or to introduce a new General Regulation may originate in a department, school or faculty or may be put forward by a member of the administrative staff. The approval process for General Regulations is similar to that for faculty regulations but, because the General Regulations apply across faculties, a proposed change will often be referred to all faculties for consideration before it is forwarded to the Legislative Committee for final drafting and submission to the Senate.

The Legislative Officer is responsible for noting changes to the drafting of the General Regulations agreed at the drafting sub-committee meeting and for maintaining an up-to-date electronic set of General Regulations which must be sent to Publications for publishing in the Interfaculty Handbook by a specific date in June.

How can the workload associated with regulation changes be reduced?
It is clear from the above descriptions of the approval processes for both faculty and general regulations that they are labour-intensive and time-consuming. At each stage considerable time and effort is devoted drafting and/or checking regulations, preparing agenda and minute items, preparing for and attending meetings, following up queries and ensuring that all interested parties are informed of outcomes.

I believe that there are three main ways in which the current workload associated with drafting and approving regulations can be reduced:

1. by reducing the number and complexity of regulations
2. by simplifying and standardising the layout and language of the regulations
3. by simplifying the process

All are interconnected and achieving the first two will assist with the third.

Reducing the number and complexity of regulations

Dr Dickson’s Review of Degree Rules, Regulations and Procedures
In 2001 Dr Tom Dickson conducted a review of degree rules, regulations and procedures and produced a discussion document which has been considered by faculties and the Academic Council.

Dr Dickson’s aim was to achieve simplification and standardisation across faculties of various student administration rules and regulations, practices and processes prior to the introduction of a new Student Information Management System. At the time of writing, agreement has been reached at the Academic Council level on most of the Dickson recommendations. Implementation of these will significantly reduce the number and complexity of faculty regulations by (a) introducing a number of new General Regulations some of which will address administrative policies currently
covered in faculties’ regulations; (b) removing provision for conditional passes to be
awarded; and (c) requiring faculties to express in total terms rather than by year the
requirements for completion of their courses. The recommendations are to be
implemented for the 2004 academic year.

Specifically, the following policy matters are to be expressed in the General
Regulations:

- Requirements for satisfactory progress.
- Standard time limits for courses of given lengths.
- Requirement for students who do not intend to re-enrol in a particular year to seek
  approved leave.
- Definition of academic year of a student in terms of number of points credited
towards their course.
- Provision for students to take up to a 25% overload without the need for special
  permission if they have achieved an average mark of 65% in their previous 48
  points of study or, in the case of a student in their first academic year, if they have
  achieved a TER (or equivalent) to be determined by the Matriculation and
  Admissions Committee.
- Standard date for withdrawal without penalty for all but a limited number of
  special units and for all students.
- Requirement that supplementary examinations or other supplementary
  assessments be available for all students who receive a mark between 45 and 49 in
  a unit which is the only unit they will need to enable them to graduate.

Expression of course requirements in overall terms rather than on a year by year basis
will have the benefit of setting out clearly for students and advisers the various
compulsory and elective components of a course. In addition it, and the definition of
the academic year of a student in terms of number of points credited towards their
course, will remove the need to have provision for the Dean to permit variations to the
standard progression in exceptional circumstances and to have complex rules to deal
with students enrolled in so-called split years.

Implementation of the Dickson recommendations will involve a significant rewrite of
many faculty regulations - a task which, at a time of great change across the
University and in era of lean resources, many faculties may be contemplating with
some concern. There is no doubt that it will be a big undertaking. However, on the
positive side, it offers faculties an opportunity to review all of their course regulations
to determine whether there are any which are obsolete, whether there is further scope
for standardisation or simplification and, in the case of regulations which have proved
time-consuming and therefore costly to administer, to weigh the academic benefits of
retaining such regulations against the costs involved.

7 This recommendation has been referred back to the Academic Council as concern has been expressed regarding the workload
which would be involved in administering a rule of this kind.
Provision for approval of exceptions in exceptional circumstances
The University’s course regulations contain many instances of provision for Deans to approve exceptions to the course regulations, including substitution of units, in exceptional circumstances. In the course of reviewing their course regulations faculties may wish to examine all of their provisions for approval of exceptions, including substitutions, and where there is significant demand for a particular variation and approval is almost always given for it, consider incorporating the variation as an option in the rules.

Recommendation 1
that, in the course of rewriting their regulations to implement the Dickson recommendations, faculties -

(a) be encouraged to review all of their course regulations to determine whether there are any which are obsolete, whether there is further scope for standardisation or simplification and, in the case of regulations which have proved time-consuming and therefore costly to administer, to weigh the academic benefits of retaining such regulations against the costs involved;

(b) be invited to examine all of their provisions for approval of exceptions to the course rules and where there is significant demand for a particular variation and approval is almost always given for it, consider incorporating the variation as an option in the rules.

Simplifying and Standardising the Layout and Language of the Regulations

The Current Problems
Conveying information about courses by means of formal regulations, as well as giving the information legal authority, is intended to ensure that it is precise and unambiguous. However, in recent years the University’s course regulations have had to accommodate a proliferation of single and combined courses and complex course structures and options and, as a result, can be unwieldy, difficult to navigate and to understand and costly both to put in place and to administer. In addition, the layout and the formal language of the regulations are often seen by both internal and external users as unfriendly and off-putting.

Layout
As the number of courses and options has grown, faculties have adopted various approaches to ordering their regulations. Many have attempted to incorporate new elements within their existing regulations without disturbing to too great an extent the numbering and order of those regulations. Some have grouped courses together according to level ie all bachelor’s degrees, all graduate certificates, all graduate diplomas and all masters degrees: others have grouped courses according to discipline ie bachelor of x, graduate certificate in x, graduate diploma in x, master of x. Two faculties (the former faculties of Engineering and Mathematical Sciences and of Science) have recently re-ordered all of their course regulations into parts. Each has taken a somewhat different approach but the general principle applied is that like is grouped with like, eg general provisions, bachelor’s degrees, combined courses etc. Organisation of the regulations in this way simplifies navigation through both hard
copy and electronic versions of the handbook and allows for new courses to be added without the need for extensive renumbering.

**Ordering of Faculty Regulations**

I suggest that a uniform approach to organising faculty regulations be adopted as follows:

I recommend that faculty regulations be divided into parts. Part 1 would contain the Faculty’s general regulations ie policies which apply across courses in the faculty. Part 2 would be for bachelor’s degrees, Part 3 for undergraduate combined courses, Part 4 for graduate certificates, Part 5 for graduate diplomas, Part 6 for master’s degrees, Part 7 for postgraduate combined courses, if any, Part 8 for professional doctorates, if any, Part 9 for higher doctorates, if any.

Part 1 would contain a statement about the applicability of the General Regulations for Academic Courses and students would be directed at the beginning of all other parts to read the General Regulations for Academic Courses and the Faculty’s general regulations in Part 1.

A faculty which did not have any offerings in a particular category but offered courses in categories which followed would include a statement under the part heading to the effect that it did not currently offer award courses in the particular category, eg

**Part 8 - Professional Doctorates**

The Faculty has no award courses in this category at present.

A faculty which did not offer any courses above a particular level, eg above the bachelor degree level, would not be required to include headings for parts beyond the part pertaining to the highest level of award course which it offered. For example, if the Faculty of Architecture, Landscape and Visual Arts continues to offer only bachelor’s degrees, it will not be necessary for that faculty to include headings for any part beyond Part 2.

Each part would be split into divisions to be numbered Division 1, Division 2, Division 3 etc. Division 1 of the part would contain the general provisions for the category of course, eg the general provisions for bachelor’s degrees. Each of the remaining divisions in a part would be dedicated either to a group of courses, if the group had provisions in common which were additional to those covered in the faculty’s general provisions for the category of course, or to a single course, if the course did not belong to a such a group.

If a division was dedicated to a group of courses it would be divided into Section A and Section B. Section A would contain the common provisions applying to the courses in the group, and Section B the individual course requirements and rules.

Section B would be divided into sub-sections with one sub-section for each course in

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8 In the case of the Bachelor of Science Sub-Section B(1) would be dedicated to the course taken by way of specialised programme, the programmes to be numbered B(1)(a), B(1)(b), B(1)(c), and Sub-Section B(2) would be dedicated to the course taken by way of foundation package and selected major.
the group. If all provisions were common to the group it would not be necessary to split the division into Section A and Section B.

It is anticipated that implementation of the Dickson recommendations will result in a significant reduction in the number of faculty administrative policies applying either to an individual course or to a group of courses and faculties would be encouraged to consider the possibility of standardising wherever possible the policies applying to courses within a category or across categories in order to limit the number of layers of provisions applying to any one course.

The proposed hierarchy within a part is illustrated below using Bachelor’s Degrees in the former Faculty of Science as an example.
# FACULTY OF SCIENCE REGULATIONS

## Part 2 - Bachelor’s Degrees

**Division 1**  
General Provisions for Bachelor’s Degrees

**Division 2**  
Bachelor of Science

**Division 3**  
Specialist Degrees

<table>
<thead>
<tr>
<th>Section A</th>
<th>Section B</th>
<th>Section A</th>
<th>Section B</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Provisions</td>
<td>Specific Course Requirements and Rules</td>
<td>General Provisions</td>
<td>Specific Course Requirements and Rules</td>
</tr>
</tbody>
</table>

- **Sub-Section B(1)**  
  Specialised Programmes

- **Sub-Section B(2)**  
  Foundation Package and Selected Majors

- **Sub-Section B(1)**  
  Bachelor of Exercise Science

- **Sub-Section B(2)**  
  Bachelor of Molecular Biology

- **Sub-Section B(3)**  
  Bachelor of Plant Biology

- **B(1)(a)**  
  Advanced Science Programme with Honours

- **B(1)(b)**  
  Biomedical Science

- **B(1)(c)**  
  Cognitive Science
Use of Headings
Most faculties have adopted the use of headings to identify topics in their regulations eg “Substitution of Units”, “Credit”. Headings can help readers find their way around regulations and are also useful for indexing purposes. I propose that all faculties use headings in their regulations and that a set of standard headings be devised for the purpose in consultation with faculties.

Use of Tables and Schedules
Implementation of the Dixon recommendation that course requirements be expressed in overall terms rather than by year will mean that faculties will have to give consideration to what the various elements are which make up a particular course, what the relationship between them is, if any, and to the best way to set these out clearly for students.

I recommend that, for the sake of clarity, wherever it is practicable compulsory and optional elements of a course, eg lists of majors or elective units, be set out in the form of tables. The tables would be numbered Table (a), Table (b) etc within a Division if it was dedicated to only one course, or within a sub-section of a division if the division was dedicated to more than one course. If students from a number of different courses could or were required to choose units or other elements from the same list, I would suggest that the list be included in table form in a schedule following the part of the regulations to which it primarily applies. One example would be the list of undergraduate units currently in Faculty of Arts Regulation 39. These would be set out in table form in a schedule attached to Part 2 of the Faculty’s regulations. Another example might be the majors offered in a faculty which might be available to students enrolled in a number of different courses in a faculty or to students enrolled in courses in other faculties. Schedules would be numbered sequentially throughout a faculty’s regulations.

Recommendation 2
(a) that faculties divide their regulations into parts as follows:

Part 1 - policies which apply across the faculty
Part 2 - bachelor’s degrees
Part 3 - undergraduate combined courses
Part 4 - graduate certificates
Part 5 - graduate diplomas
Part 6 - master’s degrees
Part 7 - postgraduate combined courses, if any
Part 8 - professional doctorates, if any
Part 9 - higher doctorates, if any;

(b) that Part 1 contain a statement about the applicability of the General Regulations for Academic Courses and that students be directed at the beginning of all other parts to read the General Regulations for Academic Courses and the Faculty’s General Regulations in Part 1.

(c) that each part be divided into divisions to be numbered as Division 1, Division 2, Division 3 etc;

(d) that Division 1 of each part contain the faculty’s general provisions for the category of course, eg General Provisions for Bachelor’s Degrees;
(e) that where a faculty has a set of courses which share a common set of general provisions additional to those covered in the faculty’s general provisions for the category of course, one division be dedicated to that set of courses;

(f) that if a course does not have general provisions in common with any other course or courses other than the faculty’s general provisions for the particular category of course, one division be dedicated to that course;

(g)(i) that a division dedicated to a group of courses be split into Section A and Section B with Section A containing general provisions and Section B specific course requirements and rules;

(ii) that Section B be divided into sub-sections to be numbered B(1), B(2), B(3) etc with one sub-section for each course in the group;

(h) that faculties be encouraged to consider the possibility of standardising wherever possible the policies applying to courses within a category or across categories in order to limit the number of layers of provisions applying to any one course;

(i) that all faculties use headings throughout their regulations to identify topics and that a set of standard headings be devised for the purpose in consultation with faculties.

Recommendation 3

(a) that, for the sake of clarity, wherever practicable compulsory and optional elements of a course, eg lists of majors or elective units, be set out in the form of tables;

(b) that tables be numbered Table (a), Table (b), Table (c) etc within a Division if it is dedicated to only one course, or within a sub-section of a division if the division is dedicated to more than one course;

(c) that where students from various courses can or must choose units or other elements from the same table, the table appear in a schedule following the part of the regulations to which it primarily applies;

(d) that Schedules be numbered sequentially throughout a faculty’s regulations ie Schedule 1, Schedule 2, Schedule 3 etc.

Language

Anecdotal evidence suggests that students and the staff who are required to advise them on their choice of units find the existing course regulations complex and unfriendly. Recognising this fact, many faculties, in their hard copy handbooks and on their web-sites, provide plain English information about courses and diagrams of options and common enrolment patterns which supplement or interpret the information contained in their course regulations.
What happens elsewhere?
An examination of the electronic handbooks and web-sites of other universities in Australia and in the United Kingdom has shown that, whilst all have a framework of Statutes and Regulations, or equivalent, underpinning their course requirements and structures, most provide plain English course information on their web-sites, including diagrams and charts, and it is this information, rather than the regulations or rules, which is generally the primary interface between the faculties and those seeking electronic information about the courses they offer. In most cases students are directed to read and familiarise themselves with the relevant regulations or rules and other legislation which affects them, which may appear in a separate publication.

What should we do?
As previously stated, most faculties are providing plain English information about courses in their handbooks and on their web-sites. They may summarise or interpret existing regulations and may also provide information which is additional to that contained in the regulations, eg expected outcomes. In a few cases some of the additional information provided is of the nature of “local knowledge” in the faculty but is not currently made explicit in the course regulations. In general, more extensive information is provided on the faculty web-site than appears in the hard copy of the faculty handbook.

It is essential that course rules be transparent and contain all of the information that students need about course requirements and progression. Implementation of the Dickson recommendation concerning the expression of course requirements as total requirements will clarify and simplify instructions about what students must do in order to complete a particular course. The expectation is that faculties eventually will have only a small number of regulations applying to a course. I would like to suggest that these be stated as simply and clearly as possible in plain English using and using tables, diagrams and charts if these offer a clearer way of presenting information or of illustrating regulations.

There are no hard and fast rules about what constitutes plain English drafting but there would probably be general consensus that it involves keeping sentences short wherever possible, thinking of the needs of the reader and avoiding archaic language. I suggest that the word “shall” to express obligation be replaced throughout the regulations by “must” or by using the present tense as appropriate and that wherever appropriate “candidates” be replaced by “students”. For example, “Students who . . . are given the progress status of “on probation”. “Students must include at least one major and one minor in their course.” “Students are not permitted to include for credit towards their course units to a value of more than x points from outside the Faculty.”

It is hoped that the use of plain English and of tables, diagrams and charts in regulations will help to make the process of writing regulations easier, make the information contained in them clearer and more accessible to users and, as a result, help to simplify the process of administering them.

Use of Standard Terminology
Currently terminology varies from faculty to faculty and occasionally between courses in the same faculty. I propose that standard terminology be agreed in consultation with faculties for use in all general and faculty regulations.

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9 Clarity is an organisation which promotes plain English drafting. Their web-site may be of interest to those who will be involved in the regulation drafting process. The address is http://www.adler.demon.co.uk/clarity.htm
Summarising Regulations
There is a danger of inaccuracy when regulations are summarised or interpreted. Hopefully the need to do this on faculty web-sites can be avoided by ensuring that the course regulations are sufficiently succinct to be used in web-site information. Faculties could omit rule numbers in such information or replace them with dot points if they wished to create a less formal effect. Faculties would be encouraged to continue to provide diagrams of common enrolment patterns as valuable information for students and advisers.

To underline the authority of the Statutes, Regulations and Rules of the University I suggest that all faculties include on their web-sites the following statement or a similar statement to be agreed by the Legislative Committee following advice from the Legal Services Office: “If the information contained on this web-site conflicts with the Statutes, Regulations and Rules of the University, the Statutes, Regulations and Rules are to be taken to be correct.”

Naming of Parts
Difficulty is experienced by some staff in determining how the various parts of a regulation should be referred to. I propose that the existing numbering convention for regulations and parts of regulations continue to be used and that the existing principle for determining how much of the numeric descriptor to give when referring to a regulation or part of a regulation continue to be applied. For fuller information on these please see http://www.acs.uwa.edu.au/reg/LEG_MANUAL.HTM#5.5 However, in the interests of simplicity, I would like to suggest that the convention for naming of regulations or parts of regulations be changed as follows. When referring to a regulation or part of a regulation from within another regulation the word “regulation” should be used with the numeric descriptor irrespective of whether the reference is only to a part of the regulation. For example, if a reference was made to 14.(1)(c) from within 15 the reference would be to “Regulation 14.(1)(c)” and not to “paragraph 14.(1)(c)” as at present. When referring to a part of a regulation from within the same regulation only the part number should be included in the reference and not the name of the part of the regulation. For example “in paragraph (1)(b)” would simply read “in (1)(b)”. More generally I suggest that the use of sub-paragraphs and parts of sub-paragraphs be avoided by reducing the amount of information included in a single regulation and that cross-referencing be kept to a minimum.

Description of Unit Levels
Current use of the terms, “first-year”, “second-year”, “third-year” etc to describe the level of a unit has potential for confusion with these terms as used to describe a student’s academic year. To avoid this confusion, and to reflect the move away from expressing course requirements by year of the course, I propose that, in future, the terms, “level one”, “level two”, “level three” etc be used to describe unit levels. The recommended system for naming and coding units is set out in Section 8 of Tom Dickson’s paper.
Recommendation 4

(a) that course regulations be stated simply and in plain English;

(b) that faculties use diagrams and charts to present information or to illustrate regulations if they feel this is necessary or desirable for the sake of clarity;

(c) that, where appropriate, the term “students” be used in course regulations rather than “candidates” and “shall” be replaced by “must” or the present tense as appropriate;

(d) that the terminology used throughout all course regulations be standardised.

(e) that the following statement or a similar statement to be agreed by the Legislative Committee following advice from the Legal Services Office be included on all faculty web-sites: “If the information contained on this website conflicts with the Statutes, Regulations and Rules of the University, the Statutes, Regulations and Rules are to be taken to be correct.”

(f)(i) that when reference is made to a regulation or part of a regulation from within another regulation the word “regulation” be used with the numeric descriptor irrespective of whether the reference is only to a part of the regulation.

(ii) that when reference is made to a part of a regulation from within the same regulation the name of the part of the regulation be omitted in the reference and only the part number included.

(g) that the use of sub-paragraphs and parts of sub-paragraphs be avoided as far as possible by reducing the amount of information in a single regulation and that cross-referencing be kept to a minimum;

(h) that the terms first-year, second-year, third-year etc to describe the level of a unit be replaced by level 1, level 2, level 3 etc.

The General Regulations

The General Regulations for Academic Courses will be expanded to take account of the Dickson recommendations and will be re-ordered and rewritten in plain English with clear headings. They will address most administrative policies and practices applying to courses other than those completed by research only. So that the General Regulations for Academic Courses are not confused with a faculty’s general provisions I suggest that they be renamed the University General Regulations (for Academic Courses other than those taken by Research only) and be referred to as the University General Regulations. Students would be directed in hard copy and electronic handbooks to read and familiarise themselves with these regulations, and any other University legislation which affects them while they are enrolled at the University, and would be told where they could be found.
Recommendation 5

(a) that the General Regulations for Academic Course be renamed the University General Regulations (for Academic Courses other than those taken by Research only);

(b) that students be directed in hard copy and electronic handbooks to read and familiarise themselves with the University General Regulations and other University legislation applying to them while they are enrolled at the University and be told where they can access them.

What can be done to improve the process?

Reducing the number and complexity of regulations and simplifying the layout and language should significantly reduce in the long term and at all levels the workload associated with the regulation drafting and approval process. I would like to suggest that this workload be further reduced by locating responsibility for approving certain matters at a lower level that at present.

Responsibility for approving Tables of Core Requirements and Electives

I have recommended that, for the sake of clarity, wherever practicable faculties present electives and core requirements, including majors, in the form of tables. I recommend that faculties have responsibility for maintaining these tables and that they not be required to submit them to the Academic Council or Legislative Committee for approval. Although not required to submit tables to the Legislative Committee, faculties could, if they wished, request that the Committee check their content before forwarding them for publication.

Faculties would be required, as at present, to submit to the Academic Council for approval all proposals to introduce new units or to delete existing units which would include details of the courses in which the units would be offered or from which they would be deleted. They would also be required to submit proposals for the introduction of new majors and to define a major and any other significant course components in their regulations.

I appreciate that the workload involved in the initial setting up of tables would be fairly high. However I hope that the task of maintaining them, once in place, would be no greater than that of updating the current lists of units in faculty regulations.

Recommendation 6

that faculties have responsibility for their tables of units, majors and other significant components of a course and that they not be required to submit them to the Academic Council or Legislative Committee for approval.

Recommendation 7

that faculties be required to submit to the Academic Council for approval -
(a) all proposals for new units and deletion of existing units including details of the courses in which the units would be offered or from which they would be deleted; and
(b) all proposals for new majors.
Recommendation 8

that faculties be required to define a major and other significant course components (e.g. a minor) in their regulations.

The Role of the Senate

Under the University Act the Senate has power to make, amend or repeal regulations relating to the award of degrees, diplomas and certificates. The Academic Board under Statute No 19 has power, on the recommendation of a faculty or other body, to recommend the making, amending or repealing of those regulations.

The Legislative Committee is a joint committee of the Academic Council and Senate. Its role is, amongst other things, to -

(a) consider all proposals for new statutes and for the amendment of statutes and all proposals for new regulations and for the amendment of regulations;

(b) undertake final drafting of proposed new or amended statutes and proposed new or amended regulations and submit the final drafts of new or amended statutes and regulations to the Senate for approval.

The committee fulfils its obligation to submit final drafts of statutes and regulations to the Senate by submitting a report of each of its meetings for attachment to the Senate agenda. For some years now the committee has forwarded this report to the Senate without attaching all of the regulations which are the subject of the items contained in it. Members of the Senate are advised that they may ask for a copy of any regulations dealt with in the Legislative Committee report and all of those regulations are tabled at the Senate meeting. This procedure was adopted because items in the Legislative Committee Report were generally uncontroversial and seldom gave rise to discussion by the Senate. However, there is some dissatisfaction with the current procedure on the grounds that it is inappropriate for the Senate to be asked to approve something that is has not necessarily seen.

Over the past few years, in the course of reviewing its structure and operations and clarifying its role, the Senate has made clear its view that its involvement should be at the strategic, direction-setting end of the University’s operations, where it can add real value, rather than in the organisation’s day-to-day activities, which are the responsibility of the University’s management.

Given the Senate’s stated view as to its proper role, and that the current procedure for submitting regulations to the Senate is considered to be less than ideal, it is perhaps timely to ask whether the Senate must continue to be involved in decisions relating to the detail of course structures and requirements and in the making of policy on matters such as sanctions, withdrawals, deferred examination and others affecting a student’s progress through a course, or whether decisions on such matters could rest with the Academic Board whose province they appear to be.

The late University Counsel advised that the Senate cannot delegate its power to make regulations but that it could, if it wished, approve a set of regulations which would express the requirements for completion of a degree, diploma or certificate course of the University in a very general way, with responsibility for approving the detailed policies applying to the course resting with the Academic Board. Such policies would be expressed in rules rather than regulations. To give responsibility to the Board for approving course rules would not
affect in any way the power which the Senate has under the University Act to do or to look at anything it wishes in carrying out its role as the governing authority of the University. The Senate has power under Section 29 of the Act to grant degrees, diplomas and certificates and faculties would be required, as at present, to submit to the Senate for approval all proposals for new degree, diploma and certificate courses.

**Recommendation 9**

(a) that course requirements and structures and any policies applying to courses, whether specific to a faculty or general, be expressed in rules rather than regulations;

(b) that the Academic Board have responsibility for approving all general and faculty rules;

(c) that to enable (a) and (b) the Senate be asked to approve a set of regulations as set out in Appendix 2.

I appreciate that, in the short term, the work involved in implementing the recommendations contained in this paper will be considerable and that this work comes at a time when faculties and other bodies are dealing with the demands of large-scale change across the University. The recommendations, as those in the Dickson paper, are intended, amongst other things, to improve the quality of service that the University provides to its students and to assist in reducing workload at all levels in the long term. I hope that they will be viewed in this light.

Sylvia Lang
Senior Project Officer (Legislative Change)

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10 If this recommendation is accepted an amendment to Statute No 19 will be necessary.
APPENDIX 1 - POSSIBLE MODEL OF FACULTY RULES

FACULTY OF ECONOMICS AND COMMERCE

Degrees, Diplomas and Certificates in the Faculty of Economics and Commerce

The following degrees, diplomas and certificates have been approved by the Senate for offer in the Faculty of Economics and Commerce:

Degrees

Bachelor of Economics — BEc
Bachelor of Commerce — BCom
Master of Economics 13 (by coursework)— MEc
Master of Commerce 13 (by coursework)— MCom
Master of Accounting— MAcc
Master of Business Administration—MBA
Master of Business Administration (Advanced)—MBA(Adv)
Master of Business Administration (Executive)—EMBA
Master of Business Administration (International)—MBA(Int)
Master of Electronic Business—MEB
Master of Electronic Marketing and Information Management—MEMktg&InfoMgt
Master of Finance— MFin
Master of Human Resource Management—MHRM
Master of Industrial Relations 13 (by coursework)— MIR
Master of Information Management— MInfoMgt
Master of Marketing— MMktg
Master of Professional Accounting—MPAcc
Doctor of Business Administration—DBA

Diplomas

Graduate Diploma in Accounting—GradDipAcc
Graduate Diploma in Commerce—GradDipCom
Graduate Diploma in Economics—GradDipEc
Graduate Diploma in Finance—GradDipFin
Graduate Diploma in Human Resource Management—GradDipHRM
Graduate Diploma in Industrial Relations—GradDipIR

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11 This model is a re-expression of existing faculty regulations. It does not attempt to suggest an “ideal” set of course rules.
12 This is not a rule but a statement.
13 These degrees may also be taken by way of research through the Board of the Postgraduate Research School under the Regulations Governing Research Higher Degrees.
Graduate Diploma in Information Management—GradDipInfoMgt
Graduate Diploma in Business Administration—GradDipBusAdmin
Graduate Diploma in Marketing—GradDipMktg
Graduate Diploma in Professional Accounting—GradDipPAcc

Certificates
Graduate Certificate in Management—GradCertMgt

A graduate may also apply to enrol as a candidate for the following research degrees which are administered by the Board of the Postgraduate Research School under the Regulations Governing Research Higher Degrees set out in the Postgraduate Research and Scholarships Handbook:

Master of Commerce—MCom
Master of Economics—MEc
Master of Industrial Relations—MIR
Doctor of Philosophy—PhD

FACULTY OF ECONOMICS AND COMMERCE RULES

PART 1 - GENERAL

Applicability of University General Rules for Academic Courses
1. The University General Rules apply to courses in the Faculty but if the Faculty Rules relating to a particular matter are different from the University General Rules relating to that matter the Faculty Rules apply.

Delegation of Powers of Faculty to the Dean
2. The Dean, after consulting with the head of school concerned, has authority to act on behalf of the Faculty in dealing with matters arising under University General Rules Nos. xxxx.

Unsatisfactory Attendance and Compulsory Withdrawal
3. (1) The Dean may require a student whose attendance at classes and performance of class work in a unit is not satisfactory under General Rule x to withdraw from that unit.

   (2) A student who is required to withdraw from the same unit twice is not allowed to enrol again in the unit except with the special permission of the Dean.

Failure to attend an Examination
4. A student who does not attend an examination in a unit for which they are enrolled is considered to have failed the unit unless the Board of Examiners is satisfied that there was good cause for the absence.

Deferred Examinations
5. A student must sit for all the papers of each unit in which a deferred examination is granted under University General Rule No x unless the Dean permits otherwise in recognition of exceptional circumstances.

Successive Failures in the Same Unit
6. A student who has failed a unit twice is not allowed to enrol again in the unit except with the special permission of the Dean.

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14 With apologies to the Faculty of Economics and Commerce for any misinterpretation of their rules or for any omissions.
Appeals against Progress Status

7. A student who, as the result of having made unsatisfactory progress, is given the status of “On Probation”, “Suspended” or “Excluded” may appeal against that status in accordance with the procedure set out in this handbook. (*To be moved to University General Rules.*)

PART 2 - BACHELOR’S DEGREES

The University General Rules in the Interfaculty Handbook and the Faculty General Rules in Part 1 are to be read with these Rules.

DIVISION 1 - GENERAL PROVISIONS FOR BACHELOR’S DEGREES

Unsatisfactory Progress

1. A student is declared to have made unsatisfactory progress if they -

Progress Status given to Students who have made Unsatisfactory Progress

2. (*Penalties to be determined by Faculty in accordance with Tom Dickson’s paper*)

DIVISION 2 - BACHELOR OF ECONOMICS AND BACHELOR OF COMMERCE PASS DEGREES

Course Structure

1. The courses for the degrees consist of units to a total value of 144 points which may be made up as follows:

<table>
<thead>
<tr>
<th>level 1 units (48 points)</th>
<th>a major (36 or 42 points)</th>
<th>level 2 and level 3 electives (54 or 60 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>level 1 units (48 points)</td>
<td>two majors (72 to 84 points)</td>
<td>level 2 and level 3 electives (12 to 24 points)</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>level 1 units (48 points)</td>
<td>a major (36 or 42 points)</td>
<td>a minor (24 points)</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>level 1 units (48 points)</td>
<td>a major (36 or 42 points)</td>
<td>two minors (48 points)</td>
</tr>
</tbody>
</table>

Majors

2.(1) A major in the Faculty consists of specified level 2 and level 3 units to a total value of at least 36 points.

(2) A student must complete at least one major from those specified for the degree in which they are enrolled.

(3) The majors specified for the Bachelor of Economics pass degree are detailed in Table (b) of Schedule 1.
(4) The majors specified for the Bachelor of Commerce pass degree are detailed in Table (b) of Schedule 2.

(5) A student may complete a second major which may be chosen from those offered in the Faculty or from those offered in other faculties.\footnote{For details of majors outside the Faculty students should consult the relevant faculty handbook.}

Minors
3. (1) A minor in the faculty consists of specified level 2 and level 3 units to a total value of 24 points.

(2) The minors in the faculty are detailed in Table (c) of Schedule 1 and in Table (c) of Schedule 2.

\footnote{Choice of electives is subject to timetable constraints and to satisfaction of any prerequisites.}

Electives
4. A student may choose their elective units from any of the following:

(a) the level two and level three elective units listed for the degrees as detailed in Table (d) of Schedule 1 and Table (d) of Schedule 2;

(b) the units which make up the minors for the degrees as detailed in Table (c) of Schedule 1 and Table (c) of Schedule 2; and

(c) the units which make up the majors for the degrees as detailed in Table (b) of Schedule 1 and Table (b) of Schedule 2.

Special Permission to include Additional Level 2 and Level 3 Units
5. The Dean may give a student special permission to include additional level 2 and level 3 units to a total value of 12 points for the purpose of completing a second major.

Restrictions on Units outside the Faculty
6. A student is not permitted to include for credit towards the degrees units to a value greater than 42 points outside the Faculty.

Permission or Requirement to Substitute Units (Faculty to be encouraged to consider incorporating variations as requirements or options in regulations)
7. (1) Following a recommendation from the Head of the appropriate School, the Dean may permit or require a student to substitute other units for compulsory units or approved elective units.

(2) The total value of units for which substitutions may be permitted or required is 18 points.

(3) Substitutions may be permitted or required for -

(a) units up to a value 12 points in the chosen major(s);

(b) units up to a value of 6 points in the chosen minor;

(c) approved elective units up to a total value of 18 points.

Second Degree Requirements
8. To complete the Bachelor of Economics or Bachelor of Commerce as a second degree a student must undertake an approved course conforming to the rules for the degree and
complete units totalling at least 72 points of which units totalling at least 60 points must be at a level higher than level one.
Schedule 1 - Bachelor of Economics Pass Degree Compulsory and Elective Units, Majors and Minors

Table (a) - Level 1 Units

**Key:**

- **S1** Semester 1
- **S2** Semester 2
- **Y** Full-year unit.
- ***** Not available in 2002.

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Approved Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S1 400.101 Microeconomics, Prices and Markets 101 (6 points)</strong></td>
<td><strong>S1 290.101 Foundations in Industrial Relations 101 (6 points)</strong></td>
</tr>
<tr>
<td><strong>S2 400.102 Macroeconomics, Money and Finance 102 (6 points)</strong></td>
<td><strong>S2 290.102 Australian Industrial Relations 102 (6 points)</strong></td>
</tr>
<tr>
<td><strong>S1 290.101 Foundations in Industrial Relations 101 (6 points)</strong></td>
<td><strong>S1 290.190 Foundations of Asian Business 190 (6 points)</strong></td>
</tr>
<tr>
<td><strong>S2 400.106 Economic History 106 (6 points)</strong></td>
<td><strong>S1400.106 Economic History 106 (6 points)</strong></td>
</tr>
<tr>
<td><strong>S2 400.107 Economic History 107 (6 points)</strong></td>
<td><strong>S2400.107 Economic History 107 (6 points)</strong></td>
</tr>
<tr>
<td></td>
<td>the level one units listed for the Bachelor of Commerce;</td>
</tr>
<tr>
<td></td>
<td>the level one units listed in the Faculty of Arts, Humanities and Social Sciences Rules, the Faculty of Life and Physical Sciences Rules or the Faculty of Natural and Agricultural Sciences Rules.</td>
</tr>
</tbody>
</table>

either

- **S2 535.106 Economic and Business Statistics 106 (6 points)**
- any other first-year mathematics unit with a value of six points approved by the Dean

for students who have not obtained a minimum scaled score of 50 in either of the TEE subjects Applicable Mathematics or Calculus or equivalent,

- **400.111 Quantitative Methods for Business and Economics 111**

for students who are not taking a major in Industrial Relations,

- **400.106 Economic History 106**
- **400.107 Economic History 107**
- an Economic History unit chosen from those listed under the required units for the Economic History major.
### Key:
- **S1**: Semester 1
- **S2**: Semester 2
- **Y**: Full-year unit.
- *****: Not available in 2002.

#### Table (b) - Majors

<table>
<thead>
<tr>
<th>Name</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Required Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics (400)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(x points)</em></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S1</strong> 400.101 Microeconomics, Prices and Markets 101 (6 points)</td>
<td><strong>S1</strong> 400.233 Microeconomics: Policy and Applications 233 (6 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S2</strong> 400.102 Macroeconomics, Money and Finance 102 (6 points)</td>
<td><strong>S2</strong> 400.234 Macroeconomics: Policy and Applications 234 (6 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>S1</strong> 400.271 Business Econometrics 271 (6 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>S2</strong> 400.272 Mathematics for Economists 272 (6 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>S1</strong> 400.364 Microeconomic Theory 364 (6 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>S2</strong> 400.365 Macroeconomic Theory 365 (6 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Economics (404)</strong></td>
<td><em>(x points)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S1</strong> 400.101 Microeconomics, Prices and Markets 101 (6 points)</td>
<td><strong>S1</strong> 400.233 Microeconomics: Policy and Applications 233 (6 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S2</strong> 400.102 Macroeconomics, Money and Finance 102 (6 points)</td>
<td><strong>S2</strong> 400.234 Macroeconomics: Policy and Applications 234 (6 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>S1</strong> 400.271 Business Econometrics 271 (6 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>S2</strong> 400.272 Mathematics for Economists 272 (6 points)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>S1</strong> 400.371 Econometrics 371 (6 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>S1</strong> 400.372 Mathematics for Economists 372 (6 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Economic History (403)</strong></td>
<td><em>(x points)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S1</strong> 400.101 Microeconomics, Prices and Markets 101 (6 points)</td>
<td><strong>S1</strong> 400.233 Microeconomics: Policy and Applications 233 (6 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>S2</strong> 400.102 Macroeconomics, Money and Finance 102 (6 points)</td>
<td><strong>S2</strong> 400.234 Macroeconomics: Policy and Applications 234 (6 points)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>units to a total value of 24 points chosen from the following:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>S1</strong> 400.241 Australian Economic History 241 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>400.242 Australian Economic History 242 (6 points)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>S2</strong> 400.252 Business History 252 (6 points)</td>
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<tr>
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<td></td>
<td></td>
<td><strong>S1</strong> 400.260 Southeast Asian Economic History 260 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>400.262 Japanese Economic History 262 (6 points)</strong></td>
</tr>
<tr>
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<td></td>
<td></td>
<td><strong>S2</strong> 400.264 Contemporary Japanese Economy 264 (6 points)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td><strong>S1</strong> 400.270 Middle East Economies 270 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>S1</strong> 400.310 History of Economic Analysis 310 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>400.370 Middle East Economies 370 (6 points)</strong></td>
</tr>
</tbody>
</table>

etc
### Table (c) - Minors

**Key:**
- **S1:** Semester 1
- **S2:** Semester 2
- **Y:** Full-year unit.
- ***:** Not available in 2002.

<table>
<thead>
<tr>
<th>Name</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Required Units</th>
</tr>
</thead>
</table>
| Quantitative Economics (x points) | S1 400.101 Microeconomics, Prices and Markets 101 (6 points)  
S2400.102 Macroeconomics, Money and Finance 102 (6 points) | four of:  
S1 400.271 Business Econometrics 271 (6 points)  
S2 400.272 Mathematics for Economists 272 (6 points)  
*400.313 Applied Econometrics 313 (6 points)  
*400.314 Business and Economic Forecasting 314 (6 points)  
S2 400.371 Econometrics 371 (6 points)  
S1 400.372 Mathematics for Economists 372 (6 points) |  |
| International Business Economics (x points) | S1 400.101 Microeconomics, Prices and Markets 101 (6 points)  
S2400.102 Macroeconomics, Money and Finance 102 (6 points) | four of:  
S2 400.203 Asia in the World Economy 203 (6 points)  
*400.204 Finance and Economics for Minerals and Energy 204 (6 points)  
*400.220 Economic Development 220 (6 points)  
S1 400.235 International Trade 235 (6 points)  
S1 400.236 International Finance 236 (6 points)  
S2400.245 Business Economics 245 (6 points)  
S2 400.252 Business History 252 (6 points)  
*400.295 Public Finance 295 (6 points)  
*400.314 Business and Economic Forecasting 314 (6 points) |  |
| etc                           |                                                                             |                                                                               |  |
| etc                           |                                                                             |                                                                               |  |

### Table (d) Level 2 and Level 3 Electives

**Key:**
- **Y:** Full-year unit.
- ***:** Not available in 2002.

<table>
<thead>
<tr>
<th>Unit No</th>
<th>Unit</th>
<th>Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>200.309</td>
<td>Workplace Law 309</td>
<td></td>
</tr>
<tr>
<td>200.328</td>
<td>International Commercial Law 328</td>
<td></td>
</tr>
<tr>
<td>200.329</td>
<td>Business Law in Asia 329</td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Schedule 2 - Bachelor of Commerce Pass Degree Compulsory and Elective Units, Majors and Minors

#### Table (a) - Level 1 Units

**Key:**
- S1: Semester 1
- S2: Semester 2
- Y: Full-year unit.
- *: Not available in 2002.

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Approved Elective Units</th>
</tr>
</thead>
</table>
| S1 400.101 Microeconomics, Prices and Markets 101 (6 points)  
S1, S2 460.101 Financial Accounting 101 (6 points) | S2 200.104 Introduction to Law 104 (6 points)  
S1 290.101 Foundations of Industrial Relations 101 (6 points)  
S2 290.102 Australian Industrial Relations 102 (6 points)  
S1, S2 290.135 Organisational Behaviour 135 (6 points)  
S1, S2 290.136 Management and Organisations 136 (6 points)  
S1 290.190 Foundations of Asian Business 190 (6 points)  
S1 450.103 Information, Technology and Systems 103 (6 points)  
S1, S2 460.112 Management Accounting 112 (6 points)  
the level one units listed for the Bachelor of Economics;  
the level one units listed in the Faculty of Arts, Humanities and Social Sciences Rules and the Faculty of Natural and Agricultural Sciences Rules. |
| either  
S2 535.106 Economic and Business Statistics 106 (6 points)  
or  
any other first-year mathematics unit with a value of six points approved by the Dean | for students who have not obtained a minimum scaled score of 50 in either of the TEE subjects Applicable Mathematics or Calculus or equivalent,  
400.111 Quantitative Methods for Business and Economics 111 |
### Table (b) - Majors

**Key:**
- S1  Semester 1
- S2  Semester 2
- Y  Full-year unit.
- * Not available in 2002.

<table>
<thead>
<tr>
<th>Name</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Required Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (461)</td>
<td>S1, S2 460.101 Financial Accounting 101 (6 points)</td>
<td></td>
<td>S1, S2 460.201 Financial Accounting 201 (6 points)</td>
</tr>
<tr>
<td></td>
<td>S1, S2 460.112 Management Accounting 112 (6 points)</td>
<td></td>
<td>S1, S2 460.203 Management Accounting 203 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S1, S2 460.221 Introduction to Finance 221 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S1, S2 460.202 Financial Accounting 202 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or S2 460.207 Business Analysis and Valuation 207 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>two units with a total value of 12 points chosen from the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S1 460.321 Financial Accounting 321 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S2 460.322 Auditing 322 (6 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S1 460.323 Strategic Management Accounting 323 (6 points)</td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table (c) - Minors

**Key:**
- S1  Semester 1
- S2  Semester 2
- Y  Full-year unit.
- *  Not available in 2002.

<table>
<thead>
<tr>
<th>Name</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
<th>Required Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>S1, S2 460.101 Financial Accounting 101 (6 points)</td>
<td></td>
<td>units to a total value of 24 points chosen from the following, but a student cannot include both Financial Accounting 202 and Business Analysis and Valuation 207: S1, S2 460.201 Financial Accounting 201 (6 points) S1, S2 460.202 Financial Accounting 202 (6 points) S1, S2 460.203 Management Accounting 203 (6 points) S2 460.207 Business Analysis and Valuation 207 (6 points) S1, S2 460.221 Introduction to Finance 221 (6 points) S2 460.242 Accounting Information Systems 242 (6 points) S1 460.321 Financial Accounting 321 (6 points) S2 460.322 Auditing 322 (6 points) S1 460.323 Strategic Management Accounting 323 (6 points)</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table (d) - Level 2 and Level 3 Elective Units

**Table g**

**Key:**
- S1  Semester 1
- S2  Semester 2
- Y  Full-year unit.
- *  Not available in 2002.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Sem</th>
</tr>
</thead>
<tbody>
<tr>
<td>200.201</td>
<td>Legal Framework of Business 201</td>
<td></td>
</tr>
<tr>
<td>200.301</td>
<td>Company Law 301</td>
<td></td>
</tr>
<tr>
<td>200.306</td>
<td>Finance Law 306</td>
<td></td>
</tr>
<tr>
<td>200.308</td>
<td>Marketing Law 308</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the level two and three units</td>
<td></td>
</tr>
<tr>
<td></td>
<td>listed in the Faculty of Arts,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rules, the Faculty of Life and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Sciences Rules or the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty of Natural and Agricultural Sciences Rules.</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION 2 - BACHELOR OF ECONOMICS AND BACHELOR OF COMMERCE
HONOURS DEGREES

SECTION A - GENERAL PROVISIONS

Admission
1.

Unsatisfactory Attendance and Compulsory Withdrawal
2.

Late Withdrawal from the Honours Course
3.

Unsatisfactory Progress
4.

Progress Status given to Students who have made Unsatisfactory Progress
5.

Time Limit
6.

Extension of Candidature
7.

Award of Pass Degree
8.
SECTION B - SPECIFIC COURSE REQUIREMENTS AND RULES

SUB-SECTION B(1) - BACHELOR OF ECONOMICS WITH HONOURS

Course Requirements
1. To qualify for the degree of Bachelor of Economics with honours a student must complete at honours standard units to the value of 48 points comprising one of the Economics options or the Industrial Relations option for the degree set out in Table (a).

Permission or Requirement to Substitute Units
2. On the recommendation of the Head of School, the Dean may permit or require a student to substitute for units up to a value of x points other units of the same value which are normally honours-level units available in the Faculty but may include an honours-level unit to the value of y points available in a course offered by another faculty of this University or by another recognised institution.

Table (a)

<table>
<thead>
<tr>
<th>Option</th>
<th>Compulsory Units</th>
<th>Pts</th>
<th>Approved Electives</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (400)</td>
<td>400.417 Dissertation (Economics) 417</td>
<td>16</td>
<td>two elective units</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>400.402 Microeconomic Theory 402</td>
<td>8</td>
<td>selected from the level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>400.418 Macroeconomic Theory 418</td>
<td>8</td>
<td>4 Economics units</td>
<td></td>
</tr>
<tr>
<td>Economic History</td>
<td>400.419 Dissertation (Economic History) 419</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(403)</td>
<td>400.407 Topics in Post-War Australian Economic History 407</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>400.408 Topics in Economic Development 408</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>400.470 Middle East Economies 470</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>400.507 History of Economic Analysis 507</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money and Banking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(405)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>etc</td>
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<td>etc</td>
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</tr>
</tbody>
</table>
SUB-SECTION B(2) BACHELOR OF COMMERCE WITH HONOURS

Course Requirements

1. To qualify for the degree of Bachelor of Commerce with honours a student must complete at honours standard units to the value of 48 points comprising one of the honours options for the degree set out in Table (a).

Permission to Substitute Units

2. On the recommendation of the appropriate Head of School, the Dean may permit a student -
   (a) to substitute an approved unit from another course offered by the Faculty for one unit listed in the chosen option;
   (b) to include more than one “topics” unit.

Requirement to Complete Additional Work

3. On the recommendation of the appropriate Head of School, the Dean may require a student to complete additional work.

Table (a)

<table>
<thead>
<tr>
<th>Option</th>
<th>Compulsory Units</th>
<th>Pts</th>
<th>Approved Electives</th>
</tr>
</thead>
</table>
| Financial Accounting (466) | 460.470 Dissertation (Accounting) 470  
460.471 Advanced Financial Accounting 471  
460.472 Contemporary Issues in Accounting 472 | 16  | two units chosen from the following which normally must not include more than one “Topics” unit:  
460.440 Management Accounting: Issues and Perspectives 440  
460.451 Behavioural Accounting 451  
460.452 Advanced Accounting Information Systems 452 etc | 16  |
| Managerial Accounting (465)    | 46.440 Managerial Accounting: Issues and Perspectives 440  
460.462 Accounting, Organisations and Society 462  
460.470 Dissertation 470 | 8   | two units chosen from the following which normally must not include more than one “Topics” unit:  
460.440 Management Accounting: Issues and Perspectives 440  
460.451 Behavioural Accounting 451  
460.452 Advanced Accounting Information Systems 452 etc | 16  |
| Finance etc (462)          |                                                                                       |     |                                                                                  |
| etc                                                                       |                                                                                       |     |                                                                                  |
| etc                                                                       |                                                                                       |     |                                                                                  |
APPENDIX 2 - ENABLING REGULATIONS FOR CONSIDERATION BY THE SENATE

1. The degrees, diplomas and certificates of the University are those approved by the Senate and published in the Schedule to these regulations.

2. Subject to the approval of the Academic Board -

(a) a faculty must determine the course requirements for each degree, diploma or certificate that it offers;

(b) the Board of the Postgraduate Research School must determine the course requirements for each degree that it offers.

3. The rules which apply to the degrees, diplomas and certificates of the University are those approved by the Academic Board and published in the relevant handbook.

4. To qualify for the award of a degree, diploma or certificate of this University a student must -

(a) complete the relevant course requirements as specified in the rules which apply to that degree, diploma or certificate; and

(b) comply with all rules which apply to that degree, diploma or certificate.

5. A faculty must submit to the Academic Board for approval details of each unit that it proposes to offer including the name, the points value, a brief description of content and details of the course or courses in which it will be offered.

6. A faculty must submit to the Academic Board for approval details of each major or major sequence that it proposes to offer.

7. A faculty must publish in a handbook details of the units it offers which must include for each unit:

   the code;
   the title;
   the points value;
   the name of the course co-ordinator;
   a brief description;
   details of the semester(s) in which it is offered;
   details of any prerequisites or co-requisites;
   details of any units with which it is incompatible;
   the number of contact hours and type of contact; and
   details of the method of assessment

8. A faculty may publish in a handbook information about the courses it offers and about policies which apply but if this information conflicts with the Statutes, Regulations and Rules of the University, the Statutes, Regulations and Rules prevail.