



Undergraduate Studies Committee Agenda

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Notice of Meeting

A meeting of the **Undergraduate Studies Committee** will be held at **10.00am** on **Wednesday 2 April 2008** in the Professorial Board Room. (Quadrangle Building on the Camperdown Campus.)

Members who are unable to attend are asked to notify Amy Griffiths at the above address. Enquiries concerning this meeting may also be directed to Ms Griffiths.

Amy Griffiths
for
Dr W Adams
Registrar

27 March 2008

Agenda

Pages

1. Apologies

The following apologies have been received:
Professor T Ho, Professor D Guest and Dr F Burns

2. Minutes of previous meeting

(page 9)

Recommendation

That the Undergraduate Studies Committee adopt the minutes of the previous meeting held on 13 February as a true record.

3. Business arising from Minutes (not dealt with elsewhere in the Agenda)

4. Report of the Chair

Recommendation

That the Undergraduate Studies Committee note the report of the Chair.

5. Report of the Academic Board

(page 14)

Recommendation

That the Undergraduate Studies Committee note the report of the Academic Board meeting of 27 February 2008, as set out in the report presented.

6. Report of the Admissions Sub Committee

(page 15)

Recommendation

That the Undergraduate Studies Committee note the report of the Admissions Sub-Committee as set out in the report presented.

7. Honours discussion paper from the Faculty of Medicine

(page 16)

8. Academic Board Resolutions

(page 18-30)

9. Late/Urgent Approval Forms

(page 31)

Recommendation

That the Undergraduate Studies Committee endorse the changes to the Late/ Urgent Approval forms.

10. Proposals for new and amended undergraduate courses

10.1 Faculty of Health Sciences

Appendix 1

This item was held over from the February meeting of the Undergraduate Studies Committee, to allow discussion between the Faculties of Health Sciences and Education and Social Work regarding the title of the proposed major (Human Movement). This re-submitted proposal is the same in content as the previous proposal but includes a new title for the major: it is now Movement Science.

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Health Sciences and Bachelor of Health Sciences Honours, to include a major in Movement Science*
- (2) *recommend that Senate:*
 - (a) *endorse the Academic Board's approval of the proposal from the Faculty of Health Sciences for the introduction of the new major in the Bachelor of Health Sciences and Bachelor of Health Sciences Honours,*
and
 - (b) *approve the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certificates in the Faculty of Health Sciences,*
 - (c) *approve the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000,*

with effect from 1 January 2009, as set out in the report presented

10.2 Faculty of Economics and Business and Faculty of Medicine

Appendix 2

10.2.1 Bachelor of Economics/ Bachelor of Medicine and Bachelor of Surgery

This proposal was first put to the Committee in February. Minor changes and corrections have since been made.

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal of the Faculties of Economics and Business and Medicine for the introduction of a combined Bachelor of Economics/ Bachelor of Medicine and Bachelor of Surgery, and recommend that Senate:*
 - (a) *endorse the Academic Board's approval of the proposal to introduce this course,*
 - (b) *approve the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certifications in the Faculties of Economics and Business and Medicine, and*
 - (c) *approve the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000,*
- (2) *note the Resolutions of the Faculty relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000 (as amended); and*
- (3) *approve the faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, specially designated streams and award of the degree,*
with effect from 1 January 2009, as set out in the report.

10.2.2 Bachelor of Commerce/ Bachelor of Medicine and Bachelor of Surgery

This proposal was first put to the Committee in February. Minor changes and corrections have since been made.

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal of the Faculties of Economics and Business and Medicine for the introduction of a combined Bachelor of Commerce/ Bachelor of Medicine and Bachelor of Surgery, and recommend that Senate:*
 - (a) *endorse the Academic Board's approval of the proposal to introduce this course,*
 - (b) *approve the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certifications in the Faculties of Economics and Business and Medicine, and*
 - (c) *approve the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000,*
- (2) *note the Resolutions of the Faculty relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000 (as amended); and*
- (3) *approve the faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, specially designated streams and award of the degree,*
with effect from 1 January 2009, as set out in the report.

10.3 Faculty of Engineering and Information Technologies

Appendix 3

10.3.1 Bachelor of Engineering (Chemical Engineering)

This proposal is to delete the specialisation of Chemical Engineering in the Bachelor of Engineering. It is to be replaced by the Bachelor Engineering (Chemical and Biomolecular Engineering).

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal from the Faculty of Engineering to delete the specialisation of Chemical Engineering in the Bachelor of Engineering,*
- (2) *recommend that Senate:*
 - (a) *endorse the Academic Board's approval of the proposal to delete this specialisation; and*
 - (b) *approve the amendment of the Resolutions of the Senate relating to the Bachelor of Engineering in the Faculty of Engineering and Information Technologies, and the deletion of the Resolutions of Senate relating to the course,*
- (3) *approve the amendment of the Faculty Resolutions relating to the Bachelor of Engineering,*

with effect from 1 January 2009, as set out in the report.

10.3.2 Bachelor of Engineering (Chemical and Biomolecular Engineering) [BE(Chem and Biomolecular)]

This specialisation is to replace the deleted Bachelor of Engineering (Chemical Engineering).

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal of the Faculty of Engineering and Information Technologies for the introduction of the Bachelor of Engineering(Chemical and Biomolecular Engineering) specialisation to the Bachelor of Engineering and recommend that Senate:*
 - (a) *endorse the Academic Board's approval of the proposal to introduce this specialisation,*
 - (b) *approve the amendment of the Resolutions of the Senate relating to the Bachelor of Engineering in the Faculty of Engineering and Information Technologies, and*
- (2) *note the Resolutions of the Faculty relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000 (as amended); and*
- (3) *approve the faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, specially designated streams and award of the degree,*

with effect from 1 January 2009, as set out in the report.

10.3.3 with the Faculty of Architecture, Design and Planning Bachelor of Engineering/ Bachelor of Design in Architecture [BE/BDesArch]

This course is designed to meet the growing need in industry for graduates who master both the engineering and architecture disciplines, and to allow

students who are interested in the technical and artistic aspects of engineering and architecture design the opportunity to study both degrees simultaneously and graduate with skills which would make them an asset to the structural design and architecture professions.

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal of the Faculty of Engineering and Information Technologies and the Faculty of Architecture, Design and Planning for the introduction of a combined Bachelor of Engineering/ Bachelor of Design in Architecture, and recommend that Senate:*
 - (a) *endorse the Academic Board's approval of the proposal to introduce this course,*
 - (b) *approve the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certifications in the Faculty of Engineering and Information Technologies and the Faculty of Architecture, Design and Planning, and*
 - (c) *approve the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000,*
- (2) *note the Resolutions of the Faculties relating to the above courses, made pursuant to the University of Sydney (Coursework) Rule 2000 (as amended); and*
- (3) *approve the faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, specially designated streams and award of the degree,*
with effect from 1 January 2009, as set out in the report.

10.3.4 with the Faculty of Arts

Bachelor of Information Technology/Bachelor of Arts [BIT/BA]

This course is designed to meet the growing industry demand for elite graduates who master both the Information Technology (IT) and Arts disciplines.

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal of the Faculty of Engineering and Information Technologies and the Faculty of Arts for the introduction of a combined Bachelor of Information Technology and Bachelor of Arts, and recommend that Senate:*
 - (a) *endorse the Academic Board's approval of the proposal to introduce these courses,*
 - (b) *approve the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certifications in the Faculty of Engineering and Information Technologies and the Faculty of Arts, and*
 - (c) *approve the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000,*
- (2) *note the Resolutions of the Faculties relating to the above courses, made pursuant to the University of Sydney (Coursework) Rule 2000 (as amended); and*
- (3) *approve the faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, specially designated streams and award of the degree,*
with effect from 1 January 2009, as set out in the report.

10.3.5 with the Faculty of Science
Bachelor of Information Technology/Bachelor of Medical Science
[BIT/BMedSc]

This course is designed to meet the growing demand in the health industry for elite graduates who master both the information technology and medical science disciplines.

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposal of the Faculty of Engineering and Information Technologies and the Faculty of Science for the introduction of a combined Bachelor of Information Technology and Bachelor of Medical Science, and recommend that Senate:*
 - (a) *endorse the Academic Board's approval of the proposal to introduce this course,*
 - (b) *approve the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certifications in the Faculty of Engineering and Information Technologies and the Faculty of Science, and*
 - (c) *approve the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000,*
- (2) *note the Resolutions of the Faculties relating to the above courses, made pursuant to the University of Sydney (Coursework) Rule 2000 (as amended); and*
- (3) *approve the faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, specially designated streams and award of the degree,*
with effect from 1 January 2009, as set out in the report.

10.3.6 with the Faculty of Science
Bachelor of Information Technology/Bachelor of Science
[BIT/BSc]

This course is designed to meet the growing industry demand for elite graduates who master both the Information Technology (IT) and Science disciplines.

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) *approve the proposals of the Faculty of Engineering and Information Technologies and the Faculty of Science for the introduction of a combined Bachelor of Information Technology and Bachelor of Science, and recommend that Senate:*
 - (a) *endorse the Academic Board's approval of the proposal to introduce this course,*
 - (b) *approve the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certifications in the Faculty of Engineering and Information Technologies and the Faculty of Science, and*
 - (c) *approve the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000,*

- (2) note the Resolutions of the Faculties relating to the above courses, made pursuant to the University of Sydney (Coursework) Rule 2000 (as amended); and
- (3) approve the faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, specially designated streams and award of the degree, with effect from 1 January 2009, as set out in the report.

11. Report from Faculties **(pages 36--)**

11.1 Faculty of Veterinary Science

11.1.1 Rural Mixed Practice **(page 36)**

The enclosed report is provided for the Committee's information. It sets out the proposal to extend student time spent at the Camden University Veterinary Centre, as part of final year studies in Rural Mixed Practice.

Recommendation

That the Undergraduate Studies Committee note the report as presented.

11.1.2 Bachelor of Veterinary Science **(page 43)**

These changes reflect the adoption of new units of study in the degree to align with accreditation requirements. They also include relocating of fourth year teaching to Camden.

Recommendation

That the Undergraduate Studies Committee note the changes to the Bachelor of Veterinary Science, as set out in the report presented.

11.1.3 Bachelor of Veterinary Science **(page 46)**

In year five of the Bachelor of Veterinary Science, student time spent at the University Veterinary Centre in Camden will increase from one to two months. The changes presented are a redistribution of credit points to allow for the increased time at Camden.

Recommendation

That the Undergraduate Studies Committee note the changes to the Bachelor of Veterinary Science, as set out in the report presented.

11.1.4 Bachelor of Animal and Veterinary Bioscience **(page 48)**

These changes are to units of study and do not affect resolutions of Senate.

Recommendation

That the Undergraduate Studies Committee note the changes to the Bachelor of Animal and Veterinary Bioscience, as set out in the report presented.

11.2 Faculty of Education and Social Work **(page 49)**

Proposed changes to the English Language requirements for pre-service teaching programs.

Recommendation

That the Undergraduate Studies Committee recommend that Academic Board approve the changes as set out in the report.

11.3 Faculty of Engineering and Information Technologies **(page 52)**

The included report sets out final changes made by the faculty to its Honours programs, in line with Academic Board requirements.

Recommendation

That the Undergraduate Studies Committee recommend that Academic Board approve the changes relating to Honours requirements in the Faculty of Engineering and Information Technology, as set out in the report presented, with effect from 1 January 2009.

11.4 The Faculty of Dentistry

(page 54)

This item was held over from the last meeting, so that a Faculty representative may speak to the proposal.

Recommendation

That the Undergraduate Studies Committee note the additional units of study being offered in the Bachelor of Dentistry.

12. General business

13. Next meeting

The next meeting will be held on 14 May in the Western Tower Room.

Agenda Item 2 Minutes of the Previous Meeting

Minutes of the Undergraduate Studies Committee meeting held on 13 February 2008

There were present: the Chair (Professor Scott Kable) presiding, Professor B Sutton, Professor D Armstrong, Associate Professor T Ho, Drs D Auld, F Burns, C Comerton-Forde, S Cumming (for J Gamble), C Collyer, B Winter, J Hanrahan and J Shaw, Mr P Ball, Mr D Bowan, Ms L Browne, Ms K Laing. Ms A Griffiths was in attendance.

1. Apologies

Apologies were received from: Associate Professor P McGreevy, Dr M Rosenman, Dr R Gibson, Ms J Gamble, Ms J Gavan.

2. Minutes of the previous meeting

Resolution 01/08

That the Undergraduate Studies Committee adopt the minutes of the meeting held on 23 October 2007 as a true record.

3. Business arising from the Minutes (not dealt with elsewhere in the Agenda)

There was no business arising.

4. Report of the Chair

4.1 Oral Report

The Chair reported that the Degrees with Merit proposal was received favourably by the Academic Board. Magna Cum Laude was presented as the preferred nomenclature, as decided by the Honours Working Party. The Vice Chancellors working party, headed by David Day was looking at the proposal. The Chair will report back to the Academic Board on Degrees with Merit after other working parties are completed.

The Chair explained to members that from now until June is "proposal season" and reminded members of the importance of putting in proposals early and ensuring that they address all of the requirements in the proposal templates.

Resolution 02/08

That the Undergraduate Studies Committee note the report of the Chair, as set out in the report presented.

5. Report of the Academic Board

There have been two meetings of the AB since USC last met, hence two written reports were included in the agenda.

Professor Sutton explained that an item not contained in the reports is the working party he is on, looking at the revision of course proposals. There is currently under development a University wide facility/system to allow online course proposals and approvals. IT is now looking at this. The working party has found that the software being used by the Conservatorium is particularly good. The system being developed would use this and also include some mapping used by the Faculty of Education and Social Work. A prototype of the system was presented to Professor Sutton a couple of weeks ago.

There are three aims of establishing this as policy:

1. Easy transmission of data. The current system involves a lot of duplication and includes more opportunity for error because of the number of steps involved.
2. Automating of the approvals process
3. Allowing everyone across the University to view what is being taught across different departments. There is a project at the moment looking at this and analysing all Units of Study on offer.

Associate Professor Ho voiced Medicine's support of the project. Medicine is currently revising all of its curricula, a very large job. It was questioned if different platforms would be problematic. Professor Sutton assured the Committee that different platforms would not be problematic. Software, for example that being used by the Conservatorium, is available which gets around platform issues.

A question was raised regarding the resource intensiveness of any such project to migrate the large amount of existing information. Professor Sutton explained that the project had the support of the Provost and that the necessary resources would be made available.

Resolution 03/08

That the Undergraduate Studies Committee note the report of the Academic Board meeting held on 21 November 2007.

Resolution 04/08

That the Undergraduate Studies Committee note the report of the Academic Board meeting held on 12 December 2007.

6. Report of the Admissions Sub-Committee

Professor Sutton explained that the Admissions Sub-Committee only handles undergraduate admissions issues.

6.1 Report of the Admissions Sub-Committee Meeting held 17 October 2007

Resolution 05/08

That the Undergraduate Studies Committee note the report of the Admissions Sub-Committee held on the 17 October 2007

6.2 Report of the Admissions Sub-Committee Meeting held 11 December 2007

Resolution 06/08

That the Undergraduate Studies Committee note the report of the Admissions Sub-Committee held on the 11 December

6.3.2 Changes to the University of Sydney (Amendment Act) Rule 1999 (as amended)

The Admissions Sub-Committee has suggested that the University of Sydney (Amendment Act) Rule 1999 be amended to end the inequity contained in current wording. There was discussion of the proposed rewording before unanimous agreement was reached. It was decided that the Rule should be reworded, as suggested by the Admissions Sub-Committee, to:

42.2 Except where specifically provided otherwise in the resolutions of the course(s) concerned, consideration shall normally be given to either the applicant's record of tertiary studies or their record of both tertiary and secondary studies, with the better of either record being used to determine

their eligibility for admission. Where the applicant does not have recognised secondary qualifications, only the tertiary record will be considered.

Resolution 07/08

On advice of the Admissions Sub Committee, the Undergraduate Studies Committee recommends that the Academic Board endorse the proposed changes to the University of Sydney (Amendment Act) Rule 1999 (as amended) and recommend to Senate that they approve the changes to take effect from 1 January 2009.

7. TOEFL equivalences

Mr Peter Ball of the International Office spoke to this item. It was explained that IELTS is the preferred English language test of the University, however TOEFL is more widely accepted internationally. There are paper, computer and internet versions of the test.

The Committee endorsed changes to the list of TOEFL score equivalences, as recommended by the International Office. These changes address inconsistencies between published lists of English Language requirements in time for publication of 2009 entry material. The word 'combined' would be removed from the Health Sciences entry.

Resolution 08/08

That the Academic Board approve the list of TOEFL equivalences, with changes to take effect from 1 January 2009.

8. Proposals for new and amended courses

8.1 Faculty of Health Sciences

The Faculty of Health Sciences is proposing amendments to the current Bachelor of Health Sciences and Bachelor of Health Sciences Honours to offer a major in Hearing and Speech and a major in Human Movement. Dr Steven Cumming was present to speak to this item. Professor Armstrong questioned whether discussion had taken place with the Faculty of Education and Social Work with regard to the Human Movement proposal. As there is a subject named 'human movement' already offered by the Faculty of Education and Social Work, it was agreed that changes to the Bachelor of Health Sciences for a major in Human Movement would be held over to allow discussion between the faculties.

Proposed changes, to the Bachelor of Health Sciences and Bachelor of Health Sciences Honours, to offer a major in Hearing and Speech were accepted by the Committee.

Resolution 9/08

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Health Sciences and Bachelor of Health Sciences Honours, to include a major in Hearing and Speech
- (2) recommend that Senate:
 - (a) endorse the Academic Board's approval of the proposal from the Faculty of Health Sciences for the introduction of a new major in the Bachelor of Health Sciences and Bachelor of Health Sciences Honours,

- and
- (b) approve the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certificates in the Faculty of Health Sciences,
- (c) approve the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000,

with effect from 1 January 2009, as set out in the report presented.

8.2 Faculty of Science

The Faculty of Science is seeking to discontinue two undergraduate degrees. Associate Professor Collyer explained that neither program had attracted the number of students anticipated. Both areas of study are catered for in alternate ways within the faculty. The degrees had meant a duplication of teaching subjects, which then added pressure on staff. The subjects will still be offered, but at masters level. A new major in the Marine Science program is also to be offered.

There was concern that the changes would mean the only available study option would be full fee paying. While this was acknowledged, the option of undergraduates to enrol in chemical engineering was available. The Chair also pointed out that the changes will allow students across different areas to access postgraduate study in these areas.

8.2.1 Bachelor of Science (Molecular Biotechnology)

Resolution 10/08

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Science to delete the Bachelor of Science (Molecular Biotechnology)
- (2) recommend that Senate:
 - (a) endorse the Academic Board's approval of the proposal to delete this course; and
 - (b) approve the amendment of the Resolutions of the Senate relating to the list of degrees, diplomas and certificates in the Faculty of Science, and the rescission of the Resolutions of Senate relating to the course,
- (3) approve the deletion of the Faculty Resolutions relating to the course

with effect from 1 January 2009, as set out in the report.

8.2.2 Bachelor of Science (Marine Science)

Resolution 11/08

That the Undergraduate Studies Committee recommend that the Academic Board:

- (1) approve the proposal from the Faculty of Science to delete the Bachelor of Science (Marine Science)
- (2) recommend that Senate:
 - (a) endorse the Academic Board's approval of the proposal to delete this course; and
 - (b) approve the amendment of the Resolutions of the Senate relating to the list of degrees, diplomas and certificates

- in the Faculty of Science, and the rescission of the Resolutions of Senate relating to the course,
- (3) approve the deletion of the Faculty Resolutions relating to the course,
- with effect from 1 January 2009, as set out in the report.

8.3 Faculty of Economics and Business and the Faculty of Medicine

It was recognised that there were many inconsistencies and gaps in the proposals for the introduction of a combined Bachelor of Economics/Bachelor of Medicine and Bachelor of Surgery and a combined Bachelor of Commerce/Bachelor of Medicine and Bachelor of Surgery degrees. The proposals are to be looked at again by the faculties and be presented to the Committee at a later date.

9. Reports from Faculties

9.1 Faculty of Dentistry

This item was held over to the next meeting as there was no faculty representative present to answer questions on the proposed changes to units of study.

10. General business

There were no items of general business.

11. Next meeting

The Undergraduate Studies Committee noted that its next meeting would be put back to Wednesday 2 April 2008, to avoid being held during a non teaching week. Venue to be advised.

Agenda Item 5

Report of the Academic Board

5.1 Report of the Academic Board meeting held on 27 February 2008

The agenda for the meeting of the Academic Board on 27 February 2008 may be accessed on the web: <http://www.usyd.edu.au/su/ab/>.

5.1.1 *The University of Sydney (Amendment Act) Rule 1999 (as amended)*

The Academic Board endorsed the proposed amendments to the *University of Sydney (Amendment Act) Rule 1999 (as amended)*.

5.1.2 TOEFL Equivalencies

The Academic Board approved the list of TOEFL equivalencies.

5.1.3 Approval of New and Amended Courses

The Academic Board approved proposals for the following new and amended courses:

- Faculty of Health Sciences: amendments to the Bachelor of Health Sciences and Bachelor of Health Sciences (Honours); and
- Faculty of Science: deletion of the Bachelor of Science (Molecular Biotechnology) and Bachelor of Science (Marine Science).

5.1.4 Proceedings of the Committee

The Academic Board noted the proceedings of the Undergraduate Studies Committee meeting held on 13 February 2008.

5.1.5 Report of the Chair of the Academic Board

The Academic Board approved:

- the appointment on nomination to the Academic Board of Professor Scott Kable;
- the appointment of the Chairs of the Academic Board's standing committees, including the appointment of Professor Scott Kable as Chair of the Undergraduate Studies Committee;
- the appointment of Associate Professor Peter McCallum as Deputy Chair of the Academic Board;
- the nomination of various academic staff members to fill casual vacancies on the Academic Board
- the guidelines for the Phase 3 Academic Board reviews of faculties;
- the terms of reference for the proposed Ethical Entrepreneurialism Working Party; and
- actions taken by the Chair of the Academic Board under delegated authority.

5.1.6 Other reports

The Academic Board also:

- noted a focus topic at the Learning and Teaching Committee meeting on eLearning;
- approved changes to the Academic Board resolutions regarding the Degree of Doctor of Philosophy; and
- approved the membership of the Student Proctorial Panel for 2008.

Agenda Item 6
Report of the Admissions Sub- Committee

Report to be distributed at meeting.

Agenda item 7

Honours discussion paper from the Faculty of Medicine

Discussion paper on proposed changes to the University of Sydney Medical Program (MBBS)

Objectives of the proposed changes

1. To introduce a system to identify and reward the top students in the USydMP
2. To bring the award of Honours in line with University of Sydney Policy by introducing
 - a) A 12 credit point research elective
 - b) Eligibility criteria based on grades obtained in years 2, 3 and 4
 - c) Grading of Honours, based on marks awarded for the Honours dissertation

Background

The University of Sydney Graduate Medical Program (USydMP) was introduced in 1997. In mid-2006 the then Acting Dean of the Faculty of Medicine, Professor Bruce Robinson, initiated a review of the USydMP. Over 200 submissions were received and over 270 face-to-face interviews were held with academics, clinical teachers, students, graduates and the general public. Special input was received from external stake-holders including the Australian Medical Association, Australian Medical Students Association, Sydney University Medical Society, Royal Colleges, Director-General NSW Health, Area Health Chief Executive Officers, Institute of Medical Education and training NSW Health, NSW Medical Board, Medical Deans Australia and New Zealand and the NSW Clinical Excellence Commission. Discussions were held with other Graduate Medical Schools in Australia (UQ, ANU, Flinders, Melbourne, UNSW) and overseas (Universities of Colombia and McMaster in Canada). The recommendations of the review were approved at the Faculty meeting in July 2007.

The most contentious issue arising from the review relates to grading of assessments in the Medical Program. The philosophy of learning and teaching in the USydMP is one that promotes collaborative rather than competitive learning and much of the course centres around problem based and peer-directed learning. Thus, the USydMP is currently ungraded and students receive either a pass or fail in their assessments. The disadvantage of this system is that it is not possible to recognise excellence and reward the top students. In addition, University of Sydney Medical graduates are potentially disadvantaged when it comes to applying for professional and research scholarships since there is no way to assess their standing as compared with their peers from other Universities. The only way in which students have been able to distinguish themselves has been by obtaining Honours through the undertaking of a research project. All students are encouraged to participate in Honours since Sydney is a research-intensive University and Honours is one of the Flagship degrees of the University. Only students who fail second year or have to remediate more than once in years 3 and 4 are currently excluded from enrolling in Honours. Honours in the USydMP is integrated into the degree and students can enrol in Honours any time from the end of year 1 through to end of March in year 3. Students then have until the end of June in year 4 to submit their final dissertation for examination. If students fail the eligibility criteria after commencing their Honours project but complete a satisfactory research project they are given a "Research Award".

Proposals

1. To introduce a system to identify and reward the top students in the USydMP

Option A: Introduce a 3 point grading system for assessments in years 3 and 4

Students would receive a grade of Fail, Pass or Pass with Merit for each Unit of Study in years 3 & 4. By introducing a grading system that is simpler than the standard University of Sydney system we aim to minimise competition between students and thereby maintain the environment of collaborative learning that is already well established in the USydMP. Students who receive a grade better than the average for the cohort (approx 75%) would be awarded a Pass with Merit.

Option B: Introduce advanced versions of all units of study in years 3 and 4

All students would enrol in the non-advanced version of each unit of study. Students who demonstrate a higher level of understanding will be awarded a Pass in the advanced version of the unit of study and GDMPXXXX(Advanced) will appear on their academic transcript. A student's level of

understanding of the material in each unit will be determined by their performance in more difficult components of the assessments. It is anticipated that about half of the student cohort will achieve the advanced level for each unit of study. In this way students will be rewarded for better performance in assessments without interfering with the learning philosophies of the course.

2. Introduce eligibility criteria for Honours that are based on grades obtained during years 2, 3 and 4 of the USydMP

In other bachelors degrees at the University of Sydney entry into Honours requires a weighted average mark of at least 65, averaged across at least 48 credit points. Similar entry requirements are being proposed for entry into the USydMP Honours program. Participation in Honours will be contingent upon achieving at least 75% in the stage 2 (year 2) barrier exams and a pass in all other components of assessment in years 1 and 2. In addition, students must perform at the Advanced level/obtain a Pass with Merit in at least 48 credit points in years 3 and 4 of the Medical program to obtain Honours. Since the Honours program must be integrated into the rest of the course, we are proposing that students can enrol in honours at the end of year 2 on the basis of the above criteria for years 1 and 2. Students then undertake their research during years 3 and 4 but can only be awarded Honours if they satisfy the eligibility criteria given above for years 3 and 4. If they do not satisfy these criteria but successfully complete a research project they will be given a "Research Award".

3. Introduce a 12 credit point research elective to define Honours

Honours in the USydMP is currently not associated with any credit points. Introducing a 12CP unit of study will make Honours an identifiable research component within the degree and brings it into line with other Honours degrees at the University of Sydney and at other Go8 universities.

4. Introduce classes of Honours

Students who are eligible for Honours and complete a research project will be awarded a class of Honours based on the assessment of the dissertation. The classes for Honours will be H1 (mark \geq 80), H2.1 (mark 75-80), H2.2 (mark 70-75), H3 (65-70). By grading Honours it will be possible to award the University of Medal using the standard University of Sydney criteria of an H1 mark \geq 90.

Dr Margot Day
Associate Professor Tessa Ho
Ms Helen Triantafyllou

Faculty of Medicine

Agenda Item 8

Academic Board Resolutions: Student appeals against academic decisions

The Academic Board Resolutions relating to Student Appeals against Academic Decisions outline the procedures to be followed by students and staff when dealing with appeals at the local and faculty level. These resolutions have undergone a major review following the introduction and implementation of the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*.

Attached is a copy of the draft revised resolutions. The current resolutions are also included for purposes of comparison.

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board approve the amended Academic Board Resolutions relating to student appeals against academic decisions, as set out in the report presented.

Revised resolutions



The University of Sydney

Student Appeals Against Academic Decisions – Academic Board Resolutions

Approved by: Academic Board
Latest amended approved on: 15 November 2006
Amended to take effect: 16 November 2006

Procedures Approved by the Academic Board in Respect of Student Appeals Against Academic Decisions

Glossary

Academic decision means a decision of a member of the academic staff that affects the academic assessment or progress of a student.

Academic unit means a school, department or other unit within a Faculty

Dean means the dean, college principal or director, or chairperson of the board of studies

Decision-maker means the person or academic unit responsible for the decision which is the subject of any given appeal

Faculty means the faculty, college board, department, school or board of studies

Introduction

The University operates on the basis that academic decisions (e.g. in relation to assessment, examining, etc.) are entrusted to members of the academic staff acting in accordance with proper procedures established by the faculty in question. A student dissatisfied with a decision should be able to apply to have the decision reconsidered and in appropriate cases reviewed. As set out below, a student would first approach their relevant teacher to discuss the issue and attempt to resolve it in person. If this were unsuccessful the student would have the opportunity to write formally to the Faculty. Where the issue under discussion involves an academic decision made by a dean, the student has the opportunity to write formally to the Pro Vice-Chancellor (Learning and Teaching). Any student who was not satisfied with the Faculty's decision would be able to appeal to the Student Appeals Body against the academic decision if he or she believed that due academic process had not been observed by the relevant Faculty in relation to the academic decision. A student wishing to appeal must lodge his or her written appeal with the Registrar (on behalf of the Student Appeals Body) within 21 days of the date of the written decision of the Dean of the relevant Faculty regarding the academic decision, or within such extended time as the Registrar, in his or her absolute discretion, authorises.

An appeal will not be heard by the Student Appeals Body unless

- (a) the basis for the Student's appeal has previously been considered by the relevant Faculty, as set out below;
- (b) the Student has set out in the written appeal his or her reasons, including any written evidence and written submissions, for believing that due academic process has not been observed by the Faculty in relation to the academic decision, including matters pertaining to Special Consideration; and
- (c) the Registrar has confirmed that the requirements under clauses (a) and (b) above have been satisfied.

(extract from the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*)

Principles for Student Appeals Against Academic Decisions

Preliminary

1. Any student may contest an academic decision that affects him or her. This document describes the principles and procedures to be followed by students, academic units and decision-makers when a student contests an academic decision:
 - 1.1 First, at a local level, to enable a student's concerns to be addressed via personal communication; and
 - 1.2 Secondly, by means of a formal procedure.
2. The procedures in clauses 5 to 7 apply to all academic decisions made in relation to undergraduate and postgraduate coursework awards. A separate set of procedures in clause 8 applies to postgraduate research awards.
3. Each stage below represents an opportunity to resolve the issue. Members of academic staff are expected to attempt to resolve all students' concerns at a local level, wherever possible. If at any stage further information comes to light which causes a staff member or a faculty reverse a decision taken previously, a note recording the reasons and the new recommendation should be sent by the staff member or faculty to the person or group currently dealing with the issue.

Principles that underpin these procedures

4. The following principles apply with respect to any dispute about an academic decision, whether dealt with formally or informally:
 - 4.1 **Timeliness.** All disputes should, wherever possible, be resolved as quickly as possible. Timelines prescribed in these procedures should always be followed, unless there are exceptional circumstances. If the timeline is to be exceeded by staff, the student must always be informed of the length of, and the reason for, the delay. A student may request an extension to these timelines where they can provide good grounds for the granting of such an extension. Such requests are to be made in writing, and before the timeline expires.
 - 4.2 **Confidentiality.** All student appeals must be treated confidentially at all stages of the process. Any information about an appeal must be strictly limited to those staff who need to know about it in order to deal with the appeal.
 - 4.3 **Procedural fairness.** All staff involved in an appeal have a duty to observe the principles of procedural fairness (sometimes called natural justice), which include the following.
 - 4.3.1 Staff and students involved in an appeal are entitled to raise all issues which are important to them, and to put their points of view in their own terms.
 - 4.3.2 Staff and students are entitled to have matters dealt with in an unbiased manner, and lack of bias or conflict of interest should always be apparent. Any person concerned about bias or conflict of interest is expected to raise it with the appropriate person promptly (Refer to the University's *Code of Conduct* for staff members).
 - 4.3.3 Parties are entitled to know the basis on which decisions about them have been made, and accordingly reasons should be given for a decision, in sufficient detail that it is reasonable to expect both the staff and student involved to be able to understand the decision.
 - 4.3.4 Any person involved in this process who is disadvantaged in any way in their ability to present their case should be allowed the support and

advice they need to participate effectively. While a conciliatory approach is preferred and encouraged under these rules it may be appropriate, in some circumstances, that the student or staff member has another person speak on his or her behalf.

- 4.4 **Record-keeping.** It is important that staff establish and maintain proper records (through the Records Management Services filing system) once an appeal becomes formal. Staff are also advised to keep notes of any discussions with students. Copies of documentation given to students in relation to a unit of study should be kept, as well as a record of the date on which that information was supplied to students and the means by which it was disseminated.
- 4.5 **Access.** Students should normally have a right of free access to all documents concerning their appeal. This right does not apply to any documents for which the University claims legal professional privilege.

Procedures for Student Appeals Against Academic Decisions for Undergraduate and Postgraduate Coursework Awards

5. Resolution with teacher

- 5.1 If a student is concerned about any academic decision, he or she should first discuss the issue with the relevant teacher or unit of study co-ordinator. Students are encouraged to take the earliest opportunity to discuss their concerns with relevant staff. This should be done within 15 working days of the student being advised of the particular academic decision or, in the case of matters relating to a unit of study, within 15 working days of the unit of study result being posted. During this time the student should attempt to resolve the matter with the relevant teacher or unit of study co-ordinator.
- 5.2 The teacher or unit of study co-ordinator should then deal with the issue promptly, giving a full explanation to the student of the reasons for the academic decision. It should be possible to resolve many issues at this stage.
- 5.2.1 If the student's concerns are not resolved by these means, then the teacher should:
- 5.2.1.1 Explain the next step and the procedure, which is set out in paragraph 6 below; and
 - 5.2.1.2 Give to the student a copy of these principles and procedures or advise the student how to access the document online.

6. Approach the Faculty

- 6.1 If the student's concerns cannot be resolved under paragraph 5, or because of an apparent failure to follow procedures, the student may then approach the Faculty. The student should put his or her concerns in writing within 15 working days of the outcome of discussions under paragraph 5. The student will submit their written concerns to the office or staff member nominated by the Faculty to receive student appeals (this information is to be provided to students at the start of each Semester).
- 6.2 If the Dean is the decision-maker under paragraph 5, then the Pro Vice-Chancellor (Learning and Teaching) shall act as decision-maker under this paragraph 6.
- 6.3 The Faculty must acknowledge receipt of a formal complaint in writing within 3 working days of receipt.

- 6.4 The Faculty must try to resolve the complaint within 10 working days of receiving the complaint, and then advise the student in writing of the Faculty's decision:
 - 6.4.1 setting out the reasons;
 - 6.4.2 advising that if the student does not agree with the decision, then the student has a right of appeal under these procedures; and
 - 6.4.3 giving to the student a copy of these principles and procedures, if the student does not already have a copy or advising the student how to access the document online.

- 6.5 The Faculty will determine who is to undertake the initial review of the student's appeal. This person will normally be the person to whom the decision-maker (of Section 5) reports, and may be the course co-ordinator, Head of Department or School or relevant Associate Dean. The report of the reviewer will be considered by the Dean or his or her nominee (where the Dean chooses to nominate another staff member to consider review reports, it will be on the understanding that the Dean retains final responsibility for any decision made regarding a student appeal to the Faculty).

7. Student Appeals Rule

- 7.1 If the student is not satisfied that his or her concerns have been addressed satisfactorily under paragraph 6, the student may lodge a written appeal, in accordance with the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*.

Procedures for Student Appeals Against Academic Decisions for Postgraduate Research Awards

8. If a student wishes to appeal an academic decision associated with:
 - 8.1 termination of their candidature, they should lodge a written appeal in accordance with the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*;
 - 8.2 the examination of a thesis, they should lodge a written appeal in accordance with the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*; or
 - 8.3 any other matter, they should follow the steps outlined for coursework matters in clauses 5 to 7 above.

Current resolutions



The University of Sydney

Student Appeals Against Academic Decisions – Academic Board Resolutions

Approved by: Academic Board
Latest amended approved on: 15 November 2006
Amended to take Effect: 16 November 2006

Procedures Approved by the Academic Board in Respect of Student Appeals Against Academic Decisions

Introduction

The University operates on the basis that academic decisions (e.g. in relation to assessment, examining, etc.) are entrusted to members of the academic staff acting in accordance with proper procedures established by the faculty, college board or department in question. A student dissatisfied with an adverse decision should be able to apply to have the decision reconsidered and in appropriate cases reviewed. Since Senate has the ultimate authority over the University and since it is by authority of the Senate that all degrees, diplomas etc. are awarded, there is always an ultimate appeal to Senate against decisions, including academic decisions made within faculties. However, Senate has determined that appeals on questions of academic judgement will not be heard by the Senate unless, in the view of the Chair of the Academic Board, there are grounds for believing due academic process has not been observed.

In any appeal based solely on questions of academic judgement it will be sufficient for the Chair of the Academic Board to be satisfied that the academic process established by the faculty college board or department have been duly followed, and that the procedures set out below have been complied with.

Principles for Student Appeals Against Academic Decisions

Preliminary

1. Any student may complain about an academic decision that affects him or her. This document describes the principles and procedures to be followed by students, academic units and decision-makers when a student complains about an academic decision:
 - 1.1 First, at a local level, to enable a student's concerns to be addressed in an informal way; and
 - 1.2 Secondly, by means of a formal, central procedure.
2. These procedures apply to all academic decisions made in relation to undergraduate and postgraduate course awards. A separate set of procedures applies with respect to postgraduate research awards.
3. In these procedures, an '**academic decision**' means a decision of a member of the academic staff that affects the academic assessment or progress of a student.

4. Each stage below represents an opportunity to resolve the complaint. Members of academic staff are expected to attempt to resolve all students' complaints at a local, informal level, wherever possible.

Principles that underpin these procedures

5. The following principles apply with respect to any dispute about an academic decision, whether dealt with formally or informally:

- 5.1 **Timeliness.** All disputes should, wherever possible, be resolved as quickly as possible. A procedure that creates a number of opportunities to resolve a problem should not be treated as a series of hurdles which prolong the dispute. Unresolved disputes have a detrimental effect on the performance of both students and staff involved.

Deadlines prescribed in these procedures should always be followed, unless there are exceptional circumstances. If the deadline is to be exceeded by staff, the student must always be informed of the length of, and the reason for, the delay.

Time limits allowed to students are generally longer than those allowed to staff. As a general rule, it may be more appropriate to relax time limits for students within reason. Students may find pursuing a complaint or an appeal a difficult and stressful undertaking.

They may need further time to marshal the confidence, support and evidence they need to pursue a complaint. Students should also be able to express their complaint in their own terms.

- 5.2 **Confidentiality.** All student appeals must be treated confidentially at all stages of the process. Any information about a complaint must be strictly limited to those staff who need to know about it in order to deal with the complaint. For example, where a complaint is dealt with at departmental or faculty level, any sensitive personal information about the student should only be available to the head of the department, dean (or college principal) or the staff member assigned to the appeal. If information needs to be distributed at a broader level, then the student's written consent must first be obtained.
- 5.3 **Without disadvantage.** The fact that a student has made a complaint under these procedures should not disadvantage the student in any way, especially by way of victimisation. That said, the fact that a student has had to complain often does, of itself, cause disadvantage, for example, delay in finalising the mark for a unit of study. However, students should be able to complain under these procedures and feel confident that they will not be disadvantaged in any other way.
- 5.4 **Procedural fairness.** All staff involved in a complaint or an appeal have a duty to observe the principles of procedural fairness (sometimes called natural justice), which include the following.
 - 5.4.1 Staff and students involved in a complaint are entitled to raise all issues which are important to them, and to put their points of view in their own terms. In most cases, any formal complaint will be dealt with by means of written submissions. In some cases, however, it may be appropriate to deal with the matter by interviewing the relevant parties. This will be determined by the relevant decision-maker.
 - 5.4.2 Staff and students are entitled to have matters dealt with in an unbiased manner, and lack of bias should always be apparent. It is impossible to list all types of potential bias. One example is where a

staff member involved in conciliating a complaint has a close personal relationship with the student. The question for any decision-maker is whether he or she has a pre-conceived view that is so strong, and so related to the matter being decided by the staff member, that it is reasonable to suspect that he or she is unable to listen to the complaint in a fair manner, and to deal with that complaint on its merits alone. Any person concerned about bias is expected to raise it with the appropriate person promptly.

- 5.4.3 Parties are entitled to know the basis on which decisions about them have been made, and accordingly reasons should be given for a decision, in sufficient detail that it is reasonable to expect a student to be able to understand the decision.
- 5.5 **Support.** Any person involved in this process who is disadvantaged in any way in their ability to present their case should be allowed the support and advice they need to participate effectively. While a conciliatory approach is preferred and encouraged under these rules, it may be appropriate, in some circumstances that the student or staff member has another person speak on his or her behalf.
- 5.6 **Record-keeping.** In order to facilitate resolution of student complaints, it is important that staff establish and maintain proper records (through the Records Management Services filing system) once a complaint becomes formal. Staff are also advised to keep brief notes of any informal discussions with students. Copies of documentation given to students in relation to a unit of study should be kept, as well as a record of the date on which that information was supplied to students and the means by which it was disseminated. This may be important to the speedy resolution of a complaint.
- 5.7 **Access.** Students should normally have a right of free access to all documents concerning their appeal. This right does not apply to any documents for which the University claims legal professional privilege.

Procedures for Student Appeals Against Academic Decisions for Undergraduate and Postgraduate Coursework Awards

6. Informal resolution with teacher

- 6.1 If a student is concerned about any academic decision, he or she should first discuss the issue informally with the relevant teacher or unit of study co-ordinator. This should be done within three months of the particular academic decision being made.
- 6.2 The teacher or unit of study co-ordinator should then deal with the issue promptly, giving a full explanation to the student of the reasons for the academic decision. Many complaints should be resolved at this stage.
- 6.2.1 If the student's concerns are not resolved by this means, then the teacher should:
- 6.2.1.1 Explain the next step and the procedure, which is set out in paragraph 7 below; and
- 6.2.1.2 Give to the student a copy of these principles and procedures.
- 6.3 If the teacher or unit of study co-ordinator is the head of the department or school, then the student should approach the dean or college principal or director (see 8 below).

7. Approach head of department or school

Informal complaints

- 7.1 If the student's concerns cannot be resolved under paragraph 6, or because of a failure to follow procedures, the student may then approach the head of department or school. The student may, at this point, choose to approach the head of department on an informal basis, or else put his or her complaint in writing. The student should do either of these things within 15 working days of the outcome of discussions under paragraph 6.
- 7.2 If a student chooses to approach the head of department informally under paragraph 7.1, this does not later preclude the student from proceeding formally under this paragraph 7 by putting his or her complaint in writing to the head of department.
- 7.3 The head of department should deal with informal complaints promptly, giving a full explanation to the student of the reasons for the academic decision. Many complaints should be resolved at this stage.

Formal complaints

- 7.4 The head of department must acknowledge receipt of a formal complaint in writing within 3 working days of receipt.
- 7.5 The head of department must try to resolve the complaint within 10 working days of receiving the complaint, and then advise the student in writing of his or her decision:
- 7.5.1 setting out the reasons;
- 7.5.2 advising that if the student does not agree with the decision, then the student has a right of appeal under these procedures; and
- 7.5.3 giving to the student a copy of these principles and procedures, if the student does not already have a copy.

8. Approach the dean or college principal or director or their nominee

Informal complaints

- 8.1 If the student's concerns cannot be resolved under paragraph 7, or because of a failure to follow procedures, the student may then approach the dean or college principal or director. The student may, at this point, choose to approach the dean or college principal or director on an informal basis, or else put his or her complaint in writing. The student should do either of these things within 15 working days of the outcome of discussions under paragraph 7. In some cases the dean, college principal or director may nominate another faculty officer, for example a pro-dean or associate dean to deal with the matter.
- 8.2 If the dean or college principal or director is the decision-maker under paragraphs 6 or 7, then the pro-vice-chancellor of the relevant academic college shall act as decision-maker under this paragraph 8.
- 8.3 If a student chooses to approach the dean or college principal informally under paragraph 8.1, this does not later preclude the student from proceeding formally under this paragraph 8 by putting his or her complaint in writing to the dean or college principal or director.
- 8.4 The dean or college principal or director should then deal with informal complaints promptly, giving a full explanation to the student of the reasons for the academic decision. Many complaints should be resolved at this stage.

Formal complaints

- 8.5 The dean or college principal or director must acknowledge receipt of a formal complaint in writing within 3 working days of receipt.
- 8.6 The dean or college principal or director must try to resolve the complaint within 10 working days of receiving the complaint, and then advise the student in writing of his or her decision:
- 8.6.1 setting out the reasons;
- 8.6.2 advising that if the student does not agree with the decision, then the student has a right of appeal under these procedures; and
- 8.6.3 giving to the student a copy of these principles and procedures, if the student does not already have a copy.

9. Written appeal

- 9.1 If the student is not satisfied that his or her concerns have been addressed satisfactorily under paragraph 8, the student may lodge a written appeal in accordance with the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*.

Procedures for Student Appeals Against Academic Decisions for Postgraduate Research Awards

Informal resolution

10. Students are expected to seek to resolve any problems or difficulties through, in order, the supervisor, departmental postgraduate coordinator, the head of department or school, chair of the faculty board of postgraduate studies or equivalent.

Approach the dean or college director or principal or chair of the board of studies

- 11.1 A student who has not resolved a problem in respect of an academic decision made by the faculty, college or board of studies (hereafter referred to as "the faculty") in respect of the award of a degree or other matter which affects the student's candidature may approach the relevant dean or college principal or director or chairperson of the board of studies.
- 11.2 The student may, at this point, choose to approach the dean or college principal or director or chairperson of the board of studies (hereafter referred to as "the dean") on an informal basis, or else put his or her complaint in writing. A student intending to approach the dean informally or formally must:
- 11.2.1 give notice of this intent to the dean within one calendar month of the date of notification of the decision; and
- 11.2.2 lodge the formal appeal with the dean within two calendar months from the date of the notification of the decision.

Informal complaints

- 11.3 In some cases the dean may nominate another faculty officer, for example a pro-dean or associate dean, to deal with the matter, except that the dean may not nominate any faculty officer to deal with the matter under this paragraph 11. who was the decision-maker in respect of the matter concerned.
- 11.4 If the dean was the decision-maker in respect of the matter concerned, then the pro-vice-chancellor of the relevant academic college shall act as decision-maker under this paragraph 11.

- 11.5 If a student chooses to approach the dean informally under paragraph 11.2, this does not later preclude the student from proceeding formally under paragraph 11.2 by putting his or her complaint in writing to the dean.
- 11.6 The dean should then deal with informal complaints promptly, giving a full explanation to the student of the reasons for the academic decision. Many complaints should be resolved at this stage.

Formal complaints

- 11.7 The dean must acknowledge receipt of a formal complaint in writing within three working days of receipt.
- 11.8 The dean must try to resolve the complaint within ten working days of receiving the complaint, and then advise the student in writing of his or her decision:
 - 11.8.1 setting out the reasons;
 - 11.8.2 advising that, if the student does not agree with the decision, then the student has a right of appeal under these procedures; and
 - 11.8.3 giving to the student a copy of these principles and procedures, if the student does not already have a copy.

Approach the Chair of the Research and Research Training Committee

- 12.1 A student who has not resolved a problem relating to an academic decision made by the faculty in respect of the award of a degree or which affects the student's candidature under paragraph 11 may approach the Chair of the Research and Research Training Committee.
- 12.2 The student may, at this point, choose to approach the Chair of the Research and Research Training Committee on an informal basis, or else put his or her complaint in writing. A student intending to approach the Chair of the Research and Research Training Committee informally or formally must:
 - 12.2.1 give notice of this intent to the Chair within one calendar month of the date of notification of the decision by the dean under paragraph 11; and
 - 12.2.2 lodge the formal appeal with the Chair within two calendar months from the date of the notification of the decision under paragraph 11.

Consideration of appeal by the Chair of the Research and Research Training Committee

- 13.1 The Chair must acknowledge receipt of a formal complaint in writing within three working days of receipt.
- 13.2 The Chair must seek a report from the dean of the faculty and may consult with other persons as appropriate.
- 13.3 If, after considering that report, the Chair concludes:
 - 13.3.1 that the appeal is based solely on a question of academic judgement;
 - 13.3.2 that the proper academic procedures (including any procedures specifically established by the faculty or department) have been followed; and
 - 13.3.3 that the appeal raises no issue of general principle requiring consideration by the Research and Research Training Committee; the Chair should disallow the appeal.

- 13.4 If the Chair does not disallow the appeal he or she must:
- 13.4.1 refer the matter back to the dean for action and report; or
 - 13.4.2 refer the matter to the Research and Research Training Committee.
- Having received a report after referring the matter to the dean the Chair may refer the matter to the Research and Research Training Committee.
- 13.5 The Chair shall inform the student in writing of his or her decision. If the decision is to disallow the appeal, the student will be informed of any further avenues of appeal. If the decision is to allow the appeal to proceed, the student will be informed that the appeal has been referred to the Appeal committee of the Research and Research Training Committee.

Appeal Committee of the Research and Research Training Committee

14. There is to be an Appeal Committee of the Research and Research Training Committee consisting of:
- 14.1 three academic staff members of the Committee (not involved in the candidature),
 - 14.2 one postgraduate student member of the Committee selected by the Chair,
 - 14.3 the Dean of Graduate Studies, and
 - 14.4 the Chair or the Chair's nominee (who is to preside).
- Any four members constitute a quorum.
15. If the appeal raises an issue of general principle, the Appeal Committee may consider that issue and may direct the Chair of the Research and Research Training Committee or the dean of the faculty concerned to deal with the appeal in accordance with its decision on that issue.
16. The Appeal Committee may:
- 16.1 refer the matter back to a faculty with a recommendation for action,
 - 16.2 dismiss the appeal, or
 - 16.3 if the faculty declines to accept the recommendation for action, amend or alter the decision (including amending the result on behalf of the Board of Postgraduate Studies or Board of Examiners).

Procedure

17. An Appeal Committee under these resolutions must allow the student to make written observations on the appeal and may, if it thinks the issue raised is sufficiently serious, allow the student to appear in person. The student may be accompanied by a friend.
18. An Appeal Committee must reach a determination under these resolutions within a reasonable period of time. The dean or Chair must keep a record of the process of the appeal.
19. The decision of an Appeal Committee under these resolutions shall be communicated in writing to the parties with a brief statement of the reasons for the decision. If the appeal is dismissed the appellant shall be advised of any further avenues of appeal and of sources of advice.

Appeal to Senate

20. If the student is not satisfied that his or her concerns have been addressed satisfactorily under this procedure, the student may lodge a written appeal in accordance with the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*.

Agenda Item 9 Late/Urgent Approval forms

These were presented to the Committee in 2007. They are presented here for formal approval by the Committee. The draft discussion paper, by Ms Adrienne Jerram, is also included here for the information of members.

Recommendation

That the Undergraduate Studies Committee approve the revised Late/ Urgent Approval Forms, with effect from 1 January 2008.

Late-Urgent Undergraduate Course Approvals **Draft discussion paper**

The current situation

The UAC guide is the University's primary marketing tool. All school leavers use the UAC guide to assist them in making their tertiary study decisions. Many prospective students do not look beyond the UAC guide when they are seeking information about the universities and courses. Without an entry in the UAC guide a new course will not attract a high number of applications and thus could have a lower UAI cut off than expected, labelling it, in the minds of many prospective students as a lower quality course.

In order to list new undergraduate courses and their associated fees in the UAC Guide, faculties must gain in-principal approval for new courses from the Academic Board. This must occur in November of the year before those courses are to be listed in the Guide. For example, a course which will be starting in 2009 needs to be included in the UAC Guide by the March 2008 production deadline and therefore needs to gain in-principal approval at the November 2007 meeting of Academic Board. This November deadline is the ideal timeframe as it allows for entries to also be included in the University's Undergraduate Prospectus.

In previous years, however, most new undergraduate courses have not been introduced in time to meet this November deadline. This is largely because deans use information from the previous enrolment period in order to plan new courses. This information is only available from the end of the admissions and enrolment period in February.

Deans may also request late-urgent approval for new courses that haven't gained in principal approval to be listed in the UAC guide. This approval is given by the Provost and allows these programs to be entered in the UAC Guide as 'subject to final approval'.

Of the nine new courses that were listed in the 2007 UAC Guide, only one had in-principal approval from the Academic Board prior to publication. The remaining eight received late-urgent approval from the Deputy Vice-Chancellor (Academic and International).

The problem

There are many problems associated with the late/urgent approval process including

- These courses have missed the deadline to be included in the Undergraduate Prospectus, and thus miss out on a major promotional vehicle
- These courses miss their launch at the annual Careers Advisers and Teachers Day.
- These courses miss the fee-setting schedule
- The courses have to be advertised as 'subject to final approval'
- The exact content of the courses is not known at time of publication

These problems are usually dealt with by the editor of the University's Guide entry. Gathering this information, which includes information on indicative fees, is currently time consuming and at risk of error due to an absence of process.

The solution

The late-urgent approval process leaves the University at risk of printing misleading information in its UAC Guide entry. However the process also allows the University the flexibility to capitalise on market opportunities.

I am proposing that the current system for late-urgent approval for advertisement in the UAC guide be maintained but that a flexible process is built around late-urgent approval in order to ensure quality control and the efficient communication of information to the editor of the University's UAC guide entry and to other marketing bodies such as faculty marketing managers and the International Office.

The process

1. Faculties who wish to have courses approved through the late urgent approval process are asked to complete a simple two-page form and to submit it to the Provost (draft attached).
2. The information on this form is considered by the Courses and Fees Operational group, who will agree to meet as needed during this period.
3. The Courses and Fees operational Group will make a recommendation to the Provost.
4. The form is signed by the Provost and sent back to the appropriate faculty. Copies are sent to the Admissions Office, the Academic Board, the International Office and the Marketing and Student Recruitment Unit for their information.
5. Courses that receive late-urgent approval will be included in the UAC Guide and will be marked as being offered 'subject to final approval'
6. The course may then also be listed in the online courses database as 'subject to final approval'
7. This process will not negate the need to gain full Academic Board approval for new courses.
8. The application for late urgent approval must be completed and submitted to the Provost two-weeks before the deadline for submission to the UAC Guide.

The benefit

This solution provides faculties with the flexibility of late-urgent approval, allowing them to capitalise quickly on market changes, whilst ensuring that the information that goes into the UAC guide is of the highest quality. Adopting this process will allow the University to ensure that fees for these courses are also set at the appropriate level. The application form has been kept to a minimum to ensure that completing and assessing it is not an overly burdensome task. The information on the form may be re-used later in the Academic Board's application for course approval.

DRAFT- Application for Late Urgent Approval to advertise, delete or change a course in the UAC Guide

1. Faculty name: []
2. Faculty contact person: [] Ext. No: []
3. Name of award course(s)
- Name of **new** award course [] OR
- Name of **amended** award course: [] OR
- Change of name** of **existing** award course: From [] to [] OR
- Name of award course/s to be **deleted**: []
4. Availability to students (tick all that are relevant)
- Commonwealth supported students
- Fee-paying domestic students
- Fee-paying international students

5. Purpose and justification for additions, amendments and deletions

Provide a brief statement explaining:

- (a) *why the proposal is necessary*
- (b) *the background to the proposal and why is it being put forward;*
- (c) *the academic rationale for the proposal;*
- (e) *how the proposal relates to the [University's strategic plan](#), goals and priorities and the Faculty plan;*

The following sections should be completed for course additions only

6. Estimated student numbers (CSP) for next three years of the award course

Estimated Student Demand	2xxx	2xxx	2xxx
Estimated CSP Student Numbers			
Estimated EFTSL (CSP)			

EFTSL expected in this course must be met by a load neutral transfer from within your Faculty.

7. Suggested indicative fees

Undergraduate award course	Proposed Indicative Costs		
	Local Commonwealth Supported students	Local Fee-paying students	International students

Rationale for suggesting the above indicative costs?

In your explanation you may wish to refer to similar courses offered in your Faculty.

Does this course offer new or existing Units of Study?

- i. Course uses only existing units of study
- ii. Course is taught through some existing and some new units of study
(Percentage of course planned to be taught through new Units of Study ____)
- iii. Course is taught through new units of study only

Proposed UAC guide entry

Preferred UAC Code:

Major studies:

Minor studies:

Assumed knowledge:

Additional admission selection criteria:

Practical experience/clinical experience:

Honours:

Professional Recognition

Career opportunities:

Additional information:

I note that late-urgent approval, if given, is only for the purpose of advertising the course in the UAC Guide, in University publications and on the University website. All new and changed course offerings must be approved by the Academic Board.

Name
Dean of Faculty (or Delegate)

Signature
Dean of Faculty (or Delegate)

Approved

Provost

Agenda item 11 Reports from faculties

11.1 The Faculty of Veterinary Science

11.1.1 Rural Mixed Practice

The enclosed report is provided for the Committee's information. It sets out the proposal to extend student time spent at the Camden University Veterinary Centre, as part of final year studies in Rural Mixed Practice.

Recommendation

That the Undergraduate Studies Committee note the report as presented.

FACULTY OF VETERINARY SCIENCE

LEARNING & TEACHING COMMITTEE

BVSc SUBCOMMITTEE MEETING - MARCH 2007

Proposal for Extension of Rural Mixed Practice-1 (VETS5336) to Eight Weeks

Name of Proposer	Tony D. Mogg for the UVCC teaching staff
Why it is important	There is currently an inequity with respect to small animal and large animal intramural clinical teaching within the BVSc V curriculum. This proposal addresses this inequity and allows for expansion of large animal clinical teaching at the UVCC. The proposal also creates opportunities to expand clinical teaching into areas not currently provided to all student interns within the BVSc V curriculum (e.g. diagnostic pathology, desexing clinic).
Who it affects	BVSc V students and all teaching staff at UVCC
Timeframe for the change	Implementation for BVSc V students beginning in the 2009 academic year
Costs	Costs of student intern supervision and consumables of clinical teaching to be absorbed by UVCC
Recommendation	LTC to discuss and recommend adopting the proposal to begin in 2009

Proposal for Extension of Rural Mixed Practice-1 (VETS5336) to Eight Weeks

LTC BVSc Meeting - March 2007

INTRODUCTION

Currently all BVSc V student interns are currently required to spend four weeks at the University Veterinary Centre Camden (UVCC) during their final year in the Rural Mixed Practice-1 Rotation (RMP-1 - VETS5336). During this rotation the student interns spend one week working in each of the Anaesthesia and Ruminant Health and Production (RHP) Services within the UVCC, and two weeks working in the Equine Service. They also are involved in after-hours duties (emergency ambulatory calls, emergency large animal hospital admissions, after-hours small and large animal anaesthesia, and after-hours treatments of hospitalised large animal patients) both on week nights and weekends. A small number of student interns (<10% of the BVSc V class) also choose to work in the UVCC Small Animal Service as one of their small animal "extramural" rotations.

The teaching staff at the UVCC has formulated the following proposal to extend the RMP-1 Rotation from four to eight weeks beginning in the 2009 BVSc V academic year. The reasons for recommending this proposal are to expand the student interns intramural mixed practice experience and attempt to correct the current inequity between intramural small animal and large animal teaching within the BVSc V curriculum. Additionally student intern feedback has supported the proposed extension of the RMP-1 Rotation to eight weeks. In both the 2005 and 2006 student intern exit surveys, the most frequent response to the question of how many intramural rotations at the UVCC should be included in the BVSc V curriculum was two (i.e. eight weeks).

The change from four to eight weeks will afford the UVCC teaching staff an opportunity to correct perceived deficiencies in the current student intern intramural experience (e.g. expanded time spent with the Equine and RHP Services, improved student intern access to the desexing clinic), as well as allowing the opportunity to expand the clinical

experience at the UVCC into areas not currently available to all student interns (e.g. dermatology, general small animal practice and pathology). The proposed changes to the RMP-1 Rotation will also hopefully help allay concerns previously expressed by accrediting bodies (VSAAC and RVCS) regarding the amount of time our student interns spend in intramural clinical training (especially large animal) and the level of training in diagnostic pathology (especially large animal pathology).

Extension of the RMP-1 Rotation from four to eight weeks will require the number of rotations that student interns can elect to have vacation to decrease from three to two. This will represent a return to the original BVSc V curriculum with respect to the number of vacation rotations. Many student interns already elect to use one or more of their vacation rotations to pursue other clinical rotations. We believe that the improved learning experience that will occur as a result of extending the RMP-1 Rotation to eight weeks will out-weigh any potential negative outcomes from decreasing the number of vacation rotations.

In the past the number of student interns enrolled in the RMP-1 Rotation has varied considerably. One requirement to make the extension of the RMP-1 Rotation from four to eight weeks workable is that the number of student interns enrolled in the rotation at any one time must be more tightly controlled and as evenly distributed throughout the year as possible (preferably with a maximum of 20 and a minimum of 16 student interns). This will result in a more consistent clinical experience for the student interns.

PROPOSAL

The recommended proposal involves dividing the eight weeks of teaching into the following five sub-rotations:

- **Anaesthesia Service - 1 week**
- **Equine Service - 3 weeks**
- **Pathology/Dermatology Services - 1 week combined**
- **Ruminant Health and Production Service - 2 weeks**
- **Small Animal Service - 1 week**

A brief description of each sub-rotation and the educational justifications for the inclusion of each in the proposal is detailed below:

ANAESTHESIA:

A one week duration sub-rotation with a maximum of three, and a minimum of two, student interns per week. The student interns will assist with large and small animal clinical anaesthesia within the UVCC in a similar manner to the current RMP-1 Rotation, including after-hours duties. The student interns will also participate in anaesthetising the animals presented to the desexing clinic (either throughout the entire year if the desexing clinic is not made part of the BVSc IV curriculum, or outside of the BVSc IV academic semesters if the desexing clinic is incorporated into the BVSc IV programme).

From the perspective of staffing and student intern numbers there is essentially no change to this sub-rotation from the current RMP-1 format, except that student intern numbers will be more stable than they have been in the past allowing a more uniform learning experience.

EQUINE:

A three week duration sub-rotation with a maximum of eight, and a minimum of six, student interns per three weeks. The student interns will assist with all facets of the Equine Service within the UVCC in a similar manner to the current RMP-1 Rotation, including after-hours duties. By expanding this sub-rotation from two to three weeks student interns will have greater exposure to equine clinical cases. It will also allow the opportunity to expand teaching within this sub-rotation to include more formal tutorials and case discussions relating to subjects crucial to general equine and mixed practice. Student interns would also have increased opportunities to research case material and prepare for assessment tasks.

The extension of the equine sub-rotation from two to three weeks will result in an increase in student intern numbers from a maximum of six in the current RMP-1 format to a maximum of eight in the proposed format. This will be managed by breaking up the student interns into groups that align themselves with the different equine services offered by the UVCC (i.e. surgery, lameness/poor performance, medicine, ambulatory) and by the development of self-teaching material. More stable student intern numbers in the equine sub-rotation will provide a more uniform learning experience and more equitable workload. The Equine Service group at the UVCC has adequate staff numbers to fulfil the teaching obligations recreated by the recommended change.

PATHOLOGY AND DERMATOLOGY:

A one week duration sub-rotation with a maximum of three, and a minimum of two, student interns per week. The week would be divided equitably between pathology and dermatology, so as to maximise the student intern's exposure to both subjects. Student interns will have no after-hours commitments during this sub-rotation. The student interns will be exposed to a broad range of topics related to clinical and anatomic pathology; including post-mortem examinations, histopathology, diagnostic haematology and biochemistry, diagnostic microbiology and parasitology. The current BVSc V curriculum contains no compulsory exposure to diagnostic and clinical pathology. Incorporation of pathology into the RMP-1 Rotation will begin to rectify this deficiency with an emphasis on large animal pathology. Currently the student interns have limited exposure to specialist dermatologists during their UVCS rotations. The UVCC has a specialist dermatologist and resident consulting three days a week, who will provide the student interns with increased exposure to primary accession and referral small animal and large animal dermatology cases. Given the relative importance of dermatology to general veterinary practice (especially small animal practice), further exposure within the BVSc V curriculum to sound dermatologic diagnostic evaluations and therapeutics is definitely warranted.

There are no staffing or student intern number issues associated with the addition of this sub-rotation to the RMP-1 Rotation. From a staffing perspective, the pathology component of this sub-rotation will be made possible by the recent recruitment of a new academic staff member in diagnostic pathology (scheduled to take up her appointment in late 2007). The Dermatology Service group at the UVCC are currently not formally involved in student intern teaching and has adequate staff numbers to fulfil the teaching obligations recreated by the recommended change.

RUMINANT HEALTH AND PRODUCTION:

A two week duration sub-rotation with a maximum of five, and a minimum of four, student interns per fortnight. The student interns would assist with all facets of the RHP Service within the UVCC in a similar manner to the current RMP-1 Rotation, including after-hours duties. By expanding this sub-rotation from one to two weeks all student interns will have the opportunity to participate in the fortnightly field trip to the Moxey Dairy at Goolagong. Other improved educational outcomes that will result from the change include increased exposure to clinical case material and herd health visits, increased opportunities to perform analysis of herd health records and visit diagnostic laboratories (e.g. Elizabeth Macarthur Agricultural Institute), greater exposure to the research activities of the RHP group at the UVCC, and increased opportunities for student interns to research case material and herd health topics.

The extension of the RHP sub-rotation to two weeks will result in an increase in student intern numbers from a maximum of three in the current RMP-1 format to a maximum of

five in the proposed format. This will be managed by dividing the student interns into two groups that are concurrently involved in different activities within the RHP Service (e.g. local ambulatory calls, overnight field trips, self or staff associated research activities, visits to diagnostic laboratories, self-teaching exercises etc.). The RHP Service group at the UVCC has adequate staff numbers to fulfil the teaching obligations recreated by the recommended change.

SMALL ANIMAL:

A one week duration sub-rotation with a maximum of three, and a minimum of two, student interns per week. The student interns will assist with all facets of the Small Animal Service at the UVCC in a similar manner to the current elective student interns, including after-hours duties. The student interns will also participate in the surgery of animals presented to the desexing clinic (either throughout the entire year if the desexing clinic is not made part of the BVSc IV curriculum, or outside of the BVSc IV academic semesters if the desexing clinic is incorporated into the BVSc IV programme). Addition of this sub-rotation to the RMP-1 Rotation will maximise student intern exposure to the desexing clinic. Currently only those student interns that choose to do one of their small animal "extramural" rotations at the UVCC get this experience. The Small Animal Service at the UVCC presents a unique educational opportunity for the student interns. It operates as a general small animal practice but with the academic rigor and support diagnostics expected of a university teaching hospital. It also operates a 24 hour emergency service, allowing student interns exposure to small animal emergency cases. Student interns have limited exposure to such cases at the UVCS, which does not currently provide an after-hours emergency service. As such the UVCC Small Animal Service complements the experience student interns gain while working at the UVCS. Also given the exceptional educational value that the desexing clinic provides, it is crucial that this experience be made available to as many student interns as possible.

There are no staffing or student intern number issues associated with the addition of this sub-rotation to the RMP-1 Rotation. It will provide stable student intern numbers for the Small Animal Service at the UVCC and allow the staff working in this service to direct their teaching efforts towards the entire BVSc V class rather than the current small number of student interns who elect to do an "extramural" small animal rotation at the UVCC.

11.1.2 Bachelor of Veterinary Science

Units of study changes in years three and four. Relocation of fourth year to Camden.

Recommendation

That the Undergraduate Studies Committee note the changes to the Bachelor of Veterinary Science, as set out in the report presented.

Minor Course Amendment Proposal

Faculty/Board of Studies:

Contact person:

1. Name of award course

Include the name of the relevant qualifications(s)

Bachelor of Veterinary Science

2. Purpose of proposal

Provide a statement setting out the reasons for the amendment(s) or approval(s) including all relevant background information

This is to advise the Undergraduate/Graduate Studies Committee of the adoption of new units of study in the year 3 and 4 curriculum of the Bachelor of Veterinary Science degree; on overall change that aligns with recommendations by the Veterinary Schools Accreditation Advisory Committee (VSAAC). In response to both staff and student feedback about the current curriculum, the Faculty identified relocation of semester 7 teaching to the Camden Campus as the best strategy for addressing the many student, staff and animal welfare issues that had resulted from the introduction of a lecture free final year. In addition, relocating the entire 4th year curriculum to Camden ensures optimal utilisation of the new teaching facilities currently under construction at Camden campus. To accommodate this geographical move, several units of study within the 3rd and 4th year curriculum have been moved between semesters and/or modified.

Importantly, the overall content of the course remains the same. The old and new units contain learning topics and outcomes which are required for accreditation of this professional program.

3. Details of amendment

Provide specific references from the relevant Resolutions of the Senate or Faculty Resolutions and clearly indicate where the proposed change is being made. Include page references to the current University Calendar. Underline proposed additions and strikethrough proposed deletions.

The Faculty of Veterinary Science does not record any curriculum details in the Senate Regulations but instead registers all such changes in Faculty resolutions.

Current Curriculum		CP	New Curriculum Proposal		CP
Semester 6			Semester 6		
VETS 3028	Animal Disease	9	VETS 3242	Animal Disease	8
VETS 3039	Professional Practice 3	4	VETS 3039	Professional Practice 3	4
VETS 3025	Veterinary Public Health	4	VETS 3243	Veterinary Clinical Pathology	4
VETS 3027	Veterinary Clinical Sciences 3	7	VETS 3244	Small Animal Medicine & Therapeutics 1	8
Total		24	Total		24
Semester 7			Semester 7		
VETS 4331	Animal Handling Practical Report	2	VETS 4132	Small Animal Medicine & Therapeutics 2	4
VETS 4111	Veterinary Anaesthesia	4	VETS 4133	Vet Anaesthesia & Surgery 1	5
VETS 4112	Veterinary Medicine and Clinical Pathology	8	VETS 4134	Veterinary Diagnostic Imaging	5
VETS 4113	Veterinary Radiology	4	VETS 4135	LA Health & Production 1 (ruminants & horses)	10
VETS 4114	Veterinary Surgery	6			
Total		24			24
Semester 8			Semester 8		
VETS 4221	Bird Health and Production	4	VETS 4232	Veterinary Public Health	4
VETS 4223	Pig Health and Production	4	VETS 4233	Large Animal Health & Production 2 (ruminants & horses)	6
VETS 4224	Ruminant Health and Production	10	VETS 4234	Veterinary Anaesthesia & Surgery 2	6
VETS 5331	Preparation for Veterinary Practice	2	VETS 4235	Intensive Animal Health and Production (poultry, pigs & aquaculture)	6
VETS4222	Horse medicine & Surgery	6	VETS 4236	Preparation Veterinary Practice	2
Total		26	Total		24

4. Transitional arrangements

The units of study being replaced will be maintained for 2 years to enable any repeating or deferring students to meet the credit point requirements of the course. All of the units are offered by our Faculty and are all compulsory, so the transitional arrangements are reasonably flexible. If necessary miscellaneous units will be created to meet the specific learning outcomes required for individual students who need to repeat units.

5. Other relevant information

6. Signature of Dean

11.1.3 Bachelor of Veterinary Science

Changes to fifth year credit points.

Recommendation

That the Undergraduate Studies Committee note the changes to the Bachelor of Veterinary Science, as set out in the report presented.

Minor Course Amendment Proposal

Faculty/Board of Studies:

Contact person: John Baguley

1. Name of award course

Bachelor of Veterinary Science BVSc

2. Purpose of proposal

To advise the Undergraduate Studies Committee of the redistribution of credit points among final year clinical rotations in order to account for additional teaching at the University Veterinary Centre Camden (UVCC) from 2009.

3. Details of amendment

This is to advise the Undergraduate/Graduate Studies Committee of the changes in credit point rating in the year 5 curriculum of the Bachelor of Veterinary Science degree. These changes have been facilitated by changes to years 3 and 4 of the curriculum and are aligned with recommendations by the Veterinary Schools Accreditation Advisory Committee (VSAAC) and University honours policy. In response to both staff and student feedback about the current curriculum, the Faculty has approved an increase in final year teaching at the Camden Campus necessitating changes to the credit point rating of this intramural and existing extramural units of study in year 5 of the curriculum.

Time spent at the University Veterinary Centre Camden in Year 5 of the curriculum will increase from one month to two months. In order to align this change with credit point allocation the number of credit points associated with this unit of study will be doubled from 5 to 10. These 5 credit points will be taken from 3 extramural rotations and the assessment requirements of these latter rotations will be reduced accordingly.

Honours elective rotation will be increased from 10 to 12 credit points to align with University policy and these credit point changes will be facilitated by the movement of the unit of study VETS5331 from year 5 to year 4.

Creation of the following units of study for 2009:

- VETS5356 Rural Mixed Practice Intramural (10 Credit Points)
- VETS5357 Rural Mixed Practice Extramural (3 Credit Points)
- VETS5358 Rural Public Practice Extramural (4 Credit Points)
- VETS5359 Small Animal Practice Extramural (3 Credit Points)

Replacement of the following units of study for 2009:

- VETS5336 Rural Mixed Practice 1 (UVCC) (5 Credit Points)
- VETS5337 Rural Mixed Practice 2 (Extramural) (5 Credit Points)
- VETS5349 Rural Public Practice (5 Credit Points)
- VETS5335 Small Animal Practice (Extramural) (5 Credit Points)

Creation of the following units of study for 2011:

VETS5360 Elective 1 Rotation (6 Credit Points)
VETS5361 Elective 2 Rotation (6 Credit Points)
VETS5362 Honours Elective (12 Credit Points)

Replacement of the following units of study for 2011:

VETS5350 Elective Rotation 1 (5 Credit Points)
VETS5351 Elective Rotation 2 (5 Credit Points)
VETS5355 Honours Elective Research (10 Credit Points)
VETS5331 Preparation Veterinary Practice (2 Credit Points)

4. Transitional arrangements

The units of study being replaced will be maintained for 2 years to enable any repeating or deferring students to meet the credit point requirements of the course.

5. Other relevant information

6. Signature of Dean

11.1.4 Bachelor of Animal and Veterinary Bioscience

Recommendation

That the Undergraduate Studies Committee note the changes to the Bachelor of Animal and Veterinary Bioscience, as set out in the report presented.

Minor Course Amendment Proposal

Faculty/Board of Studies: Veterinary Science

Contact person: Paul McGreevy

1. Name of award course

Include the name of the relevant qualifications(s)

Bachelor of Animal and Veterinary Bioscience

2. Purpose of proposal

Provide a statement setting out the reasons for the amendment(s) or approval(s) including all relevant background information

To provide additional exposure to topics in animal health and disease

3. Details of amendment

Provide specific references from the relevant Resolutions of the Senate or Faculty Resolutions and clearly indicate where the proposed change is being made. Include page references to the current University Calendar. Underline proposed additions and strikethrough proposed deletions.

The Faculty of Veterinary Science does not record any curriculum details in the Senate Regulations but instead registers all such changes in Faculty resolutions.

Introduction of this unit, Introduction to Veterinary Pathogenesis, and a professional development unit, will necessitate the removal of ENTO2002 and MICR2026 from the curriculum. Necessary material from these units will be covered by IVP and a new unit, Agents of Disease.

4. Transitional arrangements

If the proposed amendment(s) will affect students who are currently enrolled, include details of any transitional arrangements.

Specific arrangements have been made to accommodate repeating students or those transferring in from other courses. Any student who has previously completed the existing Microbes and Animal Health or Entomology and Parasitology UoS will be permitted to take the IVP2 UoS if necessary since the overlap is small enough and embedded in sufficiently different context that any repetition will be of more benefit than detriment.

5. Other relevant information

6. Signature of Dean

11.2 The Faculty of Education and Social Work

Recommendation

That the Undergraduate Studies Committee recommends that Academic Board approve amendments to the English Language Requirements for the pre-service education courses overseen by the Faculty of Education and Social Work. It is recommended that the IELTS minimum score requirement for speaking and listening modules be raised to 8.0, with effect from 1 January 2009.

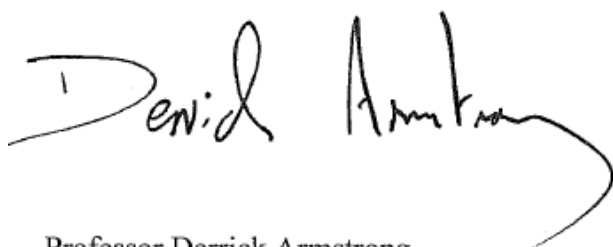
Report of the Faculty of Education and Social Work

The NSW Institute of Teachers has mandated a minimum standard of English proficiency for teachers. The Academic Board has already approved the amendment of the English Language Requirements for the pre-service teacher education courses overseen by this Faculty to 7.5 for all bands. The NSW Institute has now apprised us of further changes to its policy, as follows:

IELTS	Minimum overall result of 7.5 <u>Minimum of 8.0 in speaking and listening modules</u> Minimum of 7.0 in reading and writing modules
-------	---

Accordingly, this is to request approval, with immediate effect, to increase the minimum score for speaking and listening modules to 8.0 for students seeking admission to candidature for the Bachelor of Education and Bachelor of Teaching/Master of Teaching.

Attached: Copy of the *Policy for English Language Testing of New Scheme Teachers for Provisional and Conditional Accreditation.*



Professor Derrick Armstrong
Dean, Faculty of Education and Social Work

6 March 2008

NSW INSTITUTE OF TEACHERS

Policy for English Language Testing of New Scheme Teachers for Provisional and Conditional Accreditation

1. BACKGROUND

The *Institute of Teachers Act 2004* provides for the accreditation of new scheme teachers who meet the initial teacher education requirements for Provisional and Conditional accreditation, specified in the Professional Teaching Standards.

Element 4 of the Professional Teaching Standards states that *Teachers communicate effectively with their students*.

Consequently, minimum levels of proficiency in speaking, listening, reading and writing are requirements for entry to teaching in NSW schools.

This policy sets out processes and criteria for the use of teacher accreditation authorities in determining that teachers entering teaching in NSW meet these minimum levels of proficiency.

Within the framework of this policy, teacher accreditation authorities have the right to choose which type of English language testing is conducted for persons seeking employment as teachers.

A teacher accreditation authority is not required to accept results of an English test conducted by or on behalf of another teacher accreditation authority.

In addition, a teacher accreditation authority has the discretion to refer any applicant to an accepted English language test.

These provisions apply to all teachers seeking Provisional or Conditional accreditation for teaching in NSW schools.

Teacher accreditation authorities are responsible for ensuring compliance with this policy.

This policy will be subject to review by the Quality Teaching Council whenever one of the accepted English language tests is revised.

2. ENGLISH LANGUAGE PROFICIENCY FOR PROVISIONAL OR CONDITIONAL ACCREDITATION

If the first language of an applicant for accreditation is not English, teacher accreditation authorities are to sight evidence that:

1. the person gained the majority of his or her qualification in English in a country where English is the main language (see Section 4 *Exceptions*), or
2. the results of an accepted English language test indicating reading, writing, speaking and listening proficiency at or above the minimum levels of achievement set out below have been achieved.

3. ACCEPTED ENGLISH LANGUAGE TESTS

The tests and results which are accepted by the NSW Institute of Teachers are listed below.

3.1 International English Language Testing System (IELTS)

The IELTS test for academic purposes is an appropriate test for prospective teachers. The Institute requires that the applicant needs to attain a minimum overall score of 7.5 including a minimum result of 8.0 in both the speaking and listening modules and 7.0 in reading and writing.

The test is widely accepted as an international standard for English language skills. Testing and locations can be found at <http://www.ielts.org/>.

3.2 Professional English Assessment for Teachers (PEAT)

The applicant must have Band A in each of the four areas: speaking, listening, reading and writing.

This test has been developed for teachers intending to teach in the NSW Department of Education and Training (DET). DET requires relevant teachers to undertake the PEAT. The DET has advised that Band A is required for teaching in government schools. It is available at the University of NSW Institute of Languages. The website is <http://www.lang.unsw.edu.au/PEAT/>. Only the DET may refer teachers to undertake PEAT.

3.3 International Second Language Proficiency Rating (ISLPR)

The applicant must have a score of at least 4+ in each of the four areas: speaking, listening, reading and writing.

This test was originally developed as the ASLPR (Australian Second Language Proficiency Rating). It was developed at Griffith University and is available in a form specifically designed to test language proficiency in the teaching context. The website is <http://www.islpr.org>.

4. EXCEPTIONS

The following applicants generally do not need to complete one of the approved language tests:

- applicants for whom English is their first language
- applicants who have gained for the majority of their qualifications in English, in a country where English is the main language. These countries are: Australia, Canada, New Zealand, Republic of Ireland, United Kingdom (England, Scotland, Wales and Northern Ireland), South Africa and the United States of America
- applicants who can provide evidence that they have successfully taught in English in a school in a country where English is the main language for a substantial period of time.

5. CURRENCY OF RESULTS

The Institute has accepted the advice of the test providers regarding the length of currency of results.

Applicants who submit results from IELTS must submit results from a test taken within a period of two years of their application for provisional or conditional accreditation.

Applicants who submit results from ISLPR must submit results from a test taken within a period of twelve months of their application for provisional or conditional accreditation.

A successful PEAT does not lose currency.

11.3 The Faculty of Engineering and Technologies

Recommendation

That the Undergraduate Studies Committee recommend that the Academic Board approve the changes to Honours requirements in the Faculty of Engineering and Information Technologies, as set out in the report presented, with effect from 1 January 2009.

Resolutions covering the award of Honours in BE and Combined BE.

At the Faculty Board meeting of 18th March 2008, the faculty agreed to a final set of changes that will align its procedures for the award of Honours with the newly approved University policy on the award of Honours.

The BE degree is an “integrated” Honours model and while in all other aspects it follows the university policy on this type of Honours, the faculty has made the following changes to achieve full compliance.

- a) A clear and well defined entry requirement for Honours in Engineering. This includes a definition of an entry level, Intermediate/Senior WAM (ISWAM) which will be added to the glossary of the resolutions.
- b) A clear statement of the requirements for the award of the university medal to eligible HI students graduating in Engineering.

Changes to the Faculty resolutions are shown below.

- 1.3 Requirements for the Engineering degree with Honours
 - 1.3.1 To qualify for the award of the degree with Honours, both in the single degree and the combined degree courses, a student must:
 - 1.3.1.1 gain entry to the Honours program in a nominated stream of Engineering.
 - 1.3.1.1.1 Entry requirement is a ISWAM obtained over 2nd and 3rd year units of 65% or above .
 - 1.3.1.2 complete the requirements for the pass degree; and achieve a level of performance as defined by the HWAM (Honours Weighted Average Mark);
 - 1.3.1.3 complete a research thesis of 12 cp or its equivalent.
 - 1.3.1.2 complete all requirements within a specified period of time for the degrees as indicated:
 - 1.3.1.2.1 5 years for the BE degree
 - 1.3.1.2.2 6 years for BE/BSc, BE/BCom, BE/BA, BE/BMedSc
 - 1.3.2 The HWAM used for honours assessment includes all attempts at all 2000, 3000 and 4000 level units of study completed while a student is enrolled in an Engineering or Combined Engineering degree at the University .
 - 1.3.2.1 Junior or 1000 level units are not included in the calculation.
 - 1.3.2.2 Units offered by other faculties as part of a single BE or a combined BE are included .
 - 1.3.2.3 Units at a level higher than 4000 are treated as level 4000 units.
 - 1.3.2.4 Research thesis units of study are given double weighting.
 - 1.3.3 The various classes of honours are awarded on the basis of a student's HWAM as follows:
 - 1.3.3.1 First Class: HWAM greater than or equal to 75
 - 1.3.3.2 Second Class/ Division 1: HWAM greater than or equal to 70 and less than 75
 - 1.3.3.3 Second Class/Division 2: HWAM greater than or equal to 65 and less than 70
 - 1.3.4 Any student who is eligible for First Class Honours and has achieved outstanding performance in their degree may be considered for a University medal.
 - 1.3.4.1 Outstanding performance is defined as,
 - 1.3.4.1.1 a minimum HWAM of 85
 - 1.3.4.1.2 top ranking in their stream or specialisation.
 - 1.3.4.1.3 where the top ranking is not clearly determined by at least 1 HWAM point, students may be considered equal and

- 1.3.4.1.4 more than one medal awarded for that stream .
Final determination of the award in individual cases will be made by a
Faculty Honours committee.
- 1.3.5 In exceptional circumstances the Dean may recommend that the above conditions for the award of Honours be varied .

11.4 The Faculty of Dentistry

This item was held over from the last meeting, so that a Faculty representative may speak to the proposal.

The Faculty has approved additional units of study for the Bachelor of Dentistry. These units of study have been created to cater for students who will be returning after suspension and will need to have their clinical skills upgraded before commencing the year they are returning to. As they are not enrolled students they cannot do this because of insurance etc. They will be enrolled in these units of study by 31st Aug and can then do them as an intensive period of clinical study.

The new units of study are:

USDP2027 TOTAL PATIENT CARE CLINICAL
USDP2004 CLINICAL HYGIENE AND THERAPY

Recommendation

That the Undergraduate Studies Committee note the additional units of study to be offered in the Bachelor of Dentistry.