



The University of Sydney

Graduate Studies Committee

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Memorandum to: Members of the Graduate Studies Committee

The agenda for the meeting of the Graduate Studies Committee scheduled to be held at **2.00 pm** on **Monday 18 June 2001** in the **Western Tower Room** is set out below.

Pamela Radford.
Acting Secretary to the Committee

14 June 2001

AGENDA

Pages

1. Minutes of the previous meeting

4-5

Recommendation

That the Committee adopt the minutes of the previous meeting held by circulation on 21 May 2001 as a true record.

2. Reports of the previous meetings to the Academic Board

(1) Meetings held on 19 March and 24 April 2001

The reports of the Committee's meetings of 19 March and 24 April 2001 were considered by the Academic Board at its meeting on 16 May 2001. The reports are available in the May 2001 Academic Board agenda, Item 10, via:
<http://www.usyd.edu.au/su/ab>.

The Board's determinations in respect of the Committee's reports are set out below. 6-8

(2) Meeting held by circulation in May 2001

The report of the Committee's May 2001 meeting to the Academic Board is available on pages 23-24 of the agenda for the meeting of the Academic Board held on 13 June 2001. The agenda may be accessed via: <http://www.usyd.edu.au/su/ab/>

The Board's determinations in respect of the Committee's report will be reported to the Committee's meeting on 16 July 2001.

Recommendation

That the Committee note the decisions of the Academic Board, at its meeting on 16 May 2001 in respect of the Committee's reports of its meetings held on 19 March and 24 April 2001, noting also that the decisions of the Academic Board in respect of the report of the Committee's May 2001 meeting will be reported to the Committee's July meeting.

- 3. Business arising out of the minutes** (not dealt with elsewhere in the agenda)

- 4. Report of the Chair** 9-18
 - 4.1 Alternative Chair** 9

Recommendation
That the Committee note the Chair's report.
 - 4.2 Membership Changes** 9

Recommendation
That the Committee note the Chair's report.
 - 4.3 Membership of the Research Policy Sub-Committee** 9

Recommendation
That the Committee note the Chair's report.
 - 4.4 Senate/SUPRA Liaison meeting** 9, 11-17

Recommendation
That the Committee note the Chair's report.
 - 4.5 Payment of External Examiners for HDR theses** 9-10, 18

Recommendation
That the Committee note the Chair's report.

- 5. Report of the PhD Award Sub-Committee**
 - 5.1 Report of the PhD Award Sub-Committee meeting held on 5 June 2001** 19-22
 - 5.1.1 Receipt of report**

Recommendation
That the Committee receive and note the report of the PhD Award Sub-Committee meeting held on 5 June 2001.

5.1.2 Proceedings of the Sub-Committee

19-22

Recommendation

That the Committee note the proceedings of the meeting of the PhD Award Sub-Committee held on 5 June 2001 relating to the following matters:

- (1) Report of the Chair*
- (2) First Quarter Report 2001*
- (3) Doctor of Philosophy*
 - (a) Decisions taken by the Chair*
 - (b) Cases referred to the Sub-Committee*
 - (c) Appointment of Examiners*

6. Report of the Coursework Sub-Committee

6.1 Report of the Coursework Sub-Committee meeting to be held on 18 June 2001 23

Recommendation

That the Committee note that the report of the Coursework Sub-Committee meeting to be held on 18 June 2001 will be presented to the Committee's July meeting.

7. Report of the Undergraduate Studies Committee

24-44

At its meeting on 12 June 2001 the Undergraduate Studies Committee agreed to refer the Faculty Resolutions relating to the Bachelor of Medicine and Bachelor of Surgery to the Graduate Studies Committee for information.

Recommendation

That the Graduate Studies Committee note the Faculty Resolutions relating to the Bachelor of Medicine and Bachelor of Surgery as set out in the report presented.

8. General business

45

Recommendation

That the Committee note there was no General Business.

**AGENDA ITEM 1.
Minutes of the previous meeting**

1.1 Minutes of the Graduate Studies Committee meeting held by circulation in May 2001

The agenda for the meeting of the Graduate Studies Committee scheduled to be held on 21 May 2001 was considered by circulation.

1. Minutes of the previous meeting

Resolution 69/01

That the Committee adopt the minutes of the previous meeting held on 24 April 2001 as a true record.

2. Report of the previous meeting to the Academic Board

Resolution 70/01

That the Committee note the report.

3. Business arising out of the minutes (not dealt with elsewhere in the agenda)

4. Report of the Chair

4.1 Research Policy Sub-Committee

Resolution 71/01

That the Committee note the Chair's report, noting also that the Chair re-iterates his invitation for expressions of interest for membership of the Research Policy Sub-Committee under category (b).

4.2 Supervisory arrangements for staff on leave

Resolution 72/01

That the Committee recommend the amendment of the Code of Practice for supervision of postgraduate research students, with immediate effect, as set out in the report presented.

4.3 Postgraduate Studies Handbooks

Resolution 73/01

That the Committee note the Chair's report.

5. Report of the PhD Award Sub-Committee

5.1 Report of the PhD Award Sub-Committee meeting held on 8 May 2001

5.1.1 Receipt of report

Resolution 74/01

That the Committee receive and note the report of the PhD Award Sub-Committee meeting held on 8 May 2001.

5.1.2 Proceedings of the Sub-Committee

Resolution 75/01

That the Committee note the proceedings of the meeting of the PhD Award Sub-Committee held on 8 May 2001 relating to the following matters:

- (1) Summary of the Graduate Studies Committee
- (2) Doctor of Philosophy
 - (a) Cases referred to the Sub-Committee
 - (b) Appointment of Examiners
- (3) Doctor of Juridical Studies
 - (a) Appointment of Examiners

6. Report of the Coursework Sub-Committee

6.1 Report of the Coursework Sub-Committee meeting held in May 2001

6.1.1 Receipt of report

Resolution 76/01

That the Committee receive and note the report of the Coursework Sub-Committee meeting held by circulation in May 2001.

6.1.2 Proceedings of the Sub-Committee

Resolution 77/01

That the Committee note the proceedings of the meeting of the Coursework Sub-Committee held by circulation in May 2001 relating to the following matters:

- (1) Proposals for new and amended postgraduate courses
 - (a) Faculty of Engineering: Graduate Certificate in Greenhouse Gas Mitigation
- (2) Reviews of postgraduate coursework
- (3) Work to be undertaken/issues to be addressed

7. Report of the Postgraduate Awards Sub-Committee

2000-2001 Australian Postgraduate Awards with Stipend (APA) and University of Sydney Postgraduate Awards (UPA)

Resolution 78/01

That the Committee note the report of the Postgraduate Awards Sub-Committee relating to 2000-2001 Australian Postgraduate Awards with Stipend (APA) and University of Sydney Postgraduate Awards (UPA).

8. General business

8.1 ITL Postgraduate Supervisors' Development Program: 2000

Resolution 79/01

That the Committee note the report on the ITL Postgraduate Supervisors' Development Program for the year 2000.

8.2 Postgraduate Supervision Consortium

Resolution 80/01

That the Committee note the report on the Postgraduate Supervision Consortium and nominate the Institute for Teaching and Learning as the FIRST site password holder, as requested in the report presented.

AGENDA ITEM 2.

Report of the previous meetings to the Academic Board

2.1 Meetings held on 19 March and 24 April 2001

Determinations of the Academic Board

Report of the Graduate Studies Committee meeting held on 19 March 2001

The Academic Board, at its meeting on 16 May 2001 resolved as follows in respect of the report of the Committee's meeting of 19 March 2001:

1. Receipt of report

That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 19 March 2001.

2. Proposals for new and amended postgraduate courses

(1) Faculty of Economics and Business: Master of Human Resource Management and Coaching, Graduate Diploma in Human Resource Management and Coaching, Graduate Certificate in Human Resource Management and Coaching

That the Academic Board recommend that Senate approve:

- (1) the proposal from the Faculty of Economics and Business for the introduction in Second Semester 2001 of the new Master of Human Resource Management and Coaching, Graduate Diploma in Human Resource Management and Coaching and Graduate Certificate in Human Resource Management and Coaching courses;
- (2) the amendment of the Resolutions of the Senate relating to Degrees, Diplomas and Certificates in the Faculty of Economics and Business, with effect from 1 July 2001, as set out in the report presented; and
- (3) the adoption of new Resolutions of the Senate relating to the Master of Human Resource Management and Coaching, Graduate Diploma in Human Resource Management and Coaching and Graduate Certificate in Human Resource Management and Coaching courses, with effect from 1 July 2001, as set out in the report presented.

(2) Faculty of Medicine: Master of Biostatistics, Graduate Diploma in Biostatistics, Graduate Certificate in Biostatistics

That the Academic Board recommend that Senate approve:

- (1) the proposal from the Faculty of Medicine for the introduction in Second Semester 2001 of the new Master of Biostatistics, Graduate Diploma in Biostatistics and Graduate Certificate in Biostatistics courses;
- (2) the amendment of the Resolutions of the Senate relating to Degrees, Diplomas and Certificates in the Faculty of Medicine, with effect from 1 July 2001, as set out in the report presented; and
- (3) the adoption of new Resolutions of the Senate relating to the Master of Biostatistics, Graduate Diploma in Biostatistics and Graduate Certificate in Biostatistics courses, with effect from 1 July 2001, as set out in the report presented.

(3) Faculty of Science: Graduate Certificate in Applied Science (Molecular Biotechnology), Graduate Diploma in Applied Science (Molecular Biotechnology) and Master of Applied Science (Molecular Biotechnology)

That the Academic Board approve the proposal from the Faculty of Science for the introduction in First Semester 2001 of major changes to the Graduate Certificate in Applied Science (Molecular Biotechnology), Graduate Diploma in Applied Science (Molecular Biotechnology) and Master of Applied Science (Molecular Biotechnology) courses.

3. Proceedings of the Committee

That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 19 March 2001 relating to the following matters:

- (1) Reports from Sub-Committees
- (2) Reference from the Academic Board: Draft Resolutions of the Academic Board relating to the Management and Evaluation of Teaching
- (3) Amendment of the Rules and Policy relating to Intellectual Property
- (4) Examination of AGSM PhD theses
- (5) Report from the Faculty of Law: Amendment of the Resolutions of the Senate and Faculty Resolutions relating to postgraduate courses in the Faculty of Law
- (6) Workshop for Postgraduate Co-ordinators
- (7) Terms of Reference for the Coursework Sub-Committee
- (8) Work in progress
 - (a) Proposal for Research Policy Sub-Committee
 - (b) Student appeals against academic decisions
 - (c) Supervisory arrangements for staff on leave
 - (d) Working Parties

Report of the Graduate Studies Committee meeting held on 24 April 2001

The Academic Board, at its meeting on 16 May 2001 resolved as follows in respect of the report of the Committee's meeting of 24 April 2001:

1. Receipt of report

That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 24 April 2001.

2. Proposals for new and amended postgraduate courses

(1) Faculty of Architecture: Master of Design Science

That the Academic Board recommend that Senate approve:

- (1) the introduction in 2002 of the new subject area of Film and Digital Video in the Master of Design Science course; and
- (2) the amendment of the Resolutions of the Senate relating to Postgraduate Coursework Study: Master's degrees, Graduate Diplomas and Graduate Certificates in the Faculty of Architecture, with effect from 1 January 2002, as set out in the report presented.

(2) Faculty of Law

(a) Doctor of Juridical Studies

That the Academic Board, acting on behalf of Senate, approve the amendment of the Resolutions of the Senate relating to the degree of Doctor of Juridical Studies, from 1 January 2002, as set out in the report presented.

(b) Master's Degrees and Graduate Diplomas in the Faculty of Law

That the Academic Board, acting on behalf of Senate, approve the amendment of the Resolutions of the Senate relating to Master's Degrees and Graduate Diplomas in the Faculty of Law, from 1 January 2002, as set out in the report presented.

3. Amendment of the Resolutions of the Academic Board: Student Appeals Against Academic Decisions

That the Academic Board approve the amendment of the Procedures approved by the Academic Board in respect of student appeals against academic decisions, from 1 January 2002, as set out in the report presented.

4. Reference from the Academic Board: Resolutions of the Academic Board relating to the Management and Evaluation of Teaching

That the Academic Board:

- (1) adopt the draft Resolutions of the Academic Board relating to the Management and Evaluation of Teaching, as appended to the report of the Chair of the Board (Item 5.2.4 refers);
- (2) rescind the “Code of practice for coursework master’s degree candidatures and graduate diploma and graduate certificate candidatures”; and
- (3) endorse the following Board statements, subject to editorial amendments identified by the Chair of the Graduate Studies Committee, to reflect nomenclature changes in the University, as set out in Item 5.2.4, Report of the Chair:
 - Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses (253) and
 - Flexible, Student-Centred Learning in the University of Sydney (265).

5. Proceedings of the Committee

That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 24 April 2001 relating to the following matters:

- (1) Membership of the Committee
- (2) Report of the PhD Award Sub-Committee
 - (a) Use of Internal Examiners
 - (b) Academic Standing of Assessors
 - (c) Work in progress
 - (d) Student cases
- (3) Report of the Coursework Sub-Committee
 - (a) Membership of the Sub-Committee
 - (b) Proposals for new and amended postgraduate courses
 - (i) Faculty of Engineering: Graduate Certificate in Greenhouse Gas Mitigation
 - (c) Student Course Experience Questionnaire
 - (d) Work in progress
- (4) Terms of Reference for the Research Policy Sub-Committee
- (5) Workshop for Postgraduate Co-ordinators
- (6) Postgraduate Studies Handbooks
- (7) Student Course Experience Questionnaire
- (8) Work in progress

AGENDA ITEM 4. Report of the Chair

The Chair reports as follows:

4.1 Alternative Chair

I have appointed Associate Professor Tony Masters as Alternative Chair of the Graduate Studies Committee.

4.2 Membership Changes

As this will be James Taylor's last meeting, I would like to record my appreciation of the contributions James has made in his capacity as SUPRA President.

I would also like to record my appreciation of the efforts made by Erica Ring as secretary to GSC and wish her well in her new role in the Faculty of Engineering.

4.3 Membership of the Research Policy Sub-Committee

I have received only 2 nominations from members, Drs Adamson and Finkelstein, and both are duly appointed to the Sub-Committee. One other nomination was received but that was for a person who is not a member of Graduate Studies Committee. I now intend to call the sub-committee together so that it can begin its deliberations.

4.4 Senate/SUPRA Liason meeting

A meeting of this committee was held on Tuesday, 5 June. Items discussed were:

- 1 Postgraduate Student Course Experience Questionnaire
2. Dean of Graduate Studies
3. 2001 SUPRA Annual Report
4. Academic Forum on Student Representation

The Agenda for that meeting is attached. (See page 11)

I will report further on discussion at the meeting. I would especially like to draw the attention of members to the graph in Item 1.

4.5 Payment of External Examiners for HDR theses

You will be aware that there have been some problems recently with an apparent increase in the amount of paperwork being required to process payments to examiners of HDR theses in cases where the examiner is an external examiner who is to be paid in Australia. I have revisited this issue with the Remuneration Services in order to streamline the process. I believe I have sorted out the critical issues. I am pleased to inform you that it is no longer necessary to provide all the information which Remuneration Services have been requesting lately.

Attached is the draft text of a memo which I wish to distribute to all Faculties. (See page 18) If any one has any comments on this memo, please let me know no later than at the meeting as I am keen to send the memo to Faculties as quickly as possible. The content of the memo has been agreed to by Remuneration Services and myself.

There will be one further change in due course. In collaboration with the Head of Remuneration Services, I am working on a new claim form to be used instead of the current *Casual Claim Form (Academic Staff Only)*. Once the content of that form is agreed upon by myself and Remuneration Services it will become the vehicle for requesting payments to external examiners. My intention is to use the 'shell' of the *Casual Claim Form*, rename it to *HDR Thesis Examiners Claim Form* (or similar) but tailor it to only require the information specific to HDR thesis examiners. If any one wishes to make any input into this process, I'd be pleased to get your input. (a copy of the *Casual Claim Form (Academic Staff)* can be found at <http://www.usyd.edu.au/su/personnel/forms/>)



The University of Sydney

Senate/SUPRA Liaison Committee

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MEMORANDUM TO: Members of the Senate/SUPRA Liaison Committee

SUBJECT: Next Regular Meeting of the Senate/SUPRA Liaison Committee -
5 June 2001

DATE: June 14, 2001

ADDITIONAL MATERIAL

Additional material is attached relating to agenda items for the next regular meeting of the Senate/SUPRA Liaison Committee meeting to be held at **4.15 pm** on **5 June 2001** in the Western Tower Room. The Western Tower Room, Room S 495, is on the first floor of the Western Tower area of the Quadrangle on the Camperdown Campus, opposite the Clock Tower.

Lis Bergmann

for
Dr W G Adams
Registrar

Members

The Chancellor (Emeritus Professor Dame Leonie Kramer) (Fellow of Senate) (Chair)
The Deputy Chancellor (Mrs Renata Kaldor) (Fellow of Senate)
The Vice-Chancellor and Principal (Professor Gavin Brown) (Fellow of Senate) (*apology*)
Deputy Chair, Academic Board and Chair, Graduate Studies Committee (Associate Professor Russell Ross)
Mr Tom Clark (Postgraduate Fellow of Senate)
Dr Ann Eyland (Fellow of Senate)
Dr Robin Fitzsimons (Fellow of Senate)
Associate Professor Anthony Masters (Member, Graduate Studies Committee)

Four nominees of SUPRA:

James Taylor (President)
Thalia Anthony
Kristin Barlow
Sacha Bluman

In attendance

Pro-Vice-Chancellor (Research) (Professor David Siddle) (representing the Vice-Chancellor)

For information

Chair, Academic Board
Director, Planning Support Office
Manager, Student Centre
Academic Board Officer
Senate Office Administrative Assistant

1. Postgraduate Student Course Experience Questionnaire

The President of SUPRA provided the following item:

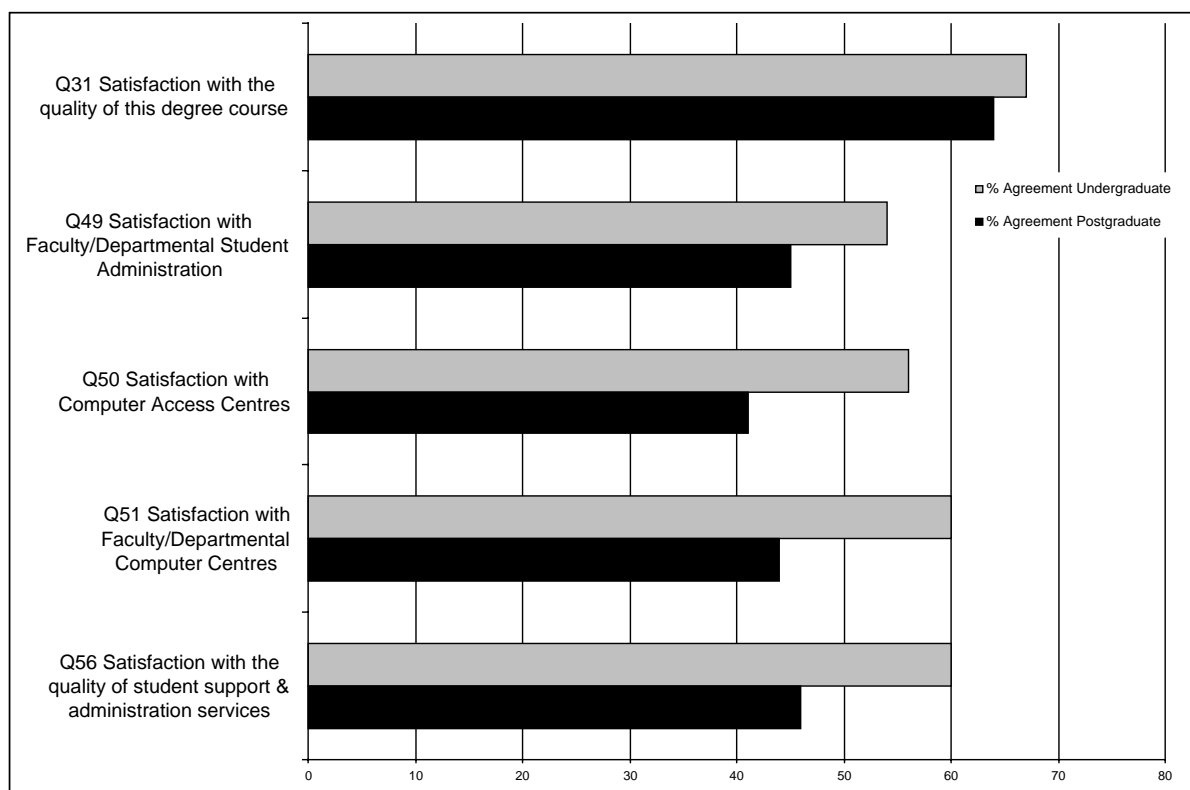
As a result of the major recommendation of the 2000 SUPRA study, "Outing Coursework", that the University develop and conduct its own postgraduate Student Course experience evaluation questionnaire, the Institute for Teaching and Learning has conducted and published such a study, namely the Student Course Experience Questionnaire.

SUPRA requests that a summary of the SCEQ findings be given to members of the SUPRA/Senate Liaison Committee as the basis of discussion of quality in postgraduate coursework at the University.

The Pro-Vice-Chancellor (Teaching & Learning) has provided the following response:

The Student Course Experience Questionnaire (SCEQ) was extended to postgraduate coursework students in 2000 as part of a planned program to survey all groups of students about their experiences once each year.

The SCEQ results are available in full on the Institute for Teaching and Learning website (www.itl.usyd.edu.au/sceq/). Responses from postgraduates indicate generally high levels of satisfaction with teaching and the student experience. However, an area for improvement is support services for postgraduate coursework students, including faculty/department student administration, as shown in the chart below.



2. Dean of Graduate Studies

The President of SUPRA provided the following item:

SUPRA requests information from the Vice-Chancellor as to the current status of the proposed Dean of Graduate Studies. In particular SUPRA requests information as to when and if the position is to be initiated, and if any changes to the original terms of reference for the position have or are envisioned to be made.

The Deputy Vice-Chancellor (Academic & International) will table a response at the meeting.

3. 2001 SUPRA Annual Report

The President of SUPRA provided the following item:

In light of previous discussions of the SUPRA/Senate Liaison committee as to appropriate Senate feedback to Student Association Annual Reports, SUPRA encloses copies of its 2001 Annual Report for discussion.

Copies of the Annual Report will be circulated prior to the meeting.

4. Academic Forum on Student Representation

The President of SUPRA provided the following item:

As a result of the suggestion made by the SUPRA/Senate liaison committee at its last meeting, the Academic Forum in February conducted a Forum Focus on the issue of Student Representation. I enclose the minutes of this Forum Focus as the basis of discussion, and request clarification from the chair of the Academic Forum as to how and if deliberations of the Academic Forum are reported to fellows of Senate.

The Chair of the Academic Forum has provided the following response:

I am happy to provide the following clarification to the question as to "how and if deliberations of the Academic Forum are reported to fellows of Senate".

The Academic Form has no formal direct reporting role to Senate. The Academic Forum forwards a report of its meetings to the Academic Board. The report of the Academic Forum is included in the minutes of the Academic Board which are reported to Senate through the Chair of the Academic Board.

I trust that this clarifies the procedure.

The Chair of the Academic Board has advised as follows:

These sorts of issues of ambiguity relating to reporting will be picked up in the forthcoming review of the Academic Board and Academic Forum, which Senate will be asked to approve at its meeting today.



The University of Sydney

Academic Forum Meeting held on Monday 26 February 2001

5.1 Report of the Academic Forum meeting held on Monday 26 February 2001

Minutes of the meeting of the Academic Forum held at 2pm on Monday 26 February 2001 in the Professorial Board Room.

★ 6. Forum focus: Student Involvement

Mr J Taylor (President, SUPRA), Ms M Watts (President, SRC) and Dr L Carson (Government & International Relations) were invited to present the Forum Focus on student involvement in the University's structures. A copy of papers tabled at the meeting is attached to these minutes.

Mr Taylor opened the Forum with the following points:

- There had been a steady decline of student involvement in the Academic Forum and Faculties;
- Postgraduate students in particular had been subject to changes in degree structures and all students were subject to various external pressures meaning students were less aware of issues that affected them and had less time to commit to the University's decision-making structures;
- Staff were also faced with increased pressures, resulting in increased vacancies on various committees and boards;
- Student organisations encouraged student involvement and assisted the University by advertising such things as Faculty elections;
- The University needed to increase advertising regarding elections, especially at the level of the Academic Board;
- Increased liaison with Faculties and Deans and increased use of electronic mechanisms may increase awareness of elections as students were often unaware of the representative positions available;
- The University needed to communicate more with students and it was the University's responsibility to consult with students and foster improved relationships;
- Faculties and Deans needed to acknowledge and encourage student participation and involvement;
- Students needed to be educated about on-going issues to encourage them to actively participate;
- Students needed to see the results of their participations as often they got involved to have an impact on the University;
- Students often did not see the results of discussion of the Academic Forum as it did not appear to have any influence in the wider University decision-making structures;
- Recommendations from the Academic Forum did not appear to be referred to Sub-Committees of the Academic Board for further discussion;
- Minute taking could be improved as Committee Secretaries were not required to record exact details of discussions and often particular issues raised by students were not minuted;

- The scheduling of meetings needed to be considered to take into account students' time commitments;
- The Academic Forum needed to consider a mechanism for compensating members for the time spent on the Forum as there was more involved in being a member than simply attending meetings.

Dr Carson spoke to a paper prepared for the meeting and highlighted the following points:

- There was a need address broader issues of participation, not just the narrower issue of representation;
- Students, and all new members, could find the Academic Forum intimidating as the atmosphere was not conducive to informal discussion;
- There was a need to consider alternative methods to elections in an effort to facilitate participation and the effectiveness of the Academic Forum, especially as currently membership was not seen as a positive experience;
- The Academic Forum needed to be more interactive and participants needed to be highly informed and to know what influence their discussions would have;
- There was a need to examine existing processes as current reporting back mechanisms did not appear to be the most appropriate.

Ms Watts spoke to a paper prepared for the meeting and highlighted the following points:

- University governance appeared to operate on either a representative or participatory basis and the representative basis did not guarantee participation of students;
- The University could not have effective governance without student involvement;
- If the University was serious about effective student involvement, it needed to examine the accessibility of current decision-making structures such as the Academic Forum and the Academic Board;
- Students were often unaware of their role within the University structures, often due to a lack of publicity;
- There needed to be improvement in the conduct of elections, especially as students were not encouraged to participate at Faculty level, and the voting processes did not recognise the limitations faced by many students;
- Student participation in meetings was often influenced by feelings of intimidation due to lack of context and awareness of on-going issues and the fact that agendas and minutes did not give the full background to issues;
- Meetings were often held at times that many students were unable to attend and there was a general lack of openness in meeting procedures;
- Students outside the Academic Forum often had no access to their representatives;
- An induction program for new students, and staff, including meeting key staff could assist in raising the awareness of new members;
- The discussions of the Forum needed to be more appropriate and the results of those discussions needed to be clarified as there appeared to be no clear lines of referral to other decision-making bodies;
- Current Academic Forum recommendations were non-binding on the Academic Board which could lead to feelings of disempowerment in the Academic Forum which had no formal relationship to other bodies such as the Senate or Faculty boards;
- Students were not being set an example by the lack of attendance by Professors and heads of departments/schools, therefore democracy did not appear to be working;
- The Academic Forum was a collegial body which needed more clear-cut processes for addressing grievances;

- The Academic Forum needed to be a more effective structure to ensure that members were achieving results and that representation was functional not token.

The following issues were raised during general discussion:

- There was a need to define the role of the Academic Forum, to involve a diverse group of people and increase participation;
- The Academic Forum's role in relation to other decision-making bodies also needed to be addressed, especially given that the Academic Forum was more participatory than any other body;
- The appearance of lack of power for the Academic Forum had led to lack of participation and members not making the Academic Forum a priority;
- The University needed to address feelings of powerlessness and lack of collegiality for the long term benefit of staff and students;
- It was suggested that the Academic Forum should set the broad policy framework in which more detailed decisions were made by the Academic Board as, currently, Academic Forum recommendations were too easily dismissed;
- Student participation at department/school level was often high because of the relevance of the issues discussed, therefore Academic Forum issues also need to be made relevant;
- Improvements needed to be made to existing processes, especially follow-up and reporting back mechanisms;
- There was a need to balance community interests and consensus decision-making with avenues for representation from specific groups or on specific issues;
- There was a need to recognise that the interests of the institution and interest groups did not, and would not, always converge and that different groups did not always have the same idea of what would be best for the institution;
- Processes for maintaining student representation needed to be preserved and students needed to be able to express their interests collectively;
- In answer to a question, the Vice-Chancellor replied that he felt it would be inappropriate to comment on the structure of a collegial body such as the Academic Forum as it was independent of management;
- The Academic Forum needed to make use of various mechanisms to make more opportunities for people to participate.

The Chair summarised the Forum Focus:

- The Chair had been concerned about participation in the Academic Forum and felt that the review of the Academic Board had not given much direction to the Academic Forum;
- The Academic Forum was to advise the Academic Board of matters of policy but there appeared to be a lack of closure on discussions which took place;
- The Deputy Chairs of the Academic Board had agreed to a strategy for furthering debate by taking responsibility for referring items issues raised at the Academic Forum to standing committees of the Academic Board;
- It would be inappropriate for the Academic Forum to become a mirror of the Academic Board with its own committees;
- The Academic Forum itself needed to define its role within the University's structures.

The Chair thanked all the speakers and contributors to the discussion for their comments and suggestions and suggested the following actions:

- That, where appropriate, the deputy chairs of the Academic Board provide an impartial summary of discussions, on matters relevant to particular standing committees, to the Academic Board and become responsible for reporting back to the Academic Forum on developments in those areas;
- That Forum members contact the Chair with suggestions for improving the effectiveness of the Forum;
- That the Chair develop a strategy for introducing further discussion on Forum Focus topics through electronic fora.

DRAFT DOCUMENT ONLY

Paying External Examiners who come within the reach of the Australian Taxation System

In response to some growing concerns and confusion about the volume of paperwork required to make a one-off payment to an external examiner, I have discussed the issue with the Manager of Remuneration Services, and we have agreed on the following procedure.

The agreed procedure when requesting payment from Remuneration Services:

- Complete the Casual Claim Form as in the past,
- attach a copy of the letter sent to the examiner appointing him/her as an examiner.
- attach the Tax Declaration Form and the Banking Deposit Form completed and signed by the examiner.

This will give Remuneration Services all the information they require to pay the examiner and comply with all statutory obligations under the Australian Taxation System.

In order for this to work smoothly, it is important that when sending the thesis to the examiner, the Tax Declaration Form and the Banking Deposit Form are included. However, as this is standard practice already, then no extra work is required of Faculty Offices.

If this procedure is followed, delays in payment will occur only if examiners don't complete all the necessary information in the two forms we send them.

Associate Professor Russell Ross,
Chair, Graduate Studies Committee,
Academic Board,
University of Sydney.

June 2001

NB:

1. This procedure applies to all examiners who are subject to the Australian taxation system, ie Australian residents, and also non-Australian residents who did the examination while in Australia and are wanting to be paid while in Australia.
2. Note that this procedure does NOT require a Casual Appointment form, nor does it require a copy of a birth certificate or other proof of age.
3. There is no change to the procedure for examiners where the thesis examination was done overseas and the payment is being sent to an address outside Australia, ie payment will continue to be on the basis of a cheque requisition.
4. If an examiner is used more than once, all of the above information is still needed for each examination.
5. **HOWEVER:** it is very important that such an examiner is NOT paid for more than one thesis examination in any one calendar month! Under current Australian law, any one who is paid more than \$450 a month comes within the requirements of the compulsory superannuation framework and the University will be required to make superannuation payments. In addition to requiring even more paperwork (eg the birth certificate or other proof of date of birth!), this also imposes extra costs on the University unnecessarily.

AGENDA ITEM 5. Report of the PhD Award Sub-Committee

Report of the PhD Award Sub-Committee meeting held on 5 June 2001

The Committee met on 5 June 2001 when there were present: The Chair of the PhD Award Sub-Committee (Associate Professor A F Masters) presiding, Professor H Price, Associate Professors J Chirstodoulou and P Jones. Miss K Neveltsen was in attendance.

1. Receipt of Report

The Sub-Committee **recommends** that the Graduate Studies Committee receive and note the following report of the meeting held on 5 June 2001.

2. Proceedings of the Sub-Committee

(1) Report of the Chair

The Sub-Committee noted the issue raised by the Chair relating to the wording on the Examiner's Report Form in relation to the recommendation for Revision and Re-examination, and agreed that the use of the "or" rather than "of" was appropriate in the sentence:

"The errors or deficiencies in my opinion substantially affect the argument or the thesis."

(2) First Quarter Report 2001

(a) Awards at faculty level

The first quarter report from faculties to the PhD Award Sub-Committee on PhDs awarded at faculty level for the period 1 January to 31 March is tabulated below. No PhDs were awarded at faculty level for this period by the faculties of Dentistry, Nursing, Rural Management, the College of the Arts, the Conservatorium or the Australian Graduate School of Management.

Faculty	Award	Award subject to		Percentages		
		Typographical corrections	Emendations	Award	Typographical corrections	Emendations
Agriculture	-	3	3	-	50%	50%
AGSM	-	-	-	-	-	-
Architecture	-	2	-	-	100%	-
Arts	1	7	11	7%	36%	57%
College of the Arts	-	-	-	-	-	-
Conservatorium of Music	-	-	-	-	-	-
Dentistry	-	-	-	-	-	-
Economics	3	1	4	37%	13%	50%
Education	1	2	-	33.3%	66%	-
Engineering	1	1	5	14.5%	14.5%	71%
Health Sciences	-	2	1	-	66%	33.3%
Law	1	-	2	33.3%	-	66%
Medicine & Pharmacy	1	6	15	4.5%	27%	68%
Nursing	-	-	-	-	-	-
Rural Management	-	-	-	-	-	-
Science	1	2	16	5%	10.5%	84%
Veterinary Science	-	-	1	-	-	100%
TOTAL	9	26	58	9.5%	28%	62%

(b) Awards by the PhD Award Sub-Committee

The first quarter report on PhDs considered by the Sub-Committee indicating the recommendation of the Sub-Committee forwarded to the faculty concerned for the period 1 January to 31 March 2001 is tabulated below:

Faculty	Award	Typographical corrections	Emendations	Revise and resubmit	Non-award
Agriculture	-	-	-	-	-
AGSM	-	-	-	-	-
Architecture	1	-	-	-	-
Arts	1	2	5	3	-
College of the Arts	-	-	-	-	-
Conservatorium of Music	-	-	-	-	-
Dentistry	-	-	-	-	-
Economics	-	-	-	-	-
Education	-	-	-	-	-
Engineering	-	-	-	-	-
Health Sciences	-	-	-	-	-
Law	-	-	2	-	-
Medicine	-	-	4	-	-
Nursing	-	-	3	-	-
Pharmacy	-	-	-	-	-
Rural Management	-	-	-	-	-
Science	-	-	3	-	-
Veterinary Science	-	-	-	-	-
TOTAL	2	2	17	3	-

(c) Total awards year-to-date

The year-to-date report on PhDs awarded at faculty level or recommended by the PhD Award Sub-Committee is tabulated below:

Faculty	Numbers					Percentages				
	Award	Typographical corrections	Emendations	Revise and resubmit	Non-award	Award	Typographical corrections	Emendations	Revise and resubmit	Non-award
Agriculture	-	3	3	-	-	-	50%	50%	-	-
AGSM	-	-	-	-	-	-	-	-	-	-
Architecture	1	2	-	-	-	-	33.3%	66.6%	-	-
Arts	2	9	16	3	-	6%	30%	54%	10%	-
College of the Arts	-	-	-	-	-	-	-	-	-	-
Conservatorium of Music	-	-	-	-	-	-	-	-	-	-
Dentistry	-	-	-	-	-	-	-	-	-	-
Economics	3	1	4	-	-	38%	12%	50%	-	-
Education	1	2	-	-	-	33.3%	66.6%	-	-	-
Engineering	1	1	5	-	-	14%	14%	71.5%	-	-
Health Sciences	-	2	1	-	-	-	66%	34%	-	-
Law	1	-	4	-	-	20%	-	80%	-	-
Medicine & Pharmacy	1	6	19	-	-	-	-	-	-	-
Nursing	-	-	3	-	-	-	-	100%	-	-
Rural Management	-	-	-	-	-	-	-	-	-	-
Science	1	2	19	-	-	4.5%	9%	86.5%	-	-
Veterinary Science	-	-	1	-	-	-	-	100%	-	-
TOTAL	11	28	75	3	-	9.5%	24%	64%	2.5%	-

(d) Summary of examination times, first quarter 2001

The summary below is for PhDs awarded directly at faculty level without further qualification, subject to typographical corrections or emendations. The time of examination is calculated as the number of days between the date that the thesis was submitted and the date that the candidate was informed of the result (that is, the date of the letter information of award or award subject to qualification).

Averaged over all faculties 17% of degrees were awarded in three months or less, 19.5% in four months, 31% in five months, 22.5% in six months and 9.5% took longer than six months.

Faculty	Numbers								
	≤2 mths	3 mths	4 mths	5 mths	6 mths	7 mths	8 mths	9 mths	>9 mths
Agriculture	-	-	3	2	1	-	-	-	-
AGSM	-	-	-	-	-	-	-	-	-
Architecture	-	2	-	-	-	-	-	-	-
Arts	-	3	2	7	4	2	-	1	-
College of the Arts	-	-	-	-	-	-	-	-	-
Conservatorium of Music	-	-	-	-	-	-	-	-	-
Dentistry	-	-	-	-	-	-	-	-	-
Economics	-	3	-	2	1	1	1	-	-
Education	-	-	-	1	2	-	-	-	-
Engineering	-	-	2	2	2	-	1	-	-
Health Sciences	-	1	1	-	1	-	-	-	-
Law	-	-	-	-	2	-	-	1	-
Medicine & Pharmacy	-	1	3	10	6	-	-	-	2
Nursing	-	-	-	-	-	-	-	-	-
Rural Management	-	-	-	-	-	-	-	-	-
Science	-	6	7	4	2	-	-	-	-
Veterinary Science	-	-	-	1	-	-	-	-	-
TOTAL	-	16	18	29	21	3	2	2	2

(4) Doctor of Philosophy

(a) Revision and re-examination

The Sub-Committee noted that the Chair had considered the examiners' reports, together with the recommendations of the head of department/school concerned and the faculty board of postgraduate studies, with respect to one candidate and resolved to not award the degree of Doctor of Philosophy but recommend that the candidate be required to review and resubmit the thesis for examination.

(b) Cases referred to the Sub-Committee

The Sub-Committee considered examiners' reports, together with the recommendations of the head of department/school concerned and the faculty board of postgraduate studies, with respect to six candidates and resolved:

- (i) to approve the award of the degree of Doctor of Philosophy, subject to emendations, in four cases;
- (ii) to require revision and resubmission for examination in one case;
- (iii) to recommend the appointment of a fourth examiner/assessor in one case.

(c) Appointment of Examiners

The Sub-Committee noted that examiners had been appointed for 34 candidates for the degree of Doctor of Philosophy.

**AGENDA ITEM 6.
Report of the Coursework Sub-Committee**

Report of the Coursework Sub-Committee meeting to be held on 18 June 2001

The Sub-Committee's June meeting, originally scheduled for 4 June, has been rescheduled and will be held immediately prior to the Graduate Studies Committee meeting on 18 June. An interim verbal report will be presented at the meeting, with the formal written report presented at the July meeting.

AGENDA ITEM 7.

Report of the Undergraduate Studies Committee

Report of the Undergraduate Studies Committee meeting held on Tuesday 12 June 2001

1. Report of the Undergraduate Studies Committee

At its meeting on 12 June 2001, the Undergraduate Studies Committee noted the reports of the Faculties and agreed to refer the Faculty Resolutions relating to the Bachelor of Medicine and Bachelor of Surgery to the Graduate Studies Committee for information.

1.1 Faculty of Medicine

(1) Bachelor of Medicine/Bachelor of Surgery

The Committee noted that at its meeting of 10 April 2001, it had recommended to the Academic Board and Senate the adoption of the revised Resolutions of the Senate relating to the Bachelor of Medicine and Bachelor of Surgery and noted that the Faculty Resolutions relating to the course would be forwarded to the Committee in due course.

The Committee noted the Faculty Resolutions and agreed with the suggestion from the Chair that they be referred to the Graduate Studies Committee for information, particularly in regard to the sections relating to the combined degree program.

Resolved

That the Committee recommend that the Academic Board:

- (1) *note the Resolutions of the Faculty relating to the Bachelor of Medicine and Bachelor of Surgery, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 15 October 2001; and*
- (2) *approve the faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, and award of the degree, as set out in the report presented.*

(File 003/0020/0004)

Faculty Resolutions relating to the Degrees of Bachelor of Medicine and Bachelor of Surgery.

These Resolutions must be read in conjunction with the Resolutions of the Senate and the University of Sydney (Coursework) Rule 2000.

Section 1

1. Admission

Applicants will be considered for admission according to the following criteria:

- (1) Academic performance in the applicant's most recently completed bachelor's degree;
- (2) Performance in the Graduate Australian Medical Schools Admission Test (GAMSAT);
- (3) Performance in a semi-structured interview.

In the interest of equity and fairness to all applicants, those applicants who do not meet the Faculty's admission criteria, including the required weighted Grade Point Average (GPA), will not be considered for admission to the degrees. The GPA requirements shall apply, regardless of circumstances such as illness, misadventure or disadvantage during the bachelor's degree.

No preference or advanced standing is offered to any applicant.

No credit is given for previous study units.

No exemptions from study units are offered.

Transfer of enrolment between medical schools is not possible except in very exceptional circumstances and only with the approval of the Deans/Heads of the two schools involved.

(1) Bachelor's Degree

The Bachelor of Medicine and Bachelor of Surgery is a graduate-entry degree program. Applicants must demonstrate academic achievement and successful completion of studies in a tertiary educational environment.

- (a) Applicants must have completed, or be in the final year of, a bachelor's degree comprising at least three full-time equivalent years of study, either from an Australian university, or from another university acceptable to the Faculty. The bachelor's degree must be completed by the time of enrolment in the Bachelor of Medicine and Bachelor of Surgery.
- (b) Applications from individuals who have completed an appropriate two-year bachelor's degree in an accelerated program (e.g. 3 semesters per year) will be considered only after they have completed the degree.
- (c) Applicants whose bachelor's degrees were completed more than 10 years previously, who have not undertaken subsequent postgraduate study or do not have documented evidence of other continuing academic activity (e.g. peer-reviewed publications or scholarly works), will not be considered. Postgraduate study must be in an enrolled program at an Australian university, or at another tertiary institution of equivalent standard.
- (d) There are no prerequisite course units.
- (e) Any student who is currently enrolled, or has previously been enrolled, in an Australian or New Zealand medical degree program is not eligible to be considered for admission to the degrees for a period of two years after the year of last enrolment in the previous medical degree program.
- (f) Applicants who have previously been excluded from any university because of academic misconduct, will not be considered.

- (g) Applicants who have previously been excluded from any university because of other reasons will be referred to the Admissions Committee for consideration before interview invitations are sent. The major factor considered in these circumstances will be academic performance after the period of exclusion. Applicants who are excluded from any university at the time of application will not be considered.
- (h) Performance in the bachelor's degree is assessed by a Grade Point Average (GPA), determined on a scale of 0 - 7 from each mark or grade on the official academic transcript issued by the institution where the bachelor's degree was undertaken. Applicants must achieve a weighted GPA of 5.5 or greater (equivalent to a credit level at the University of Sydney). The weighted GPA will be calculated on at least three full-time years, or six semesters, of the most recently completed bachelor's degree, including an Honours year if undertaken.
- (i) In calculation of the weighted GPA, greater weighting is given to studies in later years, so that the final full-time year is given a relative weighting of 3, the previous full-time year is given a relative weighting of 2 and the next previous full-time year is given a relative weight of 1. Postgraduate research or coursework qualifications are excluded.
- (j) Applicants enrolled in the final year of a bachelor's degree will be considered on a provisional basis if their record at the time of application yields a weighted GPA of 5.5 or greater.
- (k) The GPA levels and graduate qualifications of successful applicants will be recorded for periodic review of selection criteria and procedures.

- (2) Graduate Australian Medical Schools Admissions Test (GAMSAT). The Graduate Australian Medical School Admissions Test (GAMSAT) has been developed as a selection instrument by the Australian Council for Educational Research (ACER) in collaboration with the graduate-entry medical schools (the Flinders University of South Australia, the University of Melbourne, the University of Queensland and the University of Sydney). The Test is administered, conducted and assessed by ACER.

The GAMSAT is designed to serve five major purposes:

- to ensure that all commencing students have appropriate analytical and problem-solving skills and basic competence in the biological and physical sciences
- to recognise applicants who have a broad understanding of basic concepts in the social sciences and humanities, which are considered advantageous to the study and practice of medicine
- to ensure that applicants have an acceptable standard in written communication in English
- to provide valid and reliable information that will allow ranking of applicants
- to indicate to potential applicants the background knowledge necessary to commence the course and the standards required (how an applicant gains this knowledge is an individual choice).

- (a) In the selection process, the Faculty will use each of the three GAMSAT sections, i.e.
 - (i) reasoning in Humanities and Social Sciences
 - (ii) written communication in English
 - (iii) reasoning in Biological and Physical Sciences, i.e. Chemistry 40%, Biology 40%, Physics 20% (quoted by ACER as comparable to Year 12 Physics and First Year tertiary Chemistry and Biology).
- (b) ACER will supply a score out of 100 for each of the three sections and an overall score weighted as Humanities and Social Sciences

- 25%, written English 25% and Biological and Physical Sciences 50%. Faculty will use the ACER scores for ranking of applicants.
- (c) Applicants must achieve a minimum level in all three sections of GAMSAT and will be ranked according to their performance for the purpose of identifying applicants who will be invited for interview. In the first instance, applicants who achieve the highest scores in all three sections of GAMSAT will be invited for interview. Invitations will then be made to those achieving scores equal to (or above) progressively lower scores in each section until the total number invited for interview is between 1.5 and 2 times the total number of places available for admission (or until the minimum score acceptable to Faculty is reached).
 - (d) The minimum acceptable score in any section of GAMSAT is 50.
 - (e) GAMSAT scores are valid for two years.
 - (f) There is no restriction on the number of times a candidate may sit the GAMSAT. Candidates may select their preferred valid annual GAMSAT results and the Admissions Committee will not have access to GAMSAT results from other years.
 - (g) The GAMSAT scores of successful applicants will be recorded for periodic review of selection criteria and procedures.

(3) Interview

All applicants for admission to the degrees will be interviewed as part of the selection process. The interview is semi-structured and has been designed to assess specific personal qualities, according to criteria agreed by Faculty to be important for success in the degree program and in later practice.

Those qualities rated as desirable by the Faculty are:

- good communication skills
 - a sense of caring, empathy and sensitivity
 - an ability to make effective decisions
 - an ability to contribute as a member of a team
 - an appreciation of the role of research in medicine
 - a sense of vocation, motivation and commitment within the context of medicine.
- (a) Selection of applicants for interview will be according to weighted GPA and GAMSAT results as described in Sections 1 and 2.
 - (b) The interview panel will consist of three trained members, of whom one shall be a medical graduate or senior medical student, one shall be an academic or clinical academic member of the Faculty of Medicine and one shall be a representative of the general community.
 - (c) Each of the personal quality attributes will be rated between 1 (most suitable) and 5 (least suitable), by consensus of the interviewers, using a criterion-referenced rating scale.
 - (d) In the event that an interview panel cannot reach consensus in rating of an applicant, then the applicant may either be recalled for clarification or be re-interviewed by a different panel. The members of the second panel shall not know that the applicant is being re-interviewed. The consensus rating of the re-interview will be taken as the applicant's interview score. If the second panel cannot reach consensus, the majority view of the members of the two interview panels will be used as the interview score.
 - (e) Applicants selected for interview will be required to travel to the interview location at their own expense.
 - (f) The interview process will be subjected to regular evaluation, including exit questionnaires from applicants and comment by silent, trained observers.

(4) Offers to Applicants

- (a) The interview ratings will be used to determine the offer of admission for each applicant.

- (b) Offers of admission will be made by the Dean of the Faculty, initially to those applicants who are considered most suitable at interview, then progressing through the suitable categories, until all the places have been offered.
- (c) If the number of applicants in an interview category exceeds the number of places remaining to be offered, then offers in that category will be made first to those applicants who have been deemed by the Committee to have outstanding research potential.
- (d) If further separation of applicants is required to allow remaining offers to be made, the overall GAMSAT score will be used and offers made to applicants with higher scores.
- (e) If necessary, the applicants' performance in the bachelor's degree will next be used to separate applicants for an offer of admission.
- (f) Firm offers of admission will be made only to applicants who have already completed their bachelor's degree.
- (g) Provisional offers of admission will be made to applicants who have not completed the final year of their bachelor's degree at the time of interview. The provisional offer will be rescinded if the applicant does not complete the final year of the bachelor's degree by the time of enrolment in the Bachelor of Medicine and Bachelor of Surgery, or if the applicant fails to achieve a weighted GPA of 5.5 or greater on completion of the bachelor's degree.
- (h) Successful applicants will be notified in writing and will be given a firm date, by which time a written acceptance of the offer of admission must be received by Faculty. If a written acceptance is not received by that date, the offer of admission will lapse. Extension of time for written acceptance of an offer of admission will not be allowed.
- (i) Faculty may keep a small reserve list of applicants who are unsuccessful in the first round of offers, but who may be offered admission in a second round, if places remain unfilled after the first round is completed.
- (j) Other than in exceptional circumstances, applicants who accept an offer of admission and then fail to enrol, without notifying the University of their decision, or who enrol and then subsequently withdraw or discontinue without prior approval, will not be reconsidered for admission to the degrees for a period of two years from the date of enrolment or the date of withdrawal / discontinuation, whichever is the latter.

(5) Deferrals

The Faculty is committed to supporting medical research and to offering opportunities to students interested in undertaking research. The Faculty resolutions concerning deferral of enrolment in the Bachelor of Medicine and Bachelor of Surgery reflect this commitment.

Deferral of enrolment after acceptance of an offer of admission may only be permitted under the following circumstances:

- (a) Deferral for one year may be permitted in the event of serious illness or misadventure that could not have been foreseen at the time of application. Appropriate evidence and documentation acceptable to the Faculty must be provided to support such a request for deferral.
- (b) Deferral for one year may be permitted to allow suitably qualified applicants to undertake an additional research year for an Honours degree (i.e. those applicants enrolled in the final year of a bachelor's degree which leads directly to a one-year research program for an Honours level degree).
- (c) Deferral for up to two years may be permitted to allow applicants who are enrolled in a higher research degree at a tertiary institution at the time of application to the Bachelor of Medicine and Bachelor of Surgery to complete that higher degree.

- (d) In exceptional circumstances, the Dean may permit deferral for one year to allow suitably qualified applicants to complete a non-degree postgraduate research year at an institution approved by the Faculty.
- (e) Requests for deferral must be in writing and must be received by Faculty at least ten working days before the enrolment date. Requests will be considered by the Admissions Committee and the Dean of the Faculty of Medicine.

(6) Combined Degree Program (see also section 4.)

Up to twenty places each year will be reserved for Combined Degree Program (CDP) candidates.

- (a) Applicants for the CDP must have completed a good Honours degree or equivalent (in the case of PhD candidates) or a degree for which the minimum time to qualify was at least four years or equivalent (in the case of MPhilPH applicants).
- (b) Applicants must provide a list of their publications (including conference presentations).
- (c) Applicants must indicate in their application for admission to the Bachelor of Medicine and Bachelor of Surgery that they wish to be considered for admission to the CDP, specifying whether they wish to be considered for the PhD or MPhilPH, and provide a summary of their research interest and experience, a list of their publications and references from two persons who can comment on their research aptitude and potential. One of the referees must be the supervisor of the applicant's Honours degree (or equivalent) research program.
- (d) To receive an offer of a place in the CDP, applicants will be required to satisfy all the standard admissions criteria for the Bachelor of Medicine and Bachelor of Surgery degree program.
- (e) The CDP Committee will assess previous academic and research performance and the referees' reports to identify those who are considered to have outstanding research potential.
- (f) CDP applicants who are considered to have outstanding research potential will be placed at the top of the list of all applicants. CDP applicants not considered to have outstanding research potential will remain eligible for admission to the Bachelor of Medicine and Bachelor of Surgery along with all other applicants.
- (g) A student enrolled in the Bachelor of Medicine and Bachelor of Surgery may apply for entry into the CDP at any time before the end of Block 7 in Stage 2 of the Bachelor of Medicine and Bachelor of Surgery. The criteria for acceptance into the CDP will be the same as for those applying at the start of the Bachelor of Medicine and Bachelor of Surgery.

(7) Applicants in Special Categories

(a) Indigenous Australian Applicants

The Faculty of Medicine has developed a policy for the admission of Indigenous Australian applicants to the Bachelor of Medicine and Bachelor of Surgery. This policy will be publicised widely through universities, particularly those with high numbers of Bachelor's degree students of rural origin.

Some Indigenous Australian applicants may be educationally as well as financially disadvantaged. To assist potential Indigenous Australian applicants to apply successfully for admission, educational support should begin much earlier than the application to enter the Bachelor of Medicine and Bachelor of Surgery. At the University of Sydney, such support is available through the Koori Centre. The Faculty of Medicine, including its medical program students, will work with the Koori Centre to assist Indigenous Australian applicants to prepare themselves for success in the admissions process. Once admitted, Indigenous Australian students

will be supported throughout the program by means of student role models and a mentor system.

- (i) In addition to those Indigenous Australian applicants who are eligible under standard admissions procedures, a sub-quota of up to five HECS-eligible places in the Bachelor of Medicine and Bachelor of Surgery will be available annually for Indigenous Australian applicants.
- (ii) The Faculty will invite for interview applicants who have identified themselves as Indigenous Australians, who have achieved satisfactory performance at pass level in their bachelor's degree, or equivalent qualification, as determined by Faculty and who have achieved at least the minimum acceptable levels of performance in the Graduate Australian Medical School Admissions Test (GAMSAT), as determined by the Admissions Committee.
- (iii) A trained interviewer from the Koori Centre at the University of Sydney will be invited to join the three-member interview panel as the community representative whenever an Indigenous Australian special category applicant is to be interviewed.
- (iv) The Admissions Committee will make offers of sub-quota places to Indigenous Australian applicants who have achieved at least the minimum acceptable level of performance in the interview, using the same manner of ranking as in the standard admissions procedures.

(b) Refugee Medical Student Applicants

The Faculty of Medicine has developed a policy for the admission of Refugee Medical Students to the Bachelor of Medicine and Bachelor of Surgery.

- (i) A sub-quota of up to four HECS-eligible places in the Bachelor of Medicine and Bachelor of Surgery will be available annually for refugee medical student applicants who meet specified criteria.
- (ii) Applicants must have completed a minimum of three academic years of studies in a medical degree program acceptable to the Faculty, subject to satisfactory performance in that degree program as determined by the Faculty.
- (iii) Applicants must have achieved at least the minimum acceptable levels of performance in the Graduate Australian Medical School Admissions Test (GAMSAT), as determined by the Admissions Committee.
- (iv) Applicants must have achieved at least the minimum acceptable level of performance in the interview.
- (v) Applicants must have been granted refugee status and Australian residency by the Australian Government.
- (vi) Offers of sub-quota places to refugee medical student applicants will be made using the same manner of ranking as that in the standard admissions procedures.

(c) Medical Rural Bonded Scholarship Scheme (MRBSS)

These places are funded by the Commonwealth Department of Health and Aged Care and are additional medical school places for Australian citizens or permanent residents who enter into a legally binding contract with the Commonwealth Government. The contract requires scholarship holders to complete medical training culminating in a Medical Fellowship qualification and commence a period of six years of medical practice in a rural location in Australia. Students with MRBSS places will receive a tax-free

scholarship for the normal duration of their medical school program.

- (i) A quota of places will be available for students accepting Commonwealth Medical Rural Bonded Scholarships. This quota will be in addition to the 182 standard places available to Australian citizens and permanent residents.
- (ii) The number of MRBSS places to be offered each year will be negotiated between Faculty and the Department of Health and Aged Care.
- (iii) The selection criteria for MRBSS places will be the same as for standard places in the Bachelor of Medicine and Bachelor of Surgery.
- (iv) Applicants for the Bachelor of Medicine and Bachelor of Surgery will be asked at the time of interview, whether they wish to apply for the MRBSS. Applicants must provide final notification to Faculty of their decision to accept a Medical Rural Bonded Scholarship, or otherwise, at least 10 working days before the first date for enrolment into the Bachelor of Medicine and Bachelor of Surgery.
- (v) Faculty will bear no responsibility in respect of any student's decision to accept or decline the Commonwealth MRBSS offer.
- (vi) Any student who, having been admitted to the Bachelor of Medicine and Bachelor of Surgery in an MRBSS funded place, subsequently relinquishes the Medical Rural Bonded Scholarship, will also relinquish his/her place in the Bachelor of Medicine and Bachelor of Surgery, effective from the date of relinquishment of the Scholarship.
- (vii) All MRBSS funded students will be attached to the Canberra Clinical School.

(8) International Students:

The University of Sydney and the Faculty of Medicine welcome applications from international applicants to the Bachelor of Medicine and Bachelor of Surgery on a full-fee basis. Selection will be based on the same criteria as for local applicants. The quota for international students is additional to the quota for local students (i.e. students who are Australian citizens or permanent residents or New Zealand citizens). An offer of admission to a fee-paying international student will become invalid if the student acquires Australian citizenship or permanent resident status before enrolment in the Bachelor of Medicine and Bachelor of Surgery. The number of places available for international students shall be determined by Faculty, taking into account the student demand and staff teaching capacity.

- (a) Selection criteria for full-fee paying international students will be similar to those for local applicants, i.e. weighted GPA of 5.5 or greater in the bachelor's degree, performance in the GAMSAT or North American Medical College Admission Test (MCAT) and performance in a semi-structured interview.
- (b) International applicants may use either the GAMSAT or MCAT.
- (c) As with local students, offers of interview will be made to applicants with the highest scores in each section of the GAMSAT or MCAT and then to applicants with progressively lower scores in each section, until the total number of interviews offered is between 1.5 and 2 times the number of places available, or until the minimum score acceptable to Faculty is reached.
- (d) The MCAT scores are valid for four years from the date of the test.
- (e) The minimum acceptable MCAT scores are M in the writing section and 8 in sections given numerical scores.

- (f) International applicants whose GPA falls slightly below 5.5 may be considered if good levels of performance in GAMSAT or MCAT have been achieved.
- (g) Offers of admission will be made by the Dean of the Faculty, initially to those applicants who are considered most suitable at interview, then progressing through the suitable categories, until all the places have been offered.

(9) Appeals

- (a) An applicant who believes that his or her performance at interview has been compromised by serious illness or misadventure, may appeal in writing. The written appeal, with supporting documentation, must be received by Faculty within five working days of the interview.
- (b) An Admissions Appeals Committee, established by Faculty for this purpose, shall determine what, if any, further action is required and the decision of this Committee will be final.
- (c) Appeals will be conducted by direct communication between the applicant and the Faculty. Correspondence with third parties will not be entered into.

(10) Disclosure

- (a) All applicants must fully disclose all information relevant to the Faculty's decision about an offer of admission. All information known to the applicant must be disclosed at the time of initial application.
- (b) Relevant information includes (but is not limited to) academic performance and transcripts, details of any exclusions and certification of completion of previous bachelor's degree by the time of enrolment in the Bachelor of Medicine and Bachelor of Surgery.
- (c) If an applicant fails to disclose any information relevant to the Faculty's decision about an offer of admission and that information would have resulted in a decision not to offer admission, then the applicant's offer of admission or subsequent enrolment in the Bachelor of Medicine and Bachelor of Surgery will be rescinded.
- (d) Presentation of false or forged documents by an applicant may constitute a criminal offence and the University may take appropriate action in such cases, including (but not limited to) cancellation of an application for admission, cancellation of an offer of admission or termination of enrolment.

2. Units of Study

Units of Study	Credit Points	Assumed Knowledge
Stage 1		
GDMP 1001 Personal & Professional Development	48	Subject areas assessed in the Graduate Australian Medical Schools Admission Test (see Admission)
GDMP 1002 Basic & Clinical Sciences	0	As above
GDMP 1003 Patient & Doctor	0	As above
GDMP 1004 Community & Doctor	0	As above
Stage 2		
GDMP 2001 Personal & Professional Development	6	Stage 1
GDMP 2002 Basic & Clinical Sciences	20	Stage 1
GDMP 2003 Patient & Doctor	12	Stage 1
GDMP 2004 Community & Doctor	6	Stage 1
GDMP 2005 Options	4	Stage 1
Stage 3		
GDMP 3001 Personal & Professional Development	6	Stage 2
GDMP 3002 Basic & Clinical Sciences	24	Stage 2
GDMP 3003 Patient & Doctor	12	Stage 2

GDMP 3004 Community & Doctor <i>Stage 4</i>	6	Stage 2
GDMP 4001 Psychological Medicine & Drug & Alcohol Studies	10	Stage 3
GDMP 4002 Child & Adolescent Health	10	Stage 3
GDMP 4003 Perinatal & Women's Health	10	Stage 3
GDMP 4004 Community Practice	10	Stage 3
GDMP 4005 Elective Term	2	Stage 3
GDMP 4006 Pre-Internship Term	6	Stage 3

3. Requirements for the Pass Degree

- (1) Requirement for award of the degree
Total credit points required: 192
All prescribed units must be completed for award of the degree.
- (2) Progression requirements
No candidate shall be permitted to enrol in any stage unless that candidate has satisfied all the requirements prescribed for the preceding stage.

4. Combined Degree Program

The Faculty encourages applicants for the Bachelor of Medicine and Bachelor of Surgery (Bachelor of Medicine and Bachelor of Surgery) who have appropriate backgrounds and who have an aptitude for research to undertake a higher research degree while undertaking their medical studies. The Combined Degree Program (CDP) provides Bachelor of Medicine and Bachelor of Surgery students with the opportunity to incorporate a higher degree, viz. the Doctor of Philosophy (PhD) or the Master of Philosophy in Public Health (MPhilPH) with the Bachelor of Medicine and Bachelor of Surgery.

The Bachelor of Medicine and Bachelor of Surgery/PhD Combined Degree Program will normally take six to seven years.

The Bachelor of Medicine and Bachelor of Surgery/MPhilPH Combined Degree Program will normally take five to six years.

There are two methods of application for admission into the CDP:

- at the time of application for admission to the Bachelor of Medicine and Bachelor of Surgery; and
- during the first two years of the Bachelor of Medicine and Bachelor of Surgery, specifically before the end of Stage 2 (normally before the end of Block 7)

See section 1. (6) above for details of admission procedures.

In order to assist potential applicants to define their research proposals, the Faculty will provide information about available research projects and members of the CDP Committee will be available to assist potential applicants to make contact with possible supervisors.

(1) Structure of the CDP

(a) Doctor of Philosophy

- (i) Completion of a PhD at the University of Sydney normally requires a minimum of five semesters (or equivalent) of full-time research. Candidates in the CDP may enrol concurrently for part-time PhD candidature during the first two stages of the Bachelor of Medicine and Bachelor of Surgery, then interrupt their Bachelor of Medicine and Bachelor of Surgery studies at the end of Stage 2 to undertake a period of full-time research of four to six semesters (two to three years). Candidates may also elect to continue part-time PhD enrolment concurrent with Stage 3 and/or Stage 4 of the Bachelor of Medicine and Bachelor of Surgery. The 11-week Elective Term and the five-week vacation period in Stage 4 may also be used for full-time research. In addition, as stated above, credit may be given for research undertaken in options, unallocated

- time or vacations during the first two stages of the Bachelor of Medicine and Bachelor of Surgery.
- (ii) Candidates' progress will be reviewed by the CDP Committee after four semesters of full-time research. Candidates who show substantive progress towards their research degree may elect to return to Bachelor of Medicine and Bachelor of Surgery Stage 3. Evidence of substantive progress would normally consist of a first draft copy of the research thesis, or publication of papers in peer-reviewed international journals. Where appropriate, candidates may elect to undertake a further year of full-time research or transfer to Master of Science in Medicine (MScMed) candidature.
- (iii) Permission to interrupt Bachelor of Medicine and Bachelor of Surgery studies to undertake additional full-time research for up to two further semesters between Years 3 and 4 of the Bachelor of Medicine and Bachelor of Surgery may be given in exceptional circumstances.
- (iv) It is expected that CDP candidates will have substantially completed their thesis at the end of the period of full-time research but need not submit their thesis until the end of Stage 4 of the Bachelor of Medicine and Bachelor of Surgery.
- (v) The CDP Committee will have responsibility for the general supervision of CDP students to ensure their satisfactory progress in both their research degree and their medical studies.

(b) Master of Philosophy in Public Health

- (i) Candidates will interrupt their Bachelor of Medicine and Bachelor of Surgery studies at the end of Stage 2 to undertake a period of full-time research, normally of one to two years duration; a limited amount of coursework may be prescribed concurrently with the research.
- (ii) Candidates may undertake additional work related to their research project as options or in unallocated time or vacations in Stages 1 and 2 of the Bachelor of Medicine and Bachelor of Surgery and, if necessary, during the Elective Term (during Stage 4 of the Bachelor of Medicine and Bachelor of Surgery).
- (iii) In all other respects, the provisions set out above in relation to the PhD will apply.

(2) Review and Reporting

This policy and associated procedures will be reviewed annually by the CDP Committee. The Committee will provide a report annually to the Faculty on the progress of the CDP.

5. Honours Degree

The degrees of Bachelor of Medicine and Bachelor of Surgery may be awarded with Honours. As assessments within the Bachelor of Medicine and Bachelor of Surgery are ungraded, the Honours degree is awarded without specification of a class.

The principles underlying the award of Honours in the Bachelor of Medicine and Bachelor of Surgery (Bachelor of Medicine and Bachelor of Surgery) include the following:

- The award of Honours will not be based on ranked performance in summative assessments but on the completion of two specific Honours Tasks.
- Students must demonstrate meritorious performance in more than one of the four Themes of the Bachelor of Medicine and Bachelor of Surgery in order to be eligible for the award of Honours.
- All students should be encouraged to meet the Honours standard.

- Excessive extra work by students should not be required for the award of Honours. This is of particular importance for students in the Combined Degree Program.

(1) Eligibility

Participation in the Honours program is voluntary. Students who fail a barrier assessment and who are required to repeat any part of the course are ineligible for the award of Honours, except in the case of attested misadventure or illness accepted by the Faculty.

(2) Honours Project

Honours projects must be approved by the Faculty. Approval may be sought from 1 October of the year during which Stage 1 of the Bachelor of Medicine and Bachelor of Surgery is undertaken. The latest date to apply for approval for a project is 31 March of the year during which Stage 3 of the Bachelor of Medicine and Bachelor of Surgery is undertaken.

The Honours Project may be undertaken from the Second Semester of the year during which Stage 1 of the Bachelor of Medicine and Bachelor of Surgery is undertaken until Stage 4 of the Bachelor of Medicine and Bachelor of Surgery, but the project (original plus two copies) must be submitted to the student's supervisor by no later than 1 September of the year during which Stage 4 of the Bachelor of Medicine and Bachelor of Surgery is undertaken. Students are encouraged to submit as early as possible.

The project must address one or more of the themes of the Bachelor of Medicine and Bachelor of Surgery (Basic and Clinical Sciences, Community and Doctor, Patient and Doctor and Personal and Professional Development). The student is required to identify an area of interest and seek an appropriate supervisor for the project. The project must address one theme as a principal focus. A wide variety of tasks are suitable for an Honours project, including:

- (a) Participation in one aspect of an ongoing research project.
- (b) A survey and analysis of results obtained.
- (c) A critical writing review of a research or clinical topic.
- (d) Participation in special patient clinics and review of ancillary basic and/or clinical science data.
- (e) Development and evaluation of educational materials, evaluation tools or analyses of educational issues.

The final report for the major theme component of Task 1 should not be more than approximately 10,000 words. It should include or represent a piece of work that is of a potentially publishable standard. The project report may be presented in a format (such as a submitted paper) that is briefer than 10,000 words, but the overall magnitude of what the student has accomplished for Task 1 should be such that it might have been represented by a thesis of around 10,000 words. Similarly, if the project is presented in other than written format (e.g. web-based project), it should represent a similar amount of work. The final report should clearly identify the student's intellectual input into the work.

Once the major theme component of the project is completed, the student will be required to prepare a Reflective Statement (1,500 words) linking some aspect of the work to a theme other than the major theme of the report. The Reflective Statement must be included in the major project but identified separately. It will be assessed with the major project.

(3) Supervision of the Project

The Faculty will appoint a supervisor for each project.

A supervisor is required to undertake regular reviews of a student's progress in the project. As a minimum, two progress reviews during the course of the project and a final review of the project before its submission for assessment must be undertaken. Depending on the nature of the individual project, supervisors and students may wish to have more frequent reviews of progress. At two of the progress reviews, and at the final (pre-submission) review, the student and supervisor are required to make a written record of progress and amendments to the project. These progress reviews will serve to support students and supervisors if contention arises about the project after assessment.

A supervisor will be required to nominate two appropriate assessors for examination of the project.

A student experiencing major difficulties beyond his/her control with either the supervision or execution of the project, may appeal directly to the Chair of the Bachelor of Medicine and Bachelor of Surgery Honours Sub-Committee for resolution of the difficulties.

(4) Assessment of the Project

Each project will be assessed by three assessors. One of the assessors will be the project supervisor. The assessors will have the task of determining whether or not the project is of a sufficient standard to merit the award of Honours. The assessors will be asked to grade each project. The grading will be criterion-referenced, using the following categories:

- (a) Satisfactory for the award of Honours (with or without minor emendations)
- (b) Requires revision and re-submission for repeat assessment for the award of Honours
- (c) Unsatisfactory for the award of Honours

The assessors will be required to provide a written critique to the student. Any minor emendations required should be completed within one month of the project's assessment. Revisions required before re-submission should be completed within a period of three months from the time of the project's assessment. No further extensions of time will normally be allowed.

A student has the right of appeal against the assessment of the Honours project. The grounds for appeal shall include difficulty with:

- supervision;
- unforeseen circumstances affecting the execution of the project;
- major disagreement with the assessment grading by the student and his/her supervisor.

Appeals will be considered by a committee appointed by the Dean and comprising persons who have not been involved in the supervision or assessment of the project.

(5) Clinical Assessment Task

This assessment task will be an oral patient-based clinical examination, offered only during the Pre-Internship term to those students who have already satisfactorily completed the Honours Project. Issues addressing all four themes will be included in a discussion with examiners who will include representatives from all four themes. Students who do not meet the Faculty's standards of satisfactory performance as specified by Faculty may be re-examined. Students who do not meet the Faculty's requirements at re-examination will not be awarded Honours, but if they have passed the Honours Project, they will be awarded a "Research Project Award" by the Faculty of Medicine.

Section 2

6. Goals of the Bachelor of Medicine and Bachelor of Surgery (Bachelor of Medicine and Bachelor of Surgery)

The Medical Program is organised, for the purposes of design, implementation, assessment and evaluation, around four themes. The substance of the four themes is necessarily overlapping and the following program objectives should therefore be read as a single statement:

- (1) **Basic and Clinical Sciences Theme**
Medical graduates of the University of Sydney will demonstrate the ability to:
 - (a) apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems;
 - (b) use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disability;
 - (c) analyse clinical data and published work to determine their validity and generalisability;
 - (d) participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge; and
 - (e) recognise the limits of scientific knowledge and understanding, and the continuing nature of all scientific endeavour.
- (2) **Patient and Doctor Theme**
Medical graduates of the University of Sydney will demonstrate:
 - (a) understanding of the therapeutic nature of the patient-doctor relationship and the impact on that relationship of the individual characteristics of both patient and doctor;
 - (b) the ability to listen and to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication;
 - (c) the ability to elicit and interpret clinical symptoms and signs by interviewing and examining patients systematically and with sensitivity, and to use this information to guide further investigations;
 - (d) the ability to perform important clinical procedures, particularly those vital in life-threatening situations; and
 - (e) ethical behaviour in meeting the needs of patients and families; concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.
- (3) **Community and Doctor Theme**
Medical graduates of the University of Sydney will demonstrate:
 - (a) understanding of the factors which influence the health of the population and the respective roles of the promotion of health, the prevention of illness and the treatment of disease;
 - (b) understanding of the legal, social, economic, historical and political context of medical practice where relevant to the provision of high quality medical care and to medical research;
 - (c) the ability to identify and analyse health issues of concern to the community and to contribute constructively and rationally to the debate on these issues; and
 - (d) a rational approach to resolving the tension between the medical practitioner's responsibility for individual patients and his or her responsibility for the health care needs of the whole community.
- (4) **Personal and Professional Development Theme**
Medical graduates of the University of Sydney will demonstrate:
 - (a) commitment to compassionate, ethical professional behaviour;
 - (b) the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate;

- (c) recognition of the inevitability of decision-making in circumstances of uncertainty and the capacity to make rational and sensitive decisions based on the best available evidence;
- (d) the ability to recognise his or her personal physical and emotional needs and responses to stress, and openness to assistance in time of need;
- (e) ongoing commitment to the advancement of learning within a community of medical scholars; and
- (f) skills in the recording, organisation and management of information including the use of appropriate information technology.

7. **Outline of the Curriculum**

The theme structure ensures that students' knowledge and skills develop systematically over the four years. The relative contributions of the themes vary at different stages of the curriculum, with an initial focus on basic science and early clinical skills and a growing emphasis on clinical knowledge, skills and judgement.

The teaching year runs from February to November. The major themes for every year continue throughout and are set out in the attached document.

(1) **Stages 1 and 2**

During the first two stages, most learning occurs on campus, with one day per week available for Patient and Doctor sessions in the clinical schools to which students are assigned. Two Blocks (4 and 9) are taught entirely in the clinical schools. Canberra students are allocated to a Sydney clinical school for the weekly Patient and Doctor sessions, but attend Canberra for Blocks 4 and 9. Aspects of all the major clinical disciplines have been introduced into the first two stages in the presentation of the problems in the campus sessions (see next paragraph).

Self-directed learning represents the core of the program and is supported by scheduled weekly sessions:

- three problem-based learning sessions (each 1.5 hours);
- up to six lectures related to the weekly problem issues relevant to all themes but with an emphasis on basic sciences;
- two Basic and Clinical Sciences sessions (generally 1.5 hours);
- two Patient and Doctor sessions (up to 1.5 hours) in the clinical school
- either one Community and Doctor or Personal and Professional Development session (1.5 hours) or a joint session.

(a) **Problem-based learning**

The core of the students' learning is problem-based learning (PBL) which extends throughout the program. In the first two stages, the PBL tutorials are designed to develop the students' clinical reasoning abilities, to enhance their skills in working in groups and to introduce many relevant aspects of the content knowledge and skills within the four themes in an integrated fashion. Each week, students are introduced to a clinical problem (usually relating to a particular patient) and the process of thinking through the problem provides the core of the week's activities. PBL tutors act as facilitators of the reasoning process rather than subject experts. Attendance at the problem-based (PBL) tutorials is required of all students.

(b) **Self-directed learning**

During the first two stages, students are helped to develop their skills in locating and acquiring information after defining the learning topics in the PBL tutorials. Summaries of topics are provided in the early blocks, together with reading lists, keywords and indications of other sources (including museums and computer-based resources). By the time of entry into the third stage, students are increasingly independent in their capacity to direct their learning and to locate essential information.

- (c) **Information technology in the Bachelor of Medicine and Bachelor of Surgery**
Medical practice is increasingly dependent on the efficient and effective use of computers. Students become comfortable with the technology from the start of the program; they have access to networked computers in tutorial rooms, practical classrooms, study rooms, the library and in the clinical schools. Materials for the problems, including introductory triggers, laboratory data, images, electronic articles and other learning resources are presented on the Faculty's educational intranet (MedEdNet). Students have access to web sites world-wide and to databases, including bibliographic ones, as well as computer-based educational programs and texts. Students are encouraged to be selective in their use of such resources and to contribute to the processes of evaluating them. In addition, summaries of lectures and classes are provided on the Bachelor of Medicine and Bachelor of Surgery web site, together with self-assessment questions to test the understanding of important concepts. Students and staff have access to bulletins and email. Extensive evaluation characterises the program, usually managed electronically.
- (d) **Other learning activities**
Up to six lectures in a week provide a broader context for the detailed learning and will provide background understanding to assist in the resolution of the weekly problem. Sessions are offered by each theme and reading matter may be recommended for preparation beforehand. Basic and Clinical Sciences sessions usually offer opportunities to gain hands-on practical experience and to learn from images, models, slides and museum or dissected specimens. Attendance at these lectures and theme sessions is at the discretion of students, based on their prior experiences and learning needs. In the Community and Doctor Theme, sessions are interactive, encouraging debate, and are presented in a variety of formats. Sessions run by the Personal and Professional Development Theme Committee are diverse, including aspects of personal development, evidence-based medicine, ethics and medical humanities. Attendance at these sessions and at clinical tutorials is a course requirement.
- (e) **Evidence-based medicine**
There is a major focus on the critical appraisal of evidence to underpin medical decision-making. From the start, students learn the skills of searching, identifying and appraising the literature. In later years, they apply the skills learned in making clinical decisions on the diagnosis and management of individual patients with whom they interact.
- (f) **Clinical schools**
The weekly program in the clinical schools introduces students to the generic skills of communication in a clinical setting with patients, relatives and health professionals involved in their care as well as specific history-taking, observation and physical examination in the system being studied each week. There are opportunities to practise and to gain experience with access not only to a wide range of patients but also to clinical skills centres in each clinical school. By the end of the second year, students will be starting to integrate knowledge and skills as they communicate with and examine patients.
- Blocks 4 (Haematology, Stage 1) and 9 (Cancer, Stage 2) are taught entirely in the clinical schools, including Canberra. This arrangement will allow students two sets of five weeks of

immersion in a clinical setting, providing the opportunity for significant development in clinical skills. PBL tutorials, lectures and theme sessions are provided in each clinical school. Computer-based materials are available through the Bachelor of Medicine and Bachelor of Surgery web site.

(g) Options

In the first two stages, students are required to extend the range and depth of their learning by enrolling in one general option and one educational option. Options are varied and include seminar programs, small projects of various types including research, skills-based programs for small groups (e.g. dissection), education-related projects (e.g. developing computer-based materials or undertaking an evaluative study). Many options are generated by students themselves, but others are offered by staff. A list of possible options is provided, inviting students to indicate their interest. Option projects require approval by Faculty.

(2) Stages 3 and 4

While practical clinical experience will form the substrate for all learning in the latter two stages of the Bachelor of Medicine and Bachelor of Surgery, there is also a structured teaching program throughout this part of the course. The balance between clerkship-based activities and scheduled sessions varies. In general, formal teaching sessions are reduced in number and frequency as students move from the early part of their Stage 3 attachments to the last rotations in Stage 4 and the Pre-Internship term. Formats used will include:

- lectures and seminars relevant to all four themes
- evidence-based medicine presentations
- structured "hands on" demonstrations
- interactive case presentations
- problem-based learning exercises supported by information technology
- basic science updates.

(a) Integrated Clinical Attachments

Integrated Clinical Attachments in Stage 3 comprise eight four-week terms (including time for assessment and review) and involve student attachments to the main medical and surgical ward services and associated ambulatory clinics in the teaching hospitals in the clinical schools. Students will also have some experience in sub-specialty disciplines, such as Ear Nose and Throat and Ophthalmology.

Up to 20% of the time is taken by structured teaching/learning sessions with topics drawn from all four curricular theme areas. Time is provided for self-directed learning. About half of each student's week is spent directly involved in the clinical activities of the service to which they are attached. A progressive increase in clinical responsibility is expected over the total 32 week duration of these attachments.

A clinical supervisor is appointed for each student over the four weeks of a typical attachment. The clinical supervisor, a senior attending clinician drawn from one of the specialty areas encompassed within the attachment, will have the responsibility of making formal contact on at least a weekly basis with the student(s) under his/her supervision. A protocol of scheduled tasks must be completed to the supervisor's satisfaction over the duration of the attachment, permitting assessment of the student's progressive mastery of the knowledge and clinical skills relevant to the field concerned.

(b) Clinical Rotations

The Clinical Rotations in Stage 4 (9 weeks each, including time for assessment and review) comprise the following four blocks, one fourth of the student year being allocated to each placement at a time:

- Psychological Medicine & Drug and Alcohol Studies
- Child & Adolescent Health
- Perinatal & Women's Health
- Community Practice

(c) Elective Term

The prime objective of the Elective Term is to provide the student with experience in a specific area of medicine of their own choice. Students arrange for their elective placement to be approved prospectively by the Faculty, nominating a supervisor who is required to provide a report on the student's performance at the end of the elective. A minimum of eight weeks of supervised experience is required for this term.

(d) Pre-Internship Term

The Pre-Internship Term aims to ease the transition to internship proper. Students are placed in locations accredited by the Postgraduate Medical Council of New South Wales for intern training with programs modified to meet the special needs of final-stage students.

Each student in the pre-internship phase will be responsible for his/her own learning, but with clear requirements for a final signing off at the end of Stage 4. The term supervisor is responsible for making an end of term recommendation to the Examinations Committee concerning the student's readiness for graduation and internship.

(e) Rural Practice

All medical students must spend at least eight weeks in rural practice, a requirement of the Australian Government. There are opportunities for rural experience in the Integrated Clinical Attachments, Clinical Rotations (including four weeks in the Community Practice Rotation) and in the Pre-Internship. Students may also choose a rural or remote placement for their elective.

8. Discontinuation of Enrolment without Permission

A candidate who discontinues candidature for the degrees of Bachelor of Medicine and Bachelor of Surgery without having obtained the permission of the Dean may be permitted to resume candidature at such time and under such conditions as shall be specified by the Dean.

9. Suspension of Candidature for the Purpose of Enrolling in Another Degree

With the permission of the Dean, a candidate may interrupt candidature towards the degrees of Bachelor of Medicine and Bachelor of Surgery in order to enrol as a candidate for another degree at the University of Sydney approved by the Dean or any other institution approved by the Dean and will be permitted to resume candidature for the degrees of Bachelor of Medicine and Bachelor of Surgery at such time and under such conditions as were agreed by the Dean at the time permission to discontinue was granted.

10. Time Limit

A candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery, other than a candidate enrolled in the Combined Degree Program, shall complete all the requirements for the degrees within five calendar years from and including the year of first enrolment as a candidate for the degrees, unless the Dean specifically permits otherwise.

A candidate for the degrees of Bachelor of Medicine, Bachelor of Surgery and Doctor of Philosophy taken as part of the Combined Degree Program, shall complete

all the requirements for the degrees in not more than eight calendar years from and including the year of first enrolment as a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery, unless the Dean specifically permits otherwise.

A candidate for the degrees of Bachelor of Medicine, Bachelor of Surgery and Master of Philosophy in Public Health taken as part of the Combined Degree Program, shall complete all the requirements for the degrees in not more than seven calendar years from and including the year of first enrolment as a candidate for the degrees of Bachelor of Medicine and Bachelor of Surgery, unless the Dean specifically permits otherwise.

11. Assessment and Progression

(1) Examination Committees

Examination Committees are appointed for each of the four stages of the program and comprise the following:

Associate Dean (Curriculum) Chair

Head, Department of Medical Education

Chair of the Assessment Committee

Chair of the Basic and Clinical Sciences Theme Committee

Chair of the Patient and Doctor Theme Committee

Chair of the Community and Doctor Theme Committee

Chair of the Personal and Professional Development Theme Committee

Clinical School Associate Deans

Relevant Stage Sub-Dean(s) (for Stages 1 and 2)

Chair of the Integrated Clinical Attachments Committee (for Stage 3)

Chair of the Clinical Rotations Committee and of each of the Clinical

Rotation Term Committees (for Stage 4)

Chair of the Elective Term Committee (for Stage 4)

Chair of the Pre-Internship Committee (for Stage 4)

Chair of the Honours Committee (for Stage 4)

(2) Progression at the end of Stages 1 and 2

(a) Progression at the end of Stage 1 depends solely on satisfactory performance in the Personal and Professional Development Theme. Satisfactory performance requires the attainment of the following competencies:

(i) appropriate professional behaviours

(ii) competence in the preparation of a reflective portfolio

(iii) participation in a progress interview based on the portfolio

(iv) attendance and participation in problem-based learning tutorials and clinical skills sessions, formative assessments and peer-marking sessions as required by Faculty.

Students are required to participate in at least 85% of compulsory sessions. Students who miss compulsory sessions amounting to more than 15% of any block of study may not be eligible to proceed to Stage 2 except by a specific decision of the Stage 1 Examination Committee. They may be required to undertake remediation as specified by the relevant Block Chair(s) in consultation with the Stage 1 Examination Committee.

(b) Progression at the end of Stage 2 depends on satisfactory performance in all four themes in all designated summative assessments held during Stage 2 (the assessments cover course materials from Stages 1 and 2).

Students are required to participate in at least 85% of compulsory sessions. Students who miss compulsory sessions amounting to more than 15% of any block of study may not be eligible to proceed to Stage 3 except by a specific decision of the Stage 2 Examination Committee. They may be required to undertake remediation as specified by the relevant Block Chair(s) in consultation with the Stage 2 Examination Committee.

Students who fail to satisfy in either one or two (but not more than two) themes may be offered remedial opportunities and may undertake supplementary assessments under the supervision of the relevant Theme Committee(s).

The Stage 2 Examination Committee determines whether students who fail to meet program requirements are eligible to repeat the stage. Students given the opportunity to repeat the stage are reassessed in all themes during the course of the repeated stage. Students who fail to satisfy criteria in any theme during their second attempt at Stage 2 are required to show cause why they should be allowed to continue in the program.

(3) Progression at the end of Stage 3

Students are required to have satisfactorily completed all the summative assessment tasks for the Integrated Clinical Attachments, including attendance at all required sessions, before progressing to Stage 4. Students must satisfy assessment criteria in each of the four themes.

Students whose performance is unsatisfactory in one or two (but not more than two) themes are required to undertake a remedial program under supervision and to be re-assessed in the relevant theme(s). The remedial program takes place under the supervision of the Associate Dean of the relevant Clinical School or nominee. Such remediation will normally take place during the time normally allotted to the first Clinical Rotation in Stage 4 and, if satisfactory on reassessment at the end of that period, the student may progress to commence the Clinical Rotations at the beginning of the fourth year of the program, resulting in displacement of the Pre-Internship Term to the beginning of a fifth year.

Students who satisfy theme criteria at the supplementary assessment are eligible to commence Stage 4. Students who fail to satisfy criteria in any theme at the supplementary assessment are required to repeat Stage 3 with re-assessment in all themes. Students who fail to satisfy criteria in any theme during their second attempt at Stage 3 are required to show cause why they should be allowed to continue in the Program.

(4) Progression in Stage 4

(a) Clinical Rotations

As in previous stages, students must satisfy the requirements of all four themes. Students who fail to meet program requirements in any theme (following remedial action during the rotation, where feasible) will be required, at the completion of the rotations, to undertake a remedial rotation (9 weeks) and be reassessed in the relevant theme(s).

Students who fail to meet program requirements after a remedial rotation are required to repeat Stage 4 and to meet all assessment requirements.

Students who fail in two rotations must be assessed by the relevant Clinical School Associate Dean who is responsible for deciding whether they should continue to complete the remaining rotations. Such students would normally be required to repeat Stage 4 and to meet all assessment requirements.

(b) Pre-Internship Term

Since the majority of assessments occur before the Pre-Internship Term, it is not expected that students who satisfy requirements up to the commencement of the Pre-Internship Term will experience difficulties in completing the term requirements. However, students who fail to meet program requirements by the mid-point of the Pre-

Internship Term will undergo intensive remediation and reassessment in the second half of the term. Students who fail to meet program requirements by the end of the Pre-Internship Term will be given an opportunity to repeat the term, with a different clinical supervisor if necessary, before the commencement of their internship. Remediation during the repeat Pre-Internship Term is supervised by the relevant Clinical School Associate Dean. Students who do not meet the requirements of a second Pre-Internship Term are required to repeat Stage 4.

(5) Assessments

For details of assessment requirements during the four Stages refer to the Faculty's assessment policy.

(6) Special Consideration

Students who miss either written or clinical examinations on account of documented illness or misadventure acceptable to the Faculty may be offered an opportunity to attempt the missed examination(s). The results of such examination(s) are recorded as annual, rather than supplementary, results.

Students who, after remediation, do not attempt a prescribed written supplementary assessment at the end of Stage 2 or Stage 3 due to attested illness or misadventure acceptable to the Faculty, may either sit the paper(s) under examination conditions as soon as possible or, if this is not feasible, repeat the stage.

The appropriate Examination Committee considers the individual cases of such students.

(a) Stages 1 and 2

In the case of documented illness or misadventure acceptable to the Faculty leading to an absence of up to five weeks, the relevant Examination Committee may prescribe appropriate remedial activities to be undertaken. Students in this category are assessed under the supervision of the relevant Theme Committee(s).

In the case of documented illness or misadventure acceptable to the Faculty leading to an absence of more than five weeks, students are not eligible to proceed to the next stage of the course, except by a specific decision of the relevant Examination Committee. If the Examination Committee does not allow progression, such students are required to repeat the stage without penalty.

(b) Stages 3 and 4

Students who miss one Integrated Clinical Attachment (ICA) (four weeks) in Stage 3 due to attested illness or misadventure acceptable to the Faculty, may progress, subject to satisfying the usual assessment criteria for the remaining attachments.

Students who miss two ICAs (either consecutively or separately), due to attested illness or misadventure acceptable to the Faculty, are required to undertake a supplementary period of attachment during the time normally allotted to the first Clinical Rotation in Stage 4, as specified by the relevant Clinical School Associate Dean. This will result in displacement of the Pre-Internship Term at the end of Stage 4 into the beginning of a fifth year. Such students are normally required to sit a supplementary assessment (to count as an annual result) at the end of the supplementary ICA period. Students who fail to meet the criteria for progression at that time are required to repeat Stage 3.

Students who miss three or more ICAs (either consecutively or separately), due to attested illness or misadventure acceptable to the Faculty, are required to repeat Stage 3 without penalty. In repeating the stage, students must attend and participate in all scheduled teaching and assessment sessions during Stage 3.

(c) Stage 4

Students who miss one Clinical Rotation (CR) (9 weeks) in Stage 4 due to attested illness or misadventure acceptable to the Faculty, are required to complete the missed rotation at the end of Stage 4 as specified by the Clinical School Associate Dean. This will result in displacement of the Pre-Internship Term at the end of Stage 4 into the beginning of a fifth year. Such students are normally required to sit a supplementary assessment (to count as an annual result) at the end of the supplementary rotation. Students who fail to meet the criteria for progression at that time are required to repeat Stage 4.

Students who miss two or more CRs (either consecutively or separately) due to attested illness or misadventure acceptable to the Faculty, are required to repeat Stage 4 without penalty. In repeating the stage, students must attend and participate in all scheduled teaching and assessment sessions during Stage 4.

(7) Appeals

Students seeking to make representations about a result released prior to the meeting of the relevant Examination Committee must themselves, within seven days of the notification of results, make a written submission to the appropriate Theme Committee Chair or, in the case of progressive clinical assessment in Stages 3 or 4, to the appropriate Clinical School Associate Dean.

Following the meeting of the appropriate Examination Committee, students seeking to make representations about a result must themselves, within seven days of the notification of results, make a written submission to the Chair of the Examination Committee.

All appeals must be made through the Student Services Office of the Faculty of Medicine, setting out the grounds for the appeal and enclosing any relevant documentation not previously supplied. Appeals are normally considered within seven days of receipt in the Student Services Office.

Stage 1 BCS C/D P/D PPD	Foundation Studies Block 1	Drug & Alcohol, Musculoskeletal Block 2	Respiratory Sciences Block 3	Haematology Block 4	Cardiovascular Sciences Block 5
Stage 2 BCS C/D P/D PPD	Neurosciences, Vision & Behaviour Block 6	Endocrine, Nutrition, Gastroenterology Block 7	Renal, Reproduction, Sexual Health Block 8	Cancer Sciences & Palliative Care Block 9	
Stage 3 BCS C/D P/D PPD	Integrated Clinical Attachments 1-2	Integrated Clinical Attachments 3-4	Integrated Clinical Attachments 5-6	Integrated Clinical Attachments 7-8	
Stage 4 BCS C/D P/D PPD	<i>Clinical Rotation 1</i>	<i>Elective</i>	<i>Clinical Rotation 2</i>	<i>Clinical Rotation 3</i>	<i>Clinical Rotation 4</i> Pre-Internship

Bold text = in Clinical School. *Italic text* = community and other sites. Plain text = on campus.

AGENDA ITEM 8.
General business

No other items have been requested for inclusion on this agenda.