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## Academic Board

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MEMORANDUM TO: Members of the Academic Board

A meeting of the Academic Board will be held at 2 pm on Wednesday, 15 April 1998 in the Professorial Board Room.

The agenda for the meeting is set out below, and the Chair's recommendation for the action to be taken by the Board in respect of each agenda item is set out below each item, preceded by the symbol #. The Chair has also starred those items which she believes need discussion. At the beginning of the meeting members will be invited to star any other items that they wish to have discussed.

*Erica Ring*  
for  
Dr W Adams  
Registrar  
7 April 1998

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## A G E N D A

### P A1. Starring

Members of the Board are invited to star any unstarred item which they wish to have discussed.

# ***that the Board resolve as recommended with respect to all unstarred items.***

### A2. Minutes

#### 1. Minutes of the meeting held on 11 March 1998

The minutes of the meeting of the Academic Board held on Wednesday, 11 March 1998 are enclosed.

Any proposed amendments to the minutes should be submitted in writing to the Registrar (Attention: Miss E R Ring) before the meeting and preferably by Tuesday, 14 April 1998 so that they can be included in the supplementary agenda for the meeting.

# ***that the Board confirm the minutes of the meeting held on 11 March 1998 as a correct record.***

#### 2. Business arising out of the minutes

### A4. Report of the Chair

#### Part I

#### 1. Report on Senate Matters

To be tabled at the meeting.

# ***that the Board note the report.***

#### 2. Principles and Procedures for Student Appeals

The Working Party on student appeals against academic decisions **recommends** that the Board adopt the attached policy document. *(Pages 22-26)*

# ***that the Board adopt the Principles and Procedures for Student Appeals document.***

#### 3. Semester and vacation dates for the year 2000

The Board, at its meeting in October 1997, amended the semester and vacation dates for the year 2000, as set out below, in order to accommodate the Olympic Games. At that time it was foreshadowed that the dates might need to be amended further.

To bring the University's 2000 semester and vacation dates into line with the recommendation from the AVCC that a four-week break be observed at the time of the Olympic Games, a recommendation now adopted by other universities, it is **recommended** that the Board further amend the semester and vacation dates for the year 2000:

- by reducing the number of teaching weeks in Semester 1 from 14 to 13;
- by holding the Study Vacation and Examination period at the end of Semester 1 one week earlier;
- by ending Semester 1 one week earlier;
- by scheduling Semester 2 to commence one week earlier; and
- by increasing the non-teaching period at the time of the Olympic Games from three weeks to four, as recommended by the AVCC.

<b>First Semester</b>	<b>Dates prescribed for the year 2000</b>	<b>Amended dates proposed for the year 2000</b>
Lectures Begin	Monday 28 February	Monday 28 February
AVCC Common Week/ non-teaching period	Friday 21 April to Friday 28 April inclusive	Friday 21 April to Friday 28 April inclusive
Study Vacation	Monday 12 June to Friday 16 June inclusive	Monday 5 June to Friday 9 June inclusive
Examination Period (2 weeks)	Monday 19 June Saturday 1 July	Monday 12 June Saturday 24 June
Semester Ends	Saturday 1 July	Saturday 24 June
AVCC Common Week	Monday 3 July to Friday 7 July inclusive	abandoned
<b>Second Semester</b>		
Lectures Begin	Monday 17 July	Monday 10 July
AVCC Common Week/ non-teaching period	Monday 11 September to Friday 29 September inclusive	Monday 11 September to Friday 6 October inclusive
Study Vacation	Monday 6 November to Friday 10 November inclusive	Monday 6 November to Friday 10 November inclusive
Examination Period (3 weeks)	Monday 13 November to Saturday 2 December inclusive	Monday 13 November to Saturday 2 December inclusive
Semester Ends	Saturday 2 December	Saturday 2 December

# *that the Board adopt the revised Semester and Vacation dates for the Year 2000 as recommended.*

#### 4. **Flexible learning**

Following the March Academic Forum, I have set up a working party to draw up an options paper on flexible learning for the University of Sydney.

Members:

Dr Alan Fekete  
 Dr Jim Kitay  
 Associate Professor Tony Koppi  
 Professor Mary Lou Maher  
 Professor Ross McPhedran  
 Mr Chris Morgan  
 Professor Judyth Sachs  
 Professor Ann Sefton  
 nominee of SUPRA

# *that the Board note the report.*

#### 5. **Committee of Chairs of Academic Boards**

The committee met on Thursday 19 March at the University of Sydney. All items on the agenda related to the Higher School Certificate.

**McGaw Report**

The Minister has yet to respond to the HSC White Paper. In the meantime the Board of Studies is carrying out an evaluation of all Board-developed courses. Universities have been asked to make nominations for a University presence on the evaluation teams, and I circulated this information to Deans last month.

As far as advanced and extended courses are concerned, the issue appears to be still open, and the Committee of Chairs is continuing to argue for the retention of an equivalent of 3-unit subjects in at least a limited number of areas, and particularly in Mathematics, English, History, the Visual Arts, Music and languages.

**Scaling of 2 unit Related English and 2 unit General English**

The Report of the Technical Committee on Scaling for the 1997 HSC was tabled at the meeting. The Report included a recommendation which was subsequently adopted by the

Committee of Chairs that the Board's relativities be used to scale 2 unit Related English and 2 unit General English for the 1999 HSC results and thereafter. The Committee's approval was in part governed by the Board of Studies' modification to the *English Prescribed Texts*, changes that go some of the way to meeting the previous concerns of the Committee of Chairs about the validity of the common scale used by the Board. The changes have not addressed the question of equity between English and other subjects with general and related courses which, despite the acceptance of the recommendation of the Technical Committee, continues to worry Committee members.

**Access to University units of study for HSC students**

The Committee of Chairs also discussed the proposal that HSC students be given access to University units of study. Issues canvassed included those relating to the desirability of such an option, equity, fees and timetabling. The Committee did not wish to make a recommendation at this stage.

# ***that the Board note the report.***

**6. Membership of the Board: President of the SRC**

Ms Louise Buchanan has been appointed Acting President of the SRC pending a by-election for the position of President on 28 April 1998.

# ***that the Board note the report and welcome Ms Buchanan to Board membership.***

**7. 1998 APAs and UPAs**

Attached for information is a report on the award of Australian Postgraduate Awards with Stipend (APA) and University of Sydney Postgraduate Awards (UPA) in 1998.

(Pages 27-28)

# ***that the Board note the report.***

**8. Action under delegated authority and reports from the Academic Colleges**

Under delegated authority, I have considered the recommendations of the Academic Colleges in respect of academic appointments and the appointment of selection committees that have been processed under the "old" appointments procedures and have approved/noted them as appropriate. A report on the appointment of Visiting Professors is attached.

(Page 29)

# ***that the Board note the report.***

**9. Questions on notice**

The following questions have been received from Mr Wilkinson:

Question 1:

In the last meeting, Professor Spate brought to the Board's attention an example of 450 students trying to go to a class in a lecture theatre of 330 seats. Could the Board please be provided with an update on the situation in this particular course.

Question 2:

The example of overcrowding mentioned by Professor Spate is not unique. What procedures or policies does the University have in place to reduce or eliminate such examples of overcrowding in the future? When overcrowding does occur, what policies or procedures does the University have to find immediate solutions?

A response will be given at the Board meeting.

# ***that the Board note the response.***

**P Part II**

To be presented at the meeting.

## **A5. Statement by the Vice-Chancellor and Principal**

### **Part I**

#### **1. Report on Senate Matters**

To be tabled at the meeting.

# *that the Board note the report.*

P

### **Part II**

To be presented at the meeting.

## **A8. Report by the Vice-Chancellor and Principal on proctorial matters**

The Vice-Chancellor and Principal will table a report at the meeting.

# *that the Board note that a report was tabled.*

## **A12. Report of the Academic Forum**

The Academic Forum met on Monday 16 March 1998.

### **1. Forum focus: Flexible learning**

Discussion was introduced by Associate Professor Tony Koppi, Director of NeTTL and Acting Director of the Centre for Teaching and Learning, who spoke to the previously circulated paper as well as to the following points that he tabled at the meeting.

1. Definition: flexible learning is independent of space and time
2. Learner centred
3. Undergraduates, postgraduates, further education, continuing education
4. With or without technology or a combination of media
5. Practical work face-to-face necessity: flexible meetings and/or simulations
6. If using the Internet/intranet – more than putting lecture notes online – yellow paper distributed with agenda
7. Online materials represent the University
8. Quality teaching characteristics of face-to-face: discursive, interactive, adaptive, reflection component
9. How to accomplish those quality teaching characteristics online?
  - Online discussion: e.g. synchronous chat, threaded asynchronous discussion forums
  - Online interactivity: feedback on an activity
  - Online adaptivity: the learning environment responds to the learner needs, e.g. learning agents
  - Online reflection: meaning, connections and knowledge
10. Management of flexible online courses – different to the management of traditional teaching and learning – may require staff development
11. Support for academics: technical, course design, construction and management
12. Support for learners: technical and academic
13. Assessment security: who is really online?
14. Assessment strategies: traditional and/or using the technological capabilities  
E.g. generic writing literacy can be automatically assessed as can the use of other basic technological competencies.
15. Activity monitoring makes it possible to embed the assessment in the learning activities.
16. Developing quality online learning/assessment materials requires a team approach involving academic expertise (content), educational technologists, instructional designers, programmers, web design and construction, graphic arts and project management.
17. Cost saving? Flexible teaching and learning does not save time nor does it require fewer academic staff; it may save physical infrastructure costs despite greater student numbers.

18. Student generic attributes, eg “be able to use information technology for professional and personal development” also apply to academic staff.

During discussion it was recognised that lack of familiarity with the technology was a barrier to supporting flexible learning. It was therefore suggested that a vigorous educative program for staff was needed.

It was acknowledged that flexible learning did not necessarily save costs or time. Provision of high quality units of study on-line entailed secondments and relief staff, and maintenance long-term was also necessary. The Vice-Chancellor pointed out that income could be raised through provision of online teaching and learning, citing the instance of Harvard University making four times as much income through flexible delivery as through traditional teaching methods.

It was debated as to whether flexible learning courses would be more or less costly for students than traditional delivery. As for materials and equipment, elimination of the need to buy texts could offset the costs of appropriate technology (e.g. a lap-top). However, while increasing numbers of students had private access to the internet, it was suggested that in the transition period the University needed to facilitate access, via computer laboratories for instance. It was also suggested that collegial group work, which research had shown facilitated successful learning, could be developed using flexible learning, while at the same time increasing accessibility.

Increased access to the University’s courses was seen as a major reason for supporting flexible learning. Online provision was particularly important for students with disabilities, students with time table clashes, and students undertaking part-time casual work who consequently were unable to attend classes. Some University staff were involved in flexible learning as a ‘cottage industry’, setting up asynchronous means of contact with students such as by email. Flexible learning also facilitated non-award and cross-institutional access, as well as undertaking units of study in another faculty. The Vice-Chancellor reported that in New York university enrolments were higher for external flexible courses than for on-site delivery because of the convenience of being able to choose one’s timing.

While flexible learning potentially provided a means for upgrading links with alumni, the Vice-Chancellor pointed out that legislation barring universities from being providers ‘outside their family’ currently defined alumni as ‘outside’ (while students as ‘inside’). The complexity of government rules concerning communication devices was, in fact, one of the reasons universities were slow to move in regard to flexible learning.

Further questions raised concerning courses and identification included the following. How would the University determine what are award courses? Should the University allow its students to undertake courses from other universities? What are the implications of having students on the other side of the globe; how could identity be established?

Copyright was identified as one of the broad relevant issues that must be taken up by the University. The Vice-Chancellor reported that Sydney was one of five universities nationally involved in a test case concerning audio-visual materials and would soon be audited on our use of such materials. This might help us clarify our own policy issues. If flexible learning were to become important globally in the next few years, the University would need to consider contracts with large publishers, which had its dangers as well as advantages.

It was suggested that the Academic Board should provide a way of thinking of these broad policy questions before the technical aspects could be tackled. The University needed to decide whether it would embrace flexible learning as a mainstream issue. If so, the impact would be more widespread in terms of curricula, building policy, and so on.

In view of the range of important issues raised, in closing the discussion the Chair of the Forum requested that the Chair of the Academic Board investigate the relevant issues of principle towards coordinating development of University policy in relation to flexible learning. The Chair of the Board agreed and undertook to set up a working party.

## 2. Student Proctorial Panel

Following their nomination prior to the meeting, the following Forum members were elected to membership of the Student Proctorial Panel:

Professor Sue Armitage		Nursing Practice (Nursing)
Wendy Gilleard	Lecturer	School of Exercise and Sport Science (Health Sciences)
Dr Michael Halliwell	Lecturer	Vocal Studies and Opera (Sydney Conservatorium of Music)
Dr Mike King	Senior Lecturer	Teaching & Curriculum Studies (Education)
Professor Mary Lou Maher		Architectural & Design Science (Architecture)
Dr Neville Weber	Senior Lecturer	Mathematics & Statistics (Science)

The Forum noted that separate arrangements have been made for the student members of the Forum to elect six of their number to membership of the Panel.

**3. The late Professor John R. Booker**

A tribute was paid by Professor John P. Carter.

**4. The late Professor Stephen Salsbury**

A tribute was paid by Professor Gordon Mills.

**5. Reports for noting**

The Forum noted the reports that had been circulated, as well as a tabled report from the Chair of the Academic Forum, amending the list of academic staff elected as non-professorial members of the Forum for the period 1 October 1997 to 30 September 1999 to indicate a vacancy in Agriculture.

# *that the Board note the report.*

## **B1. Report of the Faculty of Agriculture**

The Faculty met on 24 March 1998 and reports as follows.

### **Motions**

Following discussion, Faculty passed, by majority, the following three motions which had been moved by Associate Professor Drynan and seconded by Dr D Godden.

1. Faculty recommends to the Academic Board that, in the assessment of applicants for admission to the Faculty's courses, any index meant to reflect students' comparative performance in the Higher School Certificate **should be consistent with** the information on students' HSC performance provided by the Board of Studies to the Universities Admissions Centre.
2. Faculty recommends to the Academic Board that all eligible local applicants applying for admission to a program offered by the Faculty be ranked on the basis of performance on published selection criteria and offered places in this order until either the available places are filled or the standard of performance of the marginal applicant falls below the minimum acceptable, **without the use of quotas for categories of students**, and such that all those ranked above anyone receiving a HECS place offer also receive a HECS place offer.
3. Faculty requests the Academic Board to **examine whether there are inconsistencies** in the assessment of students' comparative performance in tertiary education for purposes of transfer into or out of the Faculty of Agriculture and the assessment of that performance for the award of honours or for other academic purposes.

[**Bold type** draws attention to critical aspect.]

- **Discussion on Motion 1**

Associate Professor Drynan pointed out that Academic Board is to consider revised admission rules in April. These have been under development for the past 12 months. In part, they are a consolidation of the existing rules, but there are some significant changes, eg. in the rules for credit and exemption, and in the University's control of admission. As well, the proposal is to use a new Universities Admission Index (UAI) in place of the old TER as the index of HSC performance. As has been the case with the TER since 1996, there

is no assurance the UAI will rank students consistently with the Board of Studies assessment of students' comparative HSC performance.

Associate Professor Drynan clarified that the motion referred to treatment of results and how they would be used in admitting students. He pointed out that the Scaling Committee for HSC courses had been aware of anomalies in 3U and 4U Science, 2U and 3U AMEB Music and 3U additional courses in Languages Other than English and had made changes for the 1998 HSC examinations.

Similar problems arose with 2 Unit General and 2 Unit Related English which were more serious because English was compulsory in the HSC and TER calculations. He went on to point out that the Scaling Committee had concerns about the relativities in 2 Unit General and Related English as set out by the Board of Studies, and for this and other reasons was not going to make adjustments to the scaling process for English. Associate Professor Drynan said it was clear that inequities exist which disadvantage students in 2U Related English.

- **Discussion on Motion 2**

Associate Professor Drynan pointed out that Motion 2 deals with the issue of equity of access for students. The old rules (and apparently the new rules) allow quotas to be imposed for non-academic reasons, eg. school leavers vs. non-school leavers. He said he wished to see all applicants ranked from the top down on a consistently applied scale. Quotas should not be allowed to exclude an applicant who is better qualified on academic grounds than another who is accepted. If passed, the motion would not prohibit the use of different selection criteria for Category B applicants, but would prevent an artificial barrier against RSL (Recent School Leavers) or NRSL (Non-Recent School Leavers) or other categories of applicants. The motion did not imply that the Faculty wished to be removed from the current University selection system. The motion is consistent with the method of selection used by the Faculty of Agriculture in main and final selection rounds in recent years, although quotas on categories had been imposed in preliminary runs of the selection program.

- **Discussion on Motion 3**

Associate Professor Drynan pointed out that Motion 3 deals with his concern that there may be an academic inconsistency and a lack of equity of access for our students vis à vis those in other faculties and other universities. No changes have been made to assessment procedures for students who are transferring to accommodate the recent semesterization of courses, though this may have introduced or added to inequities in the system. He elaborated by reminding Faculty that it uses Weighted Average Marks (WAMs) to determine Honours and awardees on the Dean's List. WAMs are used in ranking postgraduate scholarship applicants. However, he believed a Grade Point Average (GPA) system is used in ranking NRSL applicants to undergraduate degree programs through UAC. It seems inconsistent that we reduce the amount of information we use in assessing students for transfer purposes. As an extreme but possible example we could see that a student with eight results of 74% (Credit level) would be ranked lower, for transfer purposes, than a student with seven results of 65% (Credit) and one result of 75% (Distinction).

There was agreement that inequities are likely to exist in any selection process, but there was more concern by some that there are greater problems with different standards between institutions whereby a Distinction level student at one institution is often shown to be only a Credit or even Pass level student at another. In the current financially stringent climate, some thought must be given to the effects of any change that would impose additional costs.

Associate Professor Drynan concluded by confirming that the motion embraces both aspects.

# ***that the Board refer the matter to the Undergraduate Studies Committee for consideration and advice to the Board.***

### **B13. Report of the Faculty of Nursing**

#### **Amendment of the Resolutions of the Senate: Constitution of the Faculty of Nursing**

The Faculty of Nursing **recommends** that the constitution of the Faculty, as approved by Senate at its meeting held on 2 February 1998 to replace the entry in *Calendar 1996*, Vol 1, pp 397 - 398, be amended as follows, with immediate effect:

- that the words “including the Nurses Registration Board” be inserted into section 1(f) as follows:
  - (f) four of the Directors of Nursing of health care agencies associated with the Faculty and up to five other members of the nursing profession (including the Nurses Registration Board) appointed by the Faculty on the nomination of the Dean;
- and
- that a new section 1(j) be added and section 2 be amended to include section 1(j) as follows:
  - (j) such other persons as may be appointed by the Faculty on the nomination of the Dean.
  2. A person appointed in accordance with sections 1(f) or 1(j) shall hold office for a period of two years unless otherwise specified at the time of appointment and shall be eligible for reappointment.

The reasons for the amendments are:

1. to clearly indicate that the Nurses Registration Board is included in the Faculty membership; and
2. to extend the Faculty membership to persons associated with the Faculty who do not fall into sections 1(a) to 1(i).

# ***that the Board recommend the amendment of the Resolutions of the Senate relating to the constitution of the Faculty of Nursing as recommended.***

## **C1. Report of the Undergraduate Studies Committee**

### **Part I**

The Committee met on 10 March 1998. There were present: Associate Professor Martin Painter (Chair), Ms Su Baker, Associate Professor Geoff Barton, Mr Hal Davey, Associate Professor Lloyd Dawe, Professor Brian Farrow, Dr Ross Gilbert, Associate Professor Christopher Gillies, Dr Jim Kitay, Dr Edith Lees, Ms Aileen McAuliffe, Dr Michael Walsh and Ms Shelley Wright. Professor Ros Pesman (Chair, Academic Board) and Ms N Downey were present by invitation. Ms E Bergmann was in attendance.

#### **1. Admissions**

In 1997 a review of the provisions of Chapters 10 and 11 of the By-laws and accompanying resolutions relating to admissions had been carried out. The December 1997 Board noted the (i) Draft revised rules and resolutions of the Senate governing admission and enrolment and (ii) Draft resolutions of the Academic Board made pursuant to these rules, and resolved to let these lie on the table awaiting comment by Deans to the Chair of the Undergraduate Studies Committee by 1 February 1998.

The Committee has considered the revised documentation incorporating comments received and has made further changes.

**It recommends**

- (i) the attached draft revised rules and resolutions of the Senate governing admission and enrolment to the Academic Board and Senate for adoption; and
- (ii) the draft resolutions of the Academic Board made pursuant to these rules to the Academic Board for adoption.

*(Pages 30-52)*

# ***that the Board:***

- ***recommend the adoption of the revised Rules and Resolutions of the Senate relating to admission and enrolment; and***
- ***subject to Senate's approval of the above, adopt the draft resolutions of the Academic Board,***  
***as recommended.***

#### **2. Proceedings of the Committee Membership**

The Committee noted that Associate Professor Martin Painter was acting Chair until July, when Professor Lawler returned from leave; that Dr Michael Walsh, Head of the

Department of Linguistics, had replaced Associate Professor Richard Waterhouse as representative of the Faculty of Arts; that Ms Shelley Wright would represent the Faculty of Law in Semester I; and that a meeting of student members of the Academic Forum will be held on 12 March 1998 at which the member of the Committee who was nominated by and from the undergraduate student members of the Academic Forum would be appointed.

# **that the Board note the report.**

## P Part II

To be presented at the meeting by the Committee's Chair.

### C2. Report of the Graduate Studies Committee

#### Part I

The Committee met on 23 March 1998 when there were present: the Chair, Professor J R Lawrence, presiding, Mr T Clark, Professor J Gero, Associate Professor K C Kwok, Dr M J Mahony, Associate Professor A F Masters, Dr P McCallum, Associate Professor A Mitchell, Dr R Mitchell, Professor R Rose, Associate Professors R Ross and C D Shorey, Professor D Siddle, Dr S West and Associate Professor A Ziegert. Professor R Pesman and Mr T Wilkinson were present by invitation, Mrs L Rose was present as an observer and Miss E R Ring was in attendance.

#### 1. Amendment of the Resolutions of the Senate: Degree of Doctor of Philosophy

##### Faculty in which postgraduate students should proceed

The Committee **recommends** that the Resolutions of the Senate relating to the PhD degree (p 118, *Calendar 1996*, vol I) be amended by the deletion of the following section and the consequent renumbering of the following sections:

##### Faculty of candidature

4. Except with the special permission of the faculty in which the candidate wishes to take the degree, a candidate may proceed to the degree only in the faculty in which the candidate obtained the initial qualification for admission.

The Committee is of the view that this provision has become redundant.

The Board, at its meeting in April 1997, adopted the Committee's recommendation that a number of Resolutions of the Academic Board made pursuant to Chapter 10 of the By-laws that had been identified as redundant either because the policies concerned no longer applied or because they were expressed in other Resolutions of the Senate be rescinded; one of these Resolutions related to the Faculty in which postgraduate candidature should normally be pursued. The proposed deletion of section 4. of the Resolutions of the Senate relating to the PhD degree reflects this earlier decision.

# **that the Board, acting on behalf of Senate, amend the Resolutions of the Senate relating to the PhD degree as recommended.**

#### 2. Membership of the PhD Award Sub-Committee

##### Chair

The Committee reports that it has appointed Associate Professor A F Masters as Chair of the PhD Award Sub-Committee following the expiration of Professor Berry's term of office in that role.

##### Members

The Committee noted that the terms of office of a number of other members of the Sub-Committee had now expired and that nominations for Sub-Committee membership would be sought from the appropriate Pro-Vice-Chancellors (College).

# **that the Board note the report.**

### 3. Proceedings of the Committee

#### (1) Membership of the Committee

The Committee noted that Associate Professor Adrian Mitchell had replaced Associate Professor Moira Gatens (Faculty of Arts) as a member of the Committee. The Committee welcomed Professor Mitchell and also welcomed Professor Rose, who was attending his first meeting of the Committee, and Mr Wilkinson, who was attending in anticipation of his election as the postgraduate student member elected by the student members of the Academic Forum.

#### (2) Report of the PhD Award Sub-Committee

On the reports of the meetings of the PhD Award Sub-Committee held on 22 January and 24 February 1998, the Committee noted that:

*Doctor of Philosophy*

- the award of the degree had been approved, without further qualification, to 11 candidates;
- the award of the degree had been approved, subject to typographical corrections being made to all copies of the thesis which are to remain available within the University, to 13 candidates;
- the award of the degree had been approved, subject to emendations being made to all copies of the thesis which are to remain available within the University, to 50 candidates;
- the degree had not been awarded to five candidates (one each in the Faculties of Law and Nursing and three in the Faculty of Science), and the candidates had been permitted to revise and re-submit;
- a fourth examiner to act as an assessor had been appointed for a candidature in the Faculty of Law and one in the Faculty of Science;
- one candidature had been referred back to the Faculty of Education; and
- examiners had been appointed for 44 candidates (including a replacement examiner for one candidate).

These figures include PhDs awarded at faculty level during the period October to December 1997; no PhDs were awarded at faculty level by the Faculties of Architecture and Dentistry, Orange Agricultural College, the Graduate School of Business, Sydney College of the Arts or the Sydney Conservatorium of Music during this period.

#### **Analysis of PhD examination times**

The Committee noted the attached revised report on the analysis of examination times for PhDs awarded at faculty level in the third quarter of 1997 and also the attached analysis of PhD examination times for the period October to December 1997. (Pages 53-4 and 55)

#### (3) Report of the Coursework Sub-Committee

The Committee noted that the Coursework Sub-Committee is addressing the following matters:

##### (a) Annual faculty reports on postgraduate teaching and reviews of postgraduate coursework

The Sub-Committee reported that only one-third of faculties had submitted their annual reports on postgraduate teaching and on reviews of postgraduate coursework that had been due by 2 March; reminders had been sent to faculties.

##### (b) Position papers referred to faculties for comment

The Sub-Committee reported that only one-third of faculties had submitted responses to the following three position papers referred to them for comment by the end of February:

- Parallel Teaching in Undergraduate and Postgraduate Coursework Programs
- Distance, Alternative and Flexible Modes of Delivery in Postgraduate Coursework Programs
- Semesterisation and nomenclature issues for postgraduate programs from SIS

Reminders had been sent to faculties. Responses to the paper on *Semesterisation and nomenclature issues for postgraduate programs from SIS* had now become urgent in view of developments in the SIS system, as set out in item (c) below.

**(c) Course structures**

The Sub-Committee had received a letter from Professor Koder, addressed to the Chair of the Graduate Studies Committee, which reads in part as follows:

*“The SIS<sup>1</sup> has been designed on the basis that all coursework degrees will be based on the standard of 24 credit points per semester.*

*I am aware that the Graduate Studies Committee has the credit point issue on its agenda and that previous discussion led to a decision that all courses should be converted to the standard by the end of 1999. It would be appreciated if the Graduate Studies Committee could give consideration to accelerating the date of conversion to the middle of 1998 since the entire SIS will operate more effectively if all courses adhere to the standard structure.*

*Faculties may need to note that Units of Study with different credit point values or different assessment requirements must carry different codes even if the names and contents are similar (eg. an undergraduate unit of study offered at postgraduate level with a different credit point value).”*

The Sub-Committee noted that, based on the responses received to date to its position paper on Semesterisation and nomenclature issues for postgraduate programs from SIS, conversion by mid-1998 might be possible for some faculties, but that it would probably be extremely difficult for others.

**(d) Approval process for amended postgraduate courses**

The Sub-Committee reported that some of the restructuring of postgraduate coursework units would result in changes that would be classified as “major”, and that faculties would therefore have to present proposals for approval by the Graduate Studies Committee and the Board. The Sub-Committee agreed on the importance of faculties having sufficient time to undertake such restructuring and also on the importance of such proposals being presented in a timely fashion to Graduate Studies so that the normal quality control procedures could be followed, with the formation of working parties to consider proposals in detail. The Sub-Committee expressed concern that if proposed changes were rushed through they might not be adequately quality-assured. It would be most undesirable if last-minute proposals were presented to the Chair of Graduate Studies with the request that they be processed urgently. This would not permit sufficient time for appropriate consultations to occur.

The Sub-Committee recommended that the Committee give urgent attention to this issue with a view to avoiding any last minute difficulties, especially with the introduction of the new SIS.

**(e) Credit for units of study at postgraduate level**

The Sub-Committee reported that it will shortly survey faculties to collect information on their current practices (and rationales therefore) in respect of granting credit for units of study at postgraduate level for both articulated and stand-alone courses of study. When the information has been collected, the Sub-Committee will prepare a position paper for the Committee’s consideration.

**(f) Conjoint ventures in postgraduate coursework**

The Sub-Committee is preparing guidelines for the establishment of conjoint ventures that will address quality, equity, administrative and other issues, as conjoint ventures are likely to become a more widespread method of postgraduate education in the near future.

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<sup>1</sup> Student Information System

**(g) Future agenda items**

The Sub-Committee will address the implications of a Summer Session for postgraduate coursework programs at its next meeting.

**Conversion of postgraduate courses to the new nomenclature and SIS**

During discussion of items (c) and (d) of the Sub-Committee's report, the Chair of the Board, Professor Pesman, stressed the urgency of postgraduate conversion to the new SIS. The Committee noted that many of the issues related to course structures and the new SIS were not unique to the postgraduate level, and agreed to encourage conversion wherever possible, noting however that some faculties would find it difficult to convert their postgraduate courses to the new SIS system by the middle of the year. The Chair of the Sub-Committee, Associate Professor Ross, in conjunction with the Committee's Chair, Professor Lawrence, would write to Professor Koder advising him of this. It was agreed to invite Professor Koder, Professor Pesman and Professor Lawrence to the Sub-Committee's next meeting.

**Mid-year offers of APAs**

Associate Professor Masters referred to a matter which he had raised on previous occasions: that of making mid-year offers of APAs. He said that he understood that the matter was to have been taken up with the AVCC and DEETYA. He feared that the University would lose good students to other universities if provision were not made for mid-year offers, especially now that semesterisation was allowing more students to complete courses in First Semester. Professor Siddle reported that he was not aware of the issue having been addressed; he could see difficulties if the University set aside a number of APAs for mid-year offer and then failed to award them. The viability of mid-year offers would be dependent upon the numbers of students involved; if the number of mid-year completions was increasing, faculties and departments would need to be consulted about how research grants could be used to cover the period until the normal round of APA offers.

**(4) Postgraduate Studies Handbook**

The Committee noted that the *1998 Postgraduate Studies Handbook* had been made available on the Web and that copies would soon be sent to new postgraduate students and staff.

**(5) Higher doctorates: award of degree of Doctor of Science**

The Committee confirmed the Chair's action in approving recommendations from the Faculty of Science for the award of the degree of Doctor of Science to the following persons:

Associate Professor C R Murphy  
Professor R P Philp  
Professor A S Truswell

**(6) Communication with students and their administrative needs**

Mr Clark referred to a meeting held late last year to discuss the publication and distribution of the *Postgraduate Studies Handbook* when he had reported that SUPRA was reviewing students' information needs and how to address them and that it expected to have a new publication system in place for 1999. He believed that students needed to be fully informed of the administrative framework for their studies. He asked that the Committee give consideration to how communication methods could be improved in an environment where more information was being made available electronically and less on paper. A coherent approach needed to be determined on what information needed to be conveyed in the residual hard-copy form. SUPRA would be defining a constructive policy in this respect, and he welcomed input from the Committee.

Associate Professor Masters said that this issue needed to be addressed on several levels: at the University level, at faculty level and at departmental level, as well as by SUPRA, so that information to students would be presented in the most efficient way, whatever the mechanism.

It was agreed that Professor Masters, the Chair (Professor Lawrence) and Mr Clark would form a working party to address the issue.

**(7) Embargoes on higher degree theses**

The Chair reported in broad terms on an application he had received for the placement of an embargo on the public availability of a PhD thesis which contained sensitive data on indigenous family case studies. The application had made reference to the routine nature of the granting of two-year embargoes, and he wished to draw to the Committee's attention, and to put on record, the fact that the granting of such embargoes was not a routine matter. It is University policy that theses which result from programs of advanced study and research should become available immediately for consultation, and it is only in certain circumstances, as outlined in the *Postgraduate Studies Handbook*, that embargoes can and may be granted.

# **that the Board note the report.**

**P Part II**

To be presented at the meeting by the Committee's Chair.

**C3. Report of the Teaching and Learning Committee****Part I**

The Committee met on 5 March 1998 when there were present: Professor Ann Sefton (Chair), Mr Simon Barrie, Mr Tom Clark, Associate Professor Lloyd Dawe, Mr Adair Durie, Ms Fran Everingham, Ms Janet Jones, Associate Professor Tony Koppi, Mr Les McCrimmon, Professor Ross McPhedran, Dr Russell Ross. In attendance: Ms Louise Maral

**Proceedings of the Committee****1. Correction of Committee's report to March Board**

In the report from the Centre for Teaching and Learning the second sentence should be corrected to read that the Centre was offering 'a graduate certificate in Education *and* a revised Academic Induction Program', *not* 'a graduate certificate in Education *based on the* revised Academic Induction Program'.

**2. Composition of the Committee**

The Committee welcomed as new members: Mr Adair Durie, President of SRC, and Associate Professor Russell Ross, replacing Professor James Lawrence as representative from the Graduate Studies Committee.

**3. Flexible learning: draft guidelines for development of flexible delivery**

On learning that the topic of the March Academic Forum meeting had been changed at short notice to that of 'Flexible Learning', the Committee determined to offer the Forum's chair a quickly amended version of its current document (a revised version of which had been tabled by Associate Professor Koppi at the meeting) as a background paper for distribution with the Academic Forum agenda. The Committee also agreed to compile and offer a list of discussion points for tabling at the Forum. The Committee hoped that the Academic Forum might become the site for coordination of policy development in this area and might clarify the Teaching and Learning Committee's role in this respect.

(Pages 56-57)

**4. Report of NeTTL**

The Committee noted the copies of NeTTL's Review 1997, which Associate Professor Tony Koppi tabled at the meeting as NeTTL's report. The review is both an annual report and a publicity document.

**5. CUTSD Grants**

The Chair reported that ten grant applications had gone forward from this University, concerned with supporting staff in using technologies. The new process of applying for such

grants, designed by Mr Barrie who is the CUTSD liaison person, was proving very practical: an early selection was undertaken on the basis of a two-page draft, enabling the strongest applications to progress with the support of the CTL, NeTTL and the LAC. Mr Barrie invited feedback on the guidelines for the application process, which could be found under CTL's home page on the Web.

**6. Proposed workshop on teaching**

The Committee resolved to work towards an inaugural two-day workshop taking place later this year, highlighting good teaching currently undertaken in the University. It could include keynote addresses, plenary sessions, 'pearl' sessions, mini-workshops, poster presentations, and demonstrations of the best information technology programs emerging. It would be interdisciplinary and thematic and involve a mixture of experts and hands-on teachers as presenters, as well as winners of Excellence in Teaching Awards and grant applicants. The annual workshop would be organised jointly by the Teaching and Learning Committee and the CTL, with the latter managing it. The Chair undertook to discuss the proposal with Professor Johnstone towards obtaining funding. Associate Professor Dawe proposed the Education Building as a possible venue and the Chair suggested that the Faculty of Education might jointly sponsor the venture.

**7. Courses for postgraduate students**

The Committee noted and discussed the list of 'Strategies for involving postgraduate students in CTL teaching and learning development programs', tabled at the meeting by Mr Barrie. (Page 58)

**8. Travel grant entitlements for teaching purposes**

Professor Johnstone was not available to report on any developments. While the Committee favoured the idea in theory of a joint research-teaching fund, for its potential promotion of cross-fertilisation between the two, it recognised that in practice this usually resulted in minimal if any funds being released for teaching purposes. The Chair undertook to look into what resources were currently made available for teaching.

**9. CEQ data**

The Committee noted the material provided on request by Mr Steve Rawling on the Course Experience Questionnaire for discussion at the next meeting.

Mr Barrie undertook to write to Mr Rawling, thanking him for the material and asking him to inform faculties that the answers to open questions are available.

**10. Committee representation on Teaching Sub-committee of LITC**

As a member of the Library and Information Technology Committee, Associate Professor Tony Koppi will report back to the T&L Committee on any issues that relate to the latter.

# *that the Board note the report.*

**P Part II**

To be presented at the meeting by the Committee's Chair.

**C4. Report of the Research Committee**

**Part I**

The Committee met on 18 March 1998 when there were present: Professor D Cockayne, Deputy Chair Academic Board (Presiding Member); Professor D Siddle, Pro-Vice-Chancellor (Research); Professor D Cook; Professor GJ Gill; Professor M Clunies Ross; Professor D Melrose; Professor I Hume; Associate Professor SR Garton; Dr J Lingard; Mr T Clark. In Attendance: Professor J Lawrence, Professor L Field, Associate Professor A Reynolds, Ms M Robb, Dr C Baxter, Mr A Walmsley, Ms S Reid (Committee Secretary).

**1. Amendment to report of February 1998 meeting**

The following amendment to the report of the meeting of 12 February was agreed, with the following amendment (strikethrough deletions, new text in italics):

**Report of the Director, Research Development**

Ms Robb reported that she had been working with applicants on their ARC Large Grant applications. She noted that many applicants appeared to be tripping up on ~~minor~~ points in the application *which could have a significant effect on their chances of being funded.*

**2. General Business**

Professor Siddle advised that he had provided start-up funding of \$5,000 each to the 19 new ARC and NHMRC fellows commencing in 1998 (refer Academic Board's approval of the Research Committee's recommendation on this matter April 1997). Ms Reid advised the Committee that she was still pursuing the issue of how other institutions had met the requirements of the US Office of Research Integrity, but that an extension to comply with these requirements had been granted to the University of Sydney. Professor Cockayne advised that the subcommittee to look at the role of research in the University funding model would meet to provide a paper to the April Research Committee meeting. Professors Cockayne and Siddle agreed to meet to consider how best to prioritise and deal with the "Issues for the Future" raised at the February meeting. The Committee agreed that the Chair of the Animal Ethics Committee be invited to the April meeting of the Research Committee to discuss the issues that his Committee saw as important over the next one to two years.

**3. Library journal cancellations**

The Research Committee noted a letter to Deans from the University Librarian regarding review and cancellation of journal and serial subscriptions. The Committee had serious concerns about the short term and long term effects these cancellations would have on the research of the University. The Committee appreciated that access to articles, journals and serials is becoming easier through the Internet and other means, but that access is still far from fully developed. Moreover, for financial and research reasons, postgraduate students have a particular need for direct access to journals and many researchers cannot yet satisfy their requirements through remote access. The Committee agreed that Professor Cockayne should write to the Librarian to express the Committee's strong view that there should be coordination of cancellations across the Sydney region, whereby Libraries should coordinate their cuts to maximise the number of journals held in the region, and that, in this University, leadership for this coordination should come from the Library.

**4. Proposed combined URG/ARC Small Grant Process - Guidelines**

Professor Gill spoke to his paper, which picked up on points raised at the February Research Committee meeting. The Committee's discussion focussed primarily on which of the two following ranking processes should be adopted:

- (a) All above the cut-offs receive ARC Small Grants. Those URG applicants below the cut-off receive URGs until the pool of URG funds is expended or worthy applicants exhausted.
- (b) All URG applications above the cut-off are extracted from the list with an equivalent number of non-URG applicants from below the cut-off moved above it. The list of URG applicants is consolidated (ie those above and below the cut-off) and grants are offered until the money expended or worthy applicants exhausted.

The Committee agreed to adopt option (a), and suggested some further amendments and clarifications of other points within the guidelines. Ms Reid undertook to circulate revised guidelines to all committee members for comment prior to advertising the scheme in mid-April for a 29 May closing date.

**5. Guidelines on research practice/policy review**

The Committee noted Associate Professor Reynold's issues paper on the Joint NHMRC/AVCC statement and guidelines on research practice. The Committee agreed that a subcommittee comprising Associate Professor Reynolds (convenor), Professor Siddle, Dr Lingard and Mr Clark be convened to consider the revisions which would need to be made

to these Guidelines before they could be adopted by the University of Sydney. Professor Cockayne also raised the need to review other Academic Board policies for which the Research Committee has portfolio responsibility. The Committee agreed that these policies should be brought one or two at a time to subsequent meetings for review. The Committee asked that amendments that could and should be made immediately to policies such as: Expenses related to postgraduate study, University Postgraduate Awards (UPAs), Sydney University Postgraduate Scholarships (SUPS) and the University Research Grants Scheme (URGS) be implemented and posted on the University Homepage as a matter of priority.

## **6. Report of the Pro-Vice-Chancellor (Research)**

### **ARC Large Grants and Fellowships**

Professor Siddle provided the Research Committee with a spreadsheet, showing that the number of ARC Large Grant applications lodged in 1998 had fallen by an average of 7.53% nationally compared to 1997; the drop in the University of Sydney's applications was slightly below this at 6.56%. Professor Siddle said that the drop in Fellowship applications at the University had been 10%, compared with a national average drop of 12%. Professor Siddle congratulated the staff of the Research and Scholarships Office and Ms Robb for their checking of applications and advice to applicants and their handling of the large number of applications (242 Large Grant, 81 Fellowship applications).

### **Audit of the 1995 (Resubmitted) Publications Data Collection**

Professor Siddle advised the Committee that Universities had been advised of the results of the KPMG audit of the 1995 (resubmitted) Publications Data Collection. The University of Sydney's overall error rate was 37.41%, slightly above the national average of 33.82%. Professor Siddle said that the highest overall error rate had been around 80% and the lowest was around 12%. Professor Siddle agreed to provide the Research Committee with a report on the University's performance when the detailed information was available from DEETYA.

### **Key Centres**

Professor Siddle reported that a committee had met on 6 February and 10 March to consider applications for Key Centres of Teaching and Research, and would be meeting on 19 March to make the final selection of four applications to be submitted to DEETYA. Professor Siddle also reported that the mid-term review of the Key Centre for Microscopy and Microanalysis had gone very well, and that the mid-term review of the Key Centre for Transport Studies would be taking place on 25-26 March 1998.

### **Animal Facilities**

Professor Siddle said that he and Professor Young had been on an inspection of the University's animal houses, and had been impressed by the attitude and quality of staff working in these facilities. He said that one question currently under consideration is whether the University should concentrate on the breeding of transgenic animal strains, or purchase these animals from other providers.

### **Benchmarking**

Professor Siddle reported that he and Professor Cockayne had spoken to Professor Frank Larkins, Deputy-Vice-Chancellor (Research), Melbourne University, about the collection and dissemination of research performance data (as reported to DEETYA) for the Go7. Professor Larkins said that, under the terms of the agreement with Go7 universities through which it collected the data, the University of Melbourne was unable to provide raw data to any university without the permission of others. However, there would be nothing to stop any University from requesting this data directly from the other institutions. Professor Siddle said that he intended to write to the Go7 Universities to request their data to aid in benchmarking.

### **Hospital-based researchers**

Professor Siddle reported that some progress was being made in addressing barriers and disincentives for hospital-based university researchers to have their research administered by the University. The primary advantage to the University would be a potentially larger share of Research Quantum and RIBG, from increased numbers of National Competitive Grants. Some of the barriers to be overcome are the higher oncosts costs (payroll tax, superannuation etc) to be met from grants administered by the University and the University overheads levy. Attention is also being given to streamlining of

procedures, and advice is being sought from Risk Management to reduce the double hurdle currently faced by researchers who already have hospital ethics approval and then must also obtain University Human Ethics approval.

#### **Meeting of Deputy and Pro-Vice-Chancellors (Research)**

Professor Gill, who attended this meeting in Professor Siddle's place, reported that papers had been presented by a number of interesting speakers, including Professor Sara, Chair of the ARC, who forecast a reduction of over \$81m in ARC funds by 2001 and who suggested an increasing role for the ARC in promoting research not only in universities, but also in the private sector. Ms Jenny Gordon, the new Assistant Secretary of DEETYA's Research Branch expressed an intention to make the Research Branch more accessible and helpful to researchers. DVC/PVCs (Research) were also advised that the National Competition Policy was likely to have growing implications as it applied to Universities, especially in respect of commercialisation of research.

### **7. Report of the Director, Research and Scholarships Office**

#### **NHMRC GrantNet Process**

Ms Reid reported that the NHMRC's WWW-based application process this year had been disastrous. Most applicants have been forced to work on their applications at all hours of the night just to ensure access to the system, and had encountered frustrating problems such as corruption of entered data, inability to attach the required text files and frequent downtime of the GrantNet server. Ms Reid said that these problems were also affecting the checking and lodgement of applications by the University's Research Office. The original lodgement date of 6 March was extended by NHMRC to 20 March 1998. The NHMRC has now said that applicants should have electronically submitted their applications to their University Research Office by 20 March, and must have emailed to NHMRC by 20 March any text files which they cannot attach to their applications. Beginning 23 March, NHMRC will survey University Research Offices to ascertain whether all outstanding applications will be able to be lodged with NHMRC by 27 March, or whether a further extension will be required. Ms Reid said that the staff of the Research and Scholarships Office had been working hard to assist the highly stressed applicants, and wished to thank these staff, as well as Grant Cruchley, Research Officer in the Faculty of Medicine, who had also provided invaluable assistance.

### **8. Next Meeting**

The next meeting of the Research Committee will be held at 8AM on Thursday 16 April 1998.

# *that the Board*

## **P Part II**

To be presented at the meeting by the Committee's Chair.

### **C5. Report of the Library and Information Technology Committee**

#### **Part I**

The Committee met on Thursday 19 March. There were present: Professor R McPhedran (presiding), Professors A Martin and M Harris, Associate Professors R Kummerfeld and E Cornell, Mr T Clark and Mr J Shipp. Ms B Olde, Mr R Silver and Mr T Robinson were in attendance.

#### **1. Alumni access to the University Intranet**

Following discussion on the best means to encourage continued contact between the University and its graduates, the Chair undertook to explore the possibilities of access to the University's Intranet by alumni. Discussions will be conducted with External Relations Division and a report made to the Committee.

# *that the Board note the report.*

## 2. **The Intranet System Project Proposal - policy implications for the Academic Board**

Mr Robert Silver, Intranet Project Manager, spoke to the Project Proposal document (<http://www.usyd.edu.au/su/intranet/>) The Committee recognised the fundamental importance of the Intranet project to communication and dissemination of information within the University. The following motion was carried:

*“The Library and Information Technology Committee **recommends** to the Academic Board that in order to harness the efficiency and communication dividends of the University’s investment in the Intranet, the Board adopt the policy that all staff and students should have ready access to the Intranet.”*

It was noted that this suggested policy is limited to Intranet Access, with no consequent cost involved as would have been the case if the policy referred to Internet access.

The Committee will inquire of the ITC of its plans to provide access to the Intranet for academic and general staff, postgraduate and undergraduate students.

# ***that the Board endorse the recommendation.***

## 3. **Report of the Chair of the Library Reference Group**

Professor Harris reported on a meeting of the Library Reference Group held on 9 March. At that meeting there had been considerable discussion of matters related to a report from the University Librarian. The Committee supported the Reference Group’s deep concern that the serial cancellations, resulting from the decline the Library’s purchasing power, pose a danger of doing permanent damage to the collections.

In her report, Professor Harris also raised the issue of the difficulty of properly servicing meetings of the Library Reference Group, given the absence of support from the Secretariat and Corporate Information Unit. The Chair, Professor McPhedran, undertook to raise this issue on behalf of the Reference Groups of the Library and IT Committee with the Chair of the Academic Board.

# ***that the Board note the report.***

## 4. **A Report to the Vice-Chancellor on Developments in 1997 and Major Issues for 1998 and Beyond**

Discussion on the implications of *A Report to the Vice-Chancellor On Developments in 1997 and Major Issues for 1998 and Beyond* highlighted the dichotomy between policy matters and resource allocation in the current committee structure concerned with IT. Particular comment was made on the role of the Education Sub-Committee of the ITC in relation to the Library and IT Committee. The separation of policy and resource issues was not seen as effective and the Committee **recommends** to the Academic Board that this issue be explored in Professor Napper’s review of central administration portfolios.

# ***that the Board endorse the recommendation.***

## P **Part II**

To be presented at the meeting by the Committee’s Chair.

## **C6. Report of the Academic Staffing Committee**

### **Part I**

The Committee met on 25 March 1998. There were present: Professor R Pesman (Chair), Professor M Koder, Professor L Burgess, Professor S Armitage, Professor L Field, Associate Professor R Arnold, Associate Professor D Davey and Ms S Jamieson. Apologies: Associate Professor R Atherton. In attendance: Ms J Deitch and Ms H Beamish.

#### 1. **Welcome to Professor M Koder**

The Committee welcomed Professor M Koder (Pro Vice-Chancellor (Employee Relations) as a member of the Committee.

# ***that the Board note the report***

**2. Draft Policy Document - University Chairs**

Attached is the draft policy document which was discussed by the Committee and it was unanimously agreed that the draft be presented to the April meeting of the Academic Board for endorsement. (Pages 59-60)

# **that the Board endorse the report and commend it to Senate for approval.**

**3. Draft Policy Document - Academic and Research Titles**

The Committee discussed the draft policy document. Progress will be reported to the Board.

# **that the Board note the report.**

**4. Report of the Sub-committee - Promotion of Academic Research Only Staff to Levels B, C and D**

A draft document "Guidelines for the Appointment of Research Staff" was tabled at the meeting and is to be circulated to the Pro-Vice-Chancellors for comment and to be further considered at the next committee meeting.

# **that the Board note the report.**

**5. Probationary Procedures for Fixed-Term Academic Staff**

A document was tabled for consideration at the next committee meeting.

# **that the Board note the report.**

**P 6. Interim Arrangements for Academic Promotion for 1998 only**

**(1) Research only and Teaching only Staff**

The Board is to note that the Chair has approved the interim guidelines for Research only and Teaching only staff who wish to apply for promotion in 1998 as follows:

Academic staff who do not perform the full range of academic duties (for example, staff who undertake primarily research or teaching duties) may apply for promotion in 1998 within the framework of the approved policies - "Promotion of Academic Staff to Levels B to D" and "Promotion of Academic Staff to Level E (Professor)". Copies are available from the College Personnel Services Teams.

Applicants should make their case based on the appropriate categories of activities specified in the criteria for progression, focusing on their core activity. Applications will be assessed taking into account the range of activities and the opportunities available and, where relevant, subject to the conditions of the granting body.

The closing date for application for promotion to Levels B and C would be extended to 14 April 1998.

# **that the Board note the report and confirm the Chair's action.**

**(2) Central Promotions Committee for Promotion to Clinical Level D & Clinical Level E**

The Board is asked to endorse the establishment of a Central Promotions Committee for Clinical Level D and Clinical Level E staff comprising: Pro Vice-Chancellor (Health Sciences), Chair of Academic Board and three members of the Central Promotions Committee for Level E (nominated by the Chair, Academic Board).

# **that the Board endorse the report and commend it to Senate for approval .**

**P Part II**

To be presented at the meeting by the Committee's Chair.

### **C7. Report of the University of Sydney Cancer Research Fund**

The Pro-Vice-Chancellor (Research) has approved a recommendation from the Cancer Research Committee that a total of \$693,000 be awarded for 14 grants to researchers at the University in 1998. He also approved a recommendation that the terms of eligibility for the Fund be amended to state "Applicants whose salaries are being paid by the University and those with conjoint appointments to the University are eligible to apply. Applicants on short-term contracts must demonstrate that their appointments will continue for the duration of the grant. The following categories of research-only staff are eligible:

ARC Australian Research Fellows/Queen Elizabeth II Fellows

ARC Senior Research Fellows

NH&MRC Research, Senior Research and Senior Principal Research Fellows

NH&MRC RD Wright, Eccles and Burnett Fellows

# *that the Board note the report.*

### **C8. Nomination of members of the Advisory Committee for the Centre for Continuing Education**

The Board is asked to nominate two members of the academic staff of the University for appointment to the Advisory Committee for the Centre for Continuing Education by Senate at its meeting in May 1998. The term of office is for one year.

The previous Board nominees were Dr S MacAlister and Professor T Underwood. Dr MacAlister has agreed to be re-nominated for appointment and Professor Underwood has been appointed as a representative of the College of Sciences and Technology. It is recommended that Associate Professor A F Masters be nominated for membership.

# *that the Board nominate Dr MacAlister and Associate Professor Masters for appointment to membership of the Advisory Committee.*

### **D1. Report of the Tenure Committee**

The Academic Board is asked to note that the relevant Deputy Vice-Chancellor, acting on the recommendation of the appropriate committee, has approved the granting of tenure to the following tenurable academic staff:

#### **Senior Lecturer**

**Dr A Davison** PhD 1977, B.Sc (Hons) 1970, *Melbourne*

Current appointment Head of School and Tenurable Senior Lecturer in the School of Medical Radiation Technology, 1996

#### **Lecturer**

**Dr Y Shrivastava** PhD 1992, *Iowa*, B.Tech 1986, *Kanpur*

Current appointment Tenurable Lecturer in the Department of Electrical Engineering, 1996.

# *that the Board note the report.*



**The University of Sydney**

**PRINCIPLES AND PROCEDURES FOR STUDENT APPEALS  
AGAINST ACADEMIC DECISIONS FOR UNDERGRADUATE AND POSTGRADUATE COURSE  
AWARDS**

**(NOTE THAT A SEPARATE SET OF PROCEDURES APPLIES TO POSTGRADUATE RESEARCH  
AWARDS)**

**WHERE CAN THIS DOCUMENT BE FOUND?**

Student Centre  
Faculty Offices  
Students' Representative Council  
Sydney University Postgraduate Representative Association

**WHERE CAN STUDENTS GET SUPPORT?**

Students' Representative Council (undergraduate students)	Telephone 9351 2871
Sydney University Postgraduate Representative Association (postgraduate students)	Telephone 9351 3715
Student Services Counselling Unit	Telephone 9351 2228
International Student Services Unit	Telephone 9351 4749
Student Ombudsman	Telephone 9351 5313

## STUDENT APPEALS AGAINST ACADEMIC DECISIONS

### PRELIMINARY

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

### PRINCIPLES THAT UNDERPIN THESE PROCEDURES

5. The following principles apply with respect to any dispute about an academic decision, whether dealt with formally or informally:
  - 5.1. **Timeliness** - all disputes should, wherever possible, be resolved as quickly as possible. A procedure that creates a number of opportunities to resolve a problem should not be treated as a series of hurdles which prolong the dispute. Unresolved disputes have a detrimental effect on the performance of both students and staff involved.  
  
Deadlines prescribed in these procedures should always be followed, unless there are exceptional circumstances. If the deadline is to be exceeded by staff, the student must always be informed of the length of, and the reason for, the delay.  
  
Time limits allowed to students are generally longer than those allowed to staff. As a general rule, it may be more appropriate to relax time limits for students within reason.  
  
Students may find pursuing a complaint or an appeal a difficult and stressful undertaking. They may need further time to marshal the confidence, support and evidence they need to pursue a complaint. Students should also be able to express their complaint in their own terms.
  - 5.2. **Confidentiality** - all student appeals must be treated confidentially at all stages of the process. Any information about a complaint must be strictly limited to those staff who need to know about it in order to deal with the complaint. For example, where a complaint is dealt with at departmental or faculty level, any sensitive personal information about the student should only be available to the head of the department, dean (or college principal) or the staff member assigned to the appeal. If information needs to be distributed at a broader level, then the student's written consent must first be obtained.
  - 5.3. **Without disadvantage** - the fact that a student has made a complaint under these procedures should not disadvantage the student in any way, especially by way of victimisation. That said, the fact that a student has had to complain often does, of itself, cause disadvantage - for example, delay in finalising the mark for a unit of study. However, students should be able to complain under these procedures and feel confident that they will not be disadvantaged in any other way.

- 5.4. **Procedural fairness** - all staff involved in a complaint or an appeal have a duty to observe the rules of procedural fairness (sometimes called natural justice), which include:
- 5.4.1. Staff and students involved in a complaint are entitled to raise all issues which are important to them, and to put their points of view in their own terms. In most cases, any formal complaint will be dealt with by means of written submissions. In some cases, however, it may be appropriate to deal with the matter by interviewing the relevant parties. This will be determined by the relevant decision-maker.
  - 5.4.2. Staff and students are entitled to have matters dealt with in an unbiased manner, and lack of bias should always be apparent. It is impossible to list all types of potential bias. One example is where a staff member involved in conciliating a complaint has a close personal relationship with the student. The question for any decision-maker is whether they have a pre-conceived view that is so strong, and so related to the matter being decided by them, that it is reasonable to suspect that they are unable to listen to the complaint in a fair manner, and to deal with that complaint on its merits alone. Any person concerned about bias is expected to raise it with the appropriate person promptly.
  - 5.4.3. Parties are entitled to know the basis on which decisions about them have been made, and accordingly reasons should be given for a decision, in sufficient detail that it is reasonable to expect a student to be able to understand the decision.
- 5.5. **Support** - any person involved in this process who is disadvantaged in any way in their ability to present their case should be allowed the support and advice they need to participate effectively. While a conciliatory approach is preferred and encouraged under these rules, it may be appropriate, in some circumstances that the student or staff member has another person speak on his or her behalf.
- 5.6. **Record-keeping** - in order to facilitate resolution of student complaints, it is important that staff establish and maintain proper records (through the Central Records filing system) once a complaint becomes formal. Staff are also advised to keep brief notes of any informal discussions with students. Copies of documentation given to students in relation to a unit of study should be kept, as well as a record of the date on which that information was supplied to students and the means by which it was disseminated. This may be important to the speedy resolution of a complaint.
- 5.7. **Access** - students should normally have a right of free access to all documents concerning their appeal. This right does not apply to any documents for which the University claims legal professional privilege.

## PROCEDURES FOR STUDENT APPEALS

### 6. Informal resolution with teacher

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

6.2.1.2. Give to the student a copy of these principles and procedures.

- 6.3. If the teacher or unit of study co-ordinator is the head of the department or school, then the student should approach the dean or college principal or director (see 8 below).

## **7. Approach head of department or school**

### ***Informal complaints***

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

### ***Formal complaints***

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

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

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

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

## 9. **Written appeal to the Senate**

- 9.1. If the student is not satisfied that his or her concerns have been addressed satisfactorily under paragraph 8, then the student may make a written appeal to Senate.
- 9.2. Note that an appeal to Senate is covered by the Senate Resolution "Student Appeals against Academic Decisions" which can be found in the 1996 University Calendar at pages 540 - 542. This resolution provides that an appeal to Senate will not normally be heard unless the student has exhausted all other avenues. In other words before the student makes an appeal to Senate he or she should have followed the procedures set out in this document by attempting to find a resolution with his or her teacher, head of department and dean or college principal or director.
- 9.3. Note that the Senate Resolution provides for a hearing before the Senate Appeals Committee, but a complaint does not go straight to that Committee. It is first referred to the Chair of the Academic Board who attempts to resolve the matter. The procedures are outlined below.
- 9.4. A written appeal to Senate should outline the matter clearly, concisely and fully, and include any relevant documentation or evidence. The written appeal should be submitted to the Registrar, Main Quadrangle, A14.
- 9.5. The Registrar will refer the appeal to the Student Centre. The Student Centre will check that the student has exhausted all avenues. If the student has not exhausted all other avenues the Student Centre will advise the student what steps can be taken. If the student has exhausted all other avenues, the Student Centre will collect together the complaint, the student's file and documentation from the Faculty and forward it to the Chair of the Academic Board normally within five working days.
- 9.6. The Chair of the Academic Board will seek to resolve the matter as informally and quickly as possible in accordance with the principles set out in this document. Normally within ten working days of receiving the file from the Student Centre, the Chair of the Academic Board will communicate his or her decision on the complaint to the student.
- 9.7. Note that the Senate Resolution provides that where the appeal is solely against a question of academic judgement, the Chair of the Academic Board will not refer the appeal to the Student Appeals Committee if a) the complaint has been thoroughly investigated by the faculty and b) these procedures, especially the principles of procedural fairness, have been followed.
- 9.8. If the matter has not been resolved by the Chair of the Academic Board, the Chair will refer it to the Senate Appeals Committee.
- 9.9. The procedure which the Senate Appeals Committee will follow is set out in the Resolution of Senate, Student Appeals Against Academic Decisions, referred to in paragraph 8.10 above.

*Report of the Chair*

## 1998 Australian Postgraduate Awards with Stipend (APA) and University of Sydney Postgraduate Awards (UPA)

### 1. Number of applications

A total of 566 applications were received for the 1998 awards. Compared to 622 for the previous year, the number of applications has fallen by 9%.

### 2. Number of applicants put on the Order of Merit list

324 applicants were supported by the faculties to be put on the Order of Merit list and hence eligible for an offer of an award. The corresponding figure for the 1997 awards was 384.

### 3. Number of awards available

There were 150 APA and 40 UPA available for 1998. The number of APA allocated by DEETYA fell by 9 compared to 1997 while the number of UPA remained the same. A new Chancellor's Committee Research Scholarship (with the same benefits as UPA) was also offered for 1998.

### 4. Number of offers and rejections

A total of 242 offers for APA were made, 92 of which were declined and resulted in an acceptance rate of 61.9%. The corresponding figures for UPA are – 49 offers, 9 declined and an acceptance rate of 81.6%. The main reasons cited for declining the offers are 'obtained award at another institution' and 'decided to defer candidature and travel/work'.

### 5. Number of awards taken up

As at 25 March, all available APA and UPA have been taken up. A breakdown of the awards by College and by gender is as follows:

College	APA			UPA		
	Total	Female	Male	Total	Female	Male
Health Sciences	19	13	6	4	1	3
Humanities & Social Sciences	73	37	36	19	14	5
Sciences & Technology	58	22	36	17	5	12
<b>TOTAL</b>	<b>150</b>	<b>72</b>	<b>78</b>	<b>40</b>	<b>20</b>	<b>20</b>

Further breakdown by Faculties is shown on the attached table.

## 1998 APA and UPA

College and Faculty	No. of Applicants	No. on Order of Merit List	Australian Postgraduate Award					University of Sydney Postgraduate Award				
			No. got offer	No. rejected offer or withdrew	No. took up award			No. got offer	No. rejected offer or withdrew	No. took up award		
					Total	Female	Male			Total	Female	Male
<b>HEALTH SCIENCES</b>	<b>108</b>	<b>51</b>	<b>36</b>	<b>17</b>	<b>19</b>	<b>13</b>	<b>6</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>3</b>
Dentistry	3	2	2	2	0	0	0	0	0	0	0	0
Health Sciences	28	10	7	2	5	4	1	3	1	2	1	1
Medicine (see Note)	75	38	26	13	13	8	5	4	2	2	0	2
Nursing	2	1	1	0	1	1	0	0	0	0	0	0
Note: 2 were offered Faculty scholarships instead of UPA and 1 was offered the Chancellor's Committee Research Scholarship.												
<b>HUMANITIES &amp; SOCIAL SCIENCES</b>	<b>236</b>	<b>142</b>	<b>103</b>	<b>30</b>	<b>73</b>	<b>37</b>	<b>36</b>	<b>24</b>	<b>5</b>	<b>19</b>	<b>14</b>	<b>5</b>
Arts	166	107	87	28	59	30	29	12	3	9	7	2
Economics	21	15	10	2	8	5	3	2	1	1	1	0
Education	15	6	2	0	2	1	1	4	1	3	3	0
Graduate School of Business	2	0	0	0	0	0	0	0	0	0	0	0
Law	5	4	3	0	3	1	2	0	0	0	0	0
Sydney College of the Arts	23	6	0	0	0	0	0	4	0	4	3	1
Sydney Conservatorium of Music	4	4	1	0	1	0	1	2	0	2	0	2
<b>SCIENCES &amp; TECHNOLOGY</b>	<b>222</b>	<b>131</b>	<b>103</b>	<b>45</b>	<b>58</b>	<b>22</b>	<b>36</b>	<b>18</b>	<b>1</b>	<b>17</b>	<b>5</b>	<b>12</b>
Agriculture	19	10	8	1	7	3	4	1	0	1	0	1
Architecture	4	2	1	1	0	0	0	1	0	1	0	1
Engineering	52	27	20	7	13	3	10	6	1	5	2	3
Science	143	91	73	36	37	15	22	10	0	10	3	7
Veterinary Science	4	1	1	0	1	1	0	0	0	0	0	0
<b>GRAND TOTAL</b>	<b>566</b>	<b>324</b>	<b>242</b>	<b>92</b>	<b>150</b>	<b>72</b>	<b>78</b>	<b>49</b>	<b>9</b>	<b>40</b>	<b>20</b>	<b>20</b>

*Report of the Chair***Action by the Chair under delegated authority****College of Humanities and Social Sciences****Appointment of Visiting Professors**

The Academic Board is asked to note that the Chair, acting on behalf of the Board, has approved the following appointments recommended by the Pro-Vice-Chancellor on the advice of the relevant Heads of Departments:

Professor Hugh Silverman	General Philosophy	24 July 1998 to 9 September 1998
Professor Christopher Robinson	Australian Centre for Lesbian and Gay Research	February 1998 to April 1998
Professor Kees van Raad	Law	February 1998 to March 1998
Professor Ray Rees	Law	6 March 1998 to 6 May 1998
Professor Gunther Doeker-Mach	Jurisprudence	28 January 1998 to 3 July 1998
Professor Edmund Burke	History	July 1998 to December 1998

**College of Sciences and Technology****Appointment of Visiting Professor**

The Academic Board is asked to note the following change to an appointment which has been approved by the Chair on behalf of the Academic Board, on the recommendation of the Pro-Vice-Chancellor, on the advice of the relevant Dean and Head of Department:

<b>Name</b>	<b>Department/School</b>	<b>Amended Period</b>
Professor John C Burnham	Psychology	20/07/98 to 25/08/98

**DRAFT SENATE RULES AND RESOLUTIONS OF THE SENATE GOVERNING  
ADMISSION AND ENROLMENT**

(These Rules and Resolutions replace the By-Laws and Resolutions of the Senate as shown in Appendix 1)

**RULES**

- **Admission and Enrolment**
- **Quotas**
- **Fees and Other Charges**

**RESOLUTIONS OF THE SENATE - UNDERGRADUATE COURSES**

- **Eligibility for Admission to Undergraduate Courses**
  - \* **Local Applicants**
  - \* **International Applicants**
- **Other Selection Criteria: Entry Requirements, Prerequisites and Assumed Knowledge for Undergraduate Courses**
- **Deferred Admission**
- **Credit for Previous Study or Prior Learning**
- **Concurrent Enrolment**

**INTERPRETATION**

- (i) *'Faculty' includes a College Board, Board of Studies or the Graduate School of Business;*
- (ii) *'Dean of a Faculty' or 'Dean' includes a College Principal or Director, a Director of the Graduate School of Business or a Chair of a Board of Studies.*
- (iii) *A course is a program of studies at undergraduate or postgraduate degree, diploma or certificate level unless otherwise specified.*
- (iv) *A unit of study (a unit) is a stand-alone component of a course.*

**RULES<sup>2</sup>**
**ADMISSION AND ENROLMENT**
**General**

1. Candidates for any of the degrees, diplomas or certificates awarded by the University shall satisfy such requirements for admission to candidature, and at such minimum standards, as may be prescribed from time to time by the Senate on the recommendation of the Academic Board.
2. The Dean of a Faculty is responsible for the admission of candidates to courses within that Faculty subject to the policies of the Senate and the Academic Board and the authority of the Vice-Chancellor.
3. The Dean of a Faculty may permit any person to enrol as a non-award student in a specified unit of study within that Faculty.
4. A person admitted to candidature for a course shall enrol in accordance with the procedures determined by the University from time to time.
5. The Academic Board is responsible for the recognition of institutions, programs and courses under these rules and resolutions.

<sup>2</sup> Note: These Rules are intended to apply to both postgraduate and undergraduate applicants. They have been considered by the Graduate Studies Committee which recommended that they be adopted and they were approved by the Board in relation to postgraduate applicants in December 1997.

**QUOTAS**

1. Admission to courses at the University will be determined by the standard achieved by applicants in the relevant entry qualification, including any additional specified selection criteria, in the light of:
  - (a) the number of places available in a course or unit of study (quotas) and
  - (b) the number of applicants competing for places.
2. The Vice-Chancellor may determine quotas for commencing students in courses, in units of study and in special categories of admission on the basis of such measures of merit and upon such notice as the Vice-Chancellor may think proper.
3. The Vice-Chancellor may, on the advice of the Academic Board, determine quotas in particular units of study for continuing students.
4. The University may decline to admit to any course or unit of study any applicant for whom appropriate and satisfactory provision cannot be made.

**FEES AND OTHER CHARGES**

1. Except as provided in Section 2, an applicant for enrolment in the University or a student enrolled in the University—
  - (a) shall pay such fees and other charges as the Senate, on the advice of the Finance Committee, may determine from time to time;
  - (b) shall pay those fees and other charges at such times as the Senate may determine from time to time; and
  - (c) shall not attend any lecture, tutorial, class or other form of tuition or any examination, nor undertake any supervised study or investigation if the fees and other charges referred to above have not been duly paid.
2. The Vice-Chancellor or the Vice-Chancellor's nominee, may, by an authority given in writing to an applicant for enrolment in the University or to a student enrolled in the University—
  - (a) exempt that applicant or student from payment of, or permit deferment of, such of the fees and other charges referred to in Section 1 (a) as may be specified in the authority; and
  - (b) permit that applicant or student to attend such lectures, tutorials, classes and other forms of tuition or such examinations, or to undertake such supervised study or investigation, as may be specified in the authority.
3. Except with the permission of the Vice-Chancellor or the Vice-Chancellor's nominee, a person who has received an authority to defer any of the fees and charges set out in Section 1 shall not be awarded a degree, diploma or certificate of the University until those deferred fees and charges have been duly paid.

**RESOLUTIONS OF THE SENATE: ADMISSION TO UNDERGRADUATE COURSES****ELIGIBILITY FOR ADMISSION: UNDERGRADUATE COURSES****Local Applicants****1. Secondary and Tertiary Studies and Other Qualifications**

Applicants shall become eligible for consideration for admission to candidature for the undergraduate courses of the University if they complete secondary or tertiary studies or other qualifications as set out below at the minimum standard required for admission.

**(1) Secondary Studies**

Applicants shall become eligible for consideration for admission to candidature if they successfully complete:

- (a) a program of study at the N.S.W. Higher School Certificate examination leading to the calculation of a Universities Admission Index (UAI) (*Tertiary Education Rank (TER) prior to the 1998 HSC*) in accordance with procedures prescribed from time to time by the New South Wales Vice-Chancellors' Conference; or
- (b) a state or territory school-leaving examination equivalent to the N.S.W. Higher School Certificate examination; or
- (c) any other school-leaving examination, within or outside Australia, provided that the program of study and the standard of the examination are considered to be equivalent to the program and the standard required of candidates for the N.S.W. Higher School Certificate examination.

The University will accept conversion of interstate or overseas school-leaving results according to procedures agreed to from time to time by the Academic Board.

The Academic Board is responsible for approval of additional procedures relating to the UAI/TER used as a basis for admission.

**(2) Tertiary Studies**

Applicants shall become eligible for consideration for admission to candidature if they successfully complete the equivalent of at least two full-time semesters of approved tertiary study.

Except where specifically provided otherwise in the resolutions of the course(s) concerned, in determining eligibility for admission, consideration shall normally be given to an applicant's record of both tertiary and secondary studies, unless the applicant does not have acceptable secondary qualifications, in which case only the tertiary record will be considered.

**(3) Other Qualifications**

Applicants shall become eligible for consideration for admission to candidature if they successfully complete:

- (a) an approved University Preparation Program which was commenced as an international student; or
- (b) another preparatory course provided that the program of study and standard of the examination are considered to be equivalent to the program and standard required of candidates for the N.S.W. Higher School Certificate Examination; or
- (c) another approved form of prior learning.

The Academic Board is responsible for the approval of preparatory programs of study or prior learning referred to in this section.

**2. Special Admission to Undergraduate Courses**

**(1) Mature-age applicants**

Applicants shall become eligible for consideration for admission to candidature under the Mature-age Entry Scheme if they will be at least 21 years of age on 1 March in the year of admission; and

- (a) do not have a competitive UAI/TER or equivalent;
- (b) have not completed a minimum of the equivalent of two full-time semesters of a relevant Associate Diploma, Diploma, Bachelor's degree or higher qualification at a recognised tertiary institution; and
- (c) have completed an approved university preparation course or other course of study or possess appropriate prior learning and/or experience in accordance with criteria determined by the Undergraduate Studies Committee of the Academic Board.

**(2) Educationally disadvantaged applicants**

Applicants shall become eligible for consideration for admission to candidature if they, in the opinion of the Undergraduate Studies Committee of the Academic Board, have been educationally disadvantaged and satisfy the requirements for consideration under either

- (a) the Broadway Scheme; or
- (b) the Educational Disadvantage Admission Scheme.

**(3) Aboriginal and Torres Strait Islander applicants**

Aboriginal or Torres Strait Islander persons shall become eligible for consideration for admission to candidature if they satisfy the requirements for admission under the Cadigal Scheme.

The Academic Board is responsible for the approval of the schemes referred to in this section.

**3. Admission on the basis of earlier qualifications**

A person who has satisfied the University's requirements for admission under earlier by-laws or resolutions of the Senate previously in force may be admitted under these resolutions provided the minimum standard required for admission as converted at the time of application is met.

**International Applicants**

**1. Selection Criteria**

- (a) Applicants shall become eligible for consideration for admission to candidature for the undergraduate courses of the University if they successfully complete one or

more of the Secondary and Tertiary Studies or Other Qualifications as set out in Local Applicants, Section 1 above.

- (b) Subject to confirmation by the Undergraduate Studies Committee of the Academic Board, the Dean of each Faculty shall set academic selection criteria for each course that should ensure that those admitted as international students will have a reasonable likelihood of success.

## **2. Immigration Status**

Applicants who are not Australian citizens or permanent residents must hold an appropriate immigration authority enabling them to undertake courses of study in Australia.

## **ADDITIONAL SELECTION CRITERIA: ENTRY REQUIREMENTS PREREQUISITES AND ASSUMED KNOWLEDGE - LOCAL AND INTERNATIONAL STUDENTS**

Applicants shall become eligible for consideration for admission to candidature to particular courses if they satisfy such other selection criteria as may be prescribed by the Senate or the Academic Board.

### **1. Additional Entry Requirements**

Additional entry requirements may be prescribed. These are additional selection criteria that must be satisfied before applicants are admitted to candidature for particular courses.

### **2. Prerequisites**

For enrolment in some units of study, applicants must successfully complete specified subjects in the Higher School Certificate examination (or equivalent) or an audition. These are called prerequisites.

Prerequisites apply to some foreign languages, where first year units of study are given at a number of different levels. A prescribed level of knowledge may be necessary before a student is admitted to the higher level units of study.

### **3. Assumed Knowledge**

For some first year units of study, students are assumed to have reached a certain level of knowledge, expressed in terms of programs studied and performance achieved at the Higher School Certificate examination (or equivalent).

Students who have not reached the level of knowledge assumed may enrol in any unit of study as part of a course for which they have received an offer of a place, but before enrolling they should undertake any supplementary work recommended. Information on the supplementary work is available from the relevant department.

Students who proceed with the units of study for which they have not previously reached the specified level of assumed knowledge place themselves at considerable disadvantage.

### **4. English Language Requirements**

Students are required to meet the University's English Language requirements, as determined by the Academic Board, as a condition of admission.

The Academic Board is responsible for approval of changes to program requirements.

## **DEFERRED ADMISSION OF COMMENCING UNDERGRADUATE APPLICANTS**

1. Persons admitted to candidature for undergraduate courses on the basis of secondary studies completed in the preceding year, may be permitted to defer commencement of studies for a maximum period of one year, provided that:

- (a) they are not undertaking another tertiary course unless that course has a direct bearing on the deferred course;
- (b) applicants granted deferment from a course at the Sydney Conservatorium of Music are required to complete a further satisfactory audition prior to commencement of studies.

2. All other categories of applicant (i.e. those admitted under tertiary or other criteria, or those who completed secondary studies other than in the preceding year) will not be permitted to defer enrolment unless there have been extreme and unpredictable changes in circumstances.

## **CREDIT FOR PREVIOUS STUDY OR PRIOR LEARNING**

1. (1) A candidate may be granted credit towards the requirements of a course on the basis of previous study or recognised prior learning. Credit will be granted in accordance with Academic Board policy and the specific resolutions for the course concerned. Candidates granted credit are also described as having been admitted with Advanced Standing.

(2) Generally, credit will not be granted for units of study completed more than ten years before admission to candidature for the course concerned.

(3) When granting credit for units of study, faculties may impose requirements with respect to progression to more advanced units within a particular course and with respect to the time limits for completion of the course.

(4) A candidate seeking credit for units of study completed towards an uncompleted course should indicate that he or she has abandoned credit in respect of that course.

(5) A graduate may be granted a limited amount of credit in respect of a completed course. Except where provided otherwise in the specific resolutions for the course concerned, a graduate who is admitted to candidature for a degree of bachelor with credit for completed units of study shall attend units of study for the equivalent of at least two full-time years in that course, unless additional credit from an uncompleted course or courses has also been granted.

## **2. Credit for Units of Study After Exclusion From Another Institution**

A student who has been admitted to candidature for a course at the University of Sydney after having been excluded, or having been asked to show good cause why he or she should not be excluded, from another tertiary institution, should not be automatically granted credit for units of study completed at the other institution. Such a student may, however, at the discretion of the faculty concerned, be granted credit for or exemption from or in particular units of study on the grounds of the work completed at the other institution.

## **CONCURRENT ENROLMENT**

1. A candidate for a course at the University of Sydney must seek approval from the deans of the faculties concerned before enrolling in a further concurrent course or courses at any level, other than approved combined degree programs.

2. A candidate enrolled in more than one course (other than approved combined degree programs) may not count any particular unit of study towards meeting the requirements of more than one of those courses, other than satisfying prerequisite, co-requisite and qualifying requirements.

## Appendix 1

### By-Laws and Resolutions of the Senate which are replaced by the Rules and Resolutions of the Senate Governing Admission and Enrolment

#### By-Laws Chapter 10 (to be transferred to Rules)

##### Amendments are made to the following sections:

1. Section 1 *Admission to undergraduate degree candidature*  
This section is amended to remove reference to 'undergraduate' in order that this rule may apply to both undergraduate and postgraduate students.  
There is no current By-Law governing admission of postgraduate students.
2. Sections 5 and 6 *Non-degree students*  
This section is amended to
  - (a) give the Dean, rather than the Faculty the responsibility for admission of non-degree students
  - (b) remove from the Board the responsibility for prescribing non-award courses
3. Section 15 *Fees and other charges*  
Editorial changes only  
(pages 84 to 86, 1996 Calendar)
4. An additional section 'Quotas' is included in the new Rules. This section is written from the existing Resolutions of the Senate 'Restriction Upon the Number of Students' (p. 94 1996 Calendar) and 'Admission to Candidature for Postgraduate Degrees and Diplomas' (p. 100 1996 Calendar), but does not make any changes to the provisions of those resolutions.

#### Resolutions made Pursuant to Chapter 10

Admission and Enrolment, from page 86 to page 94, 1996 Calendar, up to but not including the Section 'Suspension of Candidature' are redrafted as follows:

'Admission to Undergraduate Degrees' Sections 1 to 10 are replaced by

'Eligibility for Admission: Undergraduate Courses'

Local Applicants

Secondary and Tertiary Studies and Other Qualifications

Special Admission to Undergraduate Courses

Admission on the basis of earlier qualifications

International Applicants

'Prerequisites and Assumed Standards of Knowledge for First Year Degrees in the University' (Pages 88 to 93 1996 Calendar) are replaced by 'Additional Selection Criteria: Local and International Students'.

'Errors in HSC Examination Results' (p. 93 1996 Calendar) is made a Resolution of the Academic Board.

'Deferred Admission of New Commencing Students' (p. 94 1996 Calendar) is redrafted but no changes are made.

'Admission after Exclusion' (p. 94, 1996 Calendar) is rescinded since this no longer applies.

'Credit for Courses after Exclusion from Another Institution' (p. 94, 1996 Calendar) no change. Now follows new Resolution 'Credit for Prior Learning'

#### Resolutions Made Pursuant to Chapter 11

'Degrees in More than one Faculty or Board of Studies' (Pages 105-106 1996 Calendar)

The provisions of this Resolution in relation to Credit for completed degrees are incorporated into a new Resolution entitled 'Credit for Prior Learning'. This Resolution provides a framework for the granting of credit or advanced standing.

<b>PURPOSES</b>
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The purposes of these amendments are:

**By-Laws**

1. To express the By-Laws relating to admission in Plain English and remove redundant material
2. To anticipate the transfer of By-Laws to Rules
3. To bring together in Admission Rules those policies that are common to both undergraduate and postgraduate students, including quotas, which had been expressed as Resolutions of the Senate
4. To incorporate the new nomenclature for academic programs

**Resolutions of the Senate**

1. To reflect current admissions procedures both specific to this University and in accordance with policies and procedures agreed with the New South Wales Vice-Chancellors' Conference and UAC
  2. To express Resolutions in Plain English
  3. To make clear the responsibilities and authorities of the Academic Board in relation to approval of procedures which implement University policy
  4. To remove specification of individual HSC courses from Resolutions of the Senate
  5. To incorporate the new nomenclature for academic programs
  6. To clarify provisions relating to the granting of credit
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**PROCEDURES FOR ADMISSION TO UNDERGRADUATE COURSES AT THE UNIVERSITY OF SYDNEY: AN ACADEMIC BOARD DOCUMENT (DRAFT)**

Resolutions of the Academic Board made pursuant to the Rules and Resolutions of the Senate governing Admission and Enrolment.

**Note:** In order to provide a comprehensive statement of policy and procedure on undergraduate admissions, the Rules and Resolutions of the Senate governing Admission and Enrolment have been incorporated into this document. Any proposed changes in Academic Board policy or procedure may, therefore, require that amendments be made to the relevant Rules and Resolutions of the Senate.

## **DEFINITIONS**

### **Course**

A course is a structured academic program leading to the award of a degree, diploma or certificate of the University.

### **Unit of Study**

A unit of study (a unit) is a stand-alone component of a course.

## **PART 1**

## **POLICY**

### **REQUIREMENTS FOR ADMISSION**

#### **Undergraduate Entry: General principles**

##### **Australian Citizens and Permanent Residents**

- 1. Minimum Entry Requirements**
  - (1) Secondary Studies completed in Australia
  - (2) Overseas Secondary Qualifications
  - (3) Tertiary Studies
  - (4) Other Qualifications
  - (5) Admission after Failure or Exclusion
  - (6) More than one UAI/TER
  - (7) Error in HSC Examination Results
  - (8) Deferment
- 2. Equity Programs**
  - (1) The Broadway Scheme
  - (2) Faculty of Health Sciences
  - (3) Educational Disadvantage
- 3. Mature-age Applicants**
- 4. Aboriginal and Torres Strait Islander Applicants**
- 5. Fee-Paying Local Students**
- 6. English Language Requirements**

##### **International Fee-Paying Applicants**

###### **Minimum Entry Requirements**

- (1) School Leavers
- (2) University Preparation Programs and Other Preparatory Courses
- (3) Tertiary Studies
- (4) Other Qualifications
- (5) English Language Requirements

<b>PART 2</b>
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**Advanced Standing, Credit and Exemption Policy**

<b>PART 3</b>
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**Degree table: Assumed Knowledge and Additional Selection Criteria****POLICY**

1. The University's admissions policy is the responsibility of Senate and of the Academic Board, acting on the recommendation of its Undergraduate and Graduate Studies Committees. The Academic Board has resolved that selection criteria should be clearly expressed so that, as far as possible decisions can be taken by administrative staff at either the Admissions Office or Faculty level.
2. Recognition of institutions, programs and courses is the responsibility of the Academic Board, acting on the recommendation of its Undergraduate and Graduate Studies Committees. Programs and courses may generally be recognised for the purposes of admission to candidature where the program of study undertaken for the examination and the standard of the examinations are considered to be equivalent to the program and standard required for candidates for the NSW Higher School Certificate.
3. The Dean of a Faculty is responsible for admission of applicants to courses, subject to the policies of the Senate and the Academic Board and the authority of the Vice-Chancellor.

**REQUIREMENTS FOR ADMISSION****Undergraduate Entry: General principles**

Admission to undergraduate courses is based on an applicant's level of academic achievement. Admission is determined by the standard achieved by applicants in the entry qualification in the light of:

- (a) course and special quotas
- (b) the number of applicants competing for places.

Additional selection criteria apply for the following courses:

- Dentistry
- Education
- Medicine
- Music (Department of Music and Sydney Conservatorium of Music)
- Pharmacy
- Veterinary Science
- and courses in the
- Faculty of Health Sciences
- Orange Agricultural College
- Sydney College of the Arts

Applicants are also required to meet any specified English language requirements.

*See Table 1*

The Academic Board has resolved (October 1992) that weightings applied to selection criteria must be made public and be the same for all applicants in a course.

Normal admission to the University is based primarily upon academic merit. However, the University recognises that, for many reasons, some applicants are not able to demonstrate their full potential for success at tertiary level study through the normal qualifying examinations. The University, therefore, provides means for such applicants to enter courses. See 'Equity Programs', 'Mature-Age Applicants' and 'Aboriginal and Torres Strait Islander Applicants' below.

**Australian Citizens and Permanent Residents****1. Minimum Entry Requirements:****(1) Secondary Studies Completed in Australia**

Applicants are considered for entry on the basis of a Universities' Admission Index (UAI) (Tertiary Education Rank (TER) prior to the 1998 HSC) calculated from the results received

in the NSW Higher School Certificate, or an Australian State or Territory school-leaving examination equivalent to the NSW Higher School Certificate examination.

The conversion of interstate results is in accordance with the Interstate Transfer Index endorsed by the New South Wales Vice-Chancellors' Conference and is based on the distribution of marks for all candidates.

**(2) Overseas Secondary Qualifications**

Applicants who have completed a school leaving examination outside Australia are eligible for consideration for admission to candidature provided that the program of study undertaken for the examination and the standard of the examinations is considered to be equivalent to the program and standard required for candidates for the NSW Higher School Certificate (see also English Language Requirements).

Hong Kong, Singapore and Malaysia

For the purposes of consideration for admission to undergraduate courses for applicants from Hong Kong, Singapore and Malaysia, the university may use the forecast or preliminary results gained at 'A' level and STPM school examinations.

**(3) Tertiary Studies**

Applicants who have successfully completed the equivalent of at least two full-time semesters of approved tertiary study at Associate Diploma level or higher are eligible to be considered for admission to candidature as set out below.

Except where Senate has specifically provided otherwise in the resolutions of the courses concerned:

- (i) In determining eligibility for admission, consideration is normally given to an applicant's record of both tertiary and secondary studies, unless the applicant does not have acceptable secondary qualifications, in which case only the tertiary record is considered.
- (ii) The best attempt at tertiary study of applicants who have more than one attempt at tertiary study is considered.

Applicants who have completed some tertiary study may be eligible to receive some credit for completed units of study. See Credit Transfer Policy.

**(4) Other Qualifications**

Applicants who have completed:

- (a) An approved University Preparation Program or other preparatory course which was commenced as an international student (see also International Applicants, Minimum Entry Requirements, Section (b)); or
- (b) other courses approved by the Academic Board are eligible for consideration for admission to candidature.

The University may also recognise other forms of prior learning as a basis for consideration for admission.

**(5) Failure and Exclusion**

Applicants with a record of failure and/or exclusion at tertiary study and who believe their studies have been affected by circumstances beyond their control, may apply for Special Consideration for Admission.

**(6) More than one UAI/TER**

The most recent Universities Admission Index/Tertiary Entrance Rank or equivalent gained from all attempts by a person who has attempted a school leaving examination more than once shall be the basis for determining eligibility for admission.

**(7) Error in HSC Examination Results**

Offers of admission will be deemed to be made on the correct results of the applicants seeking admission and if the results officially communicated to candidates are subsequently found to be incorrect, the University will act as follows:

If an applicant is found to be entitled to:

**(a) A higher UAI /TER than that originally awarded**

The University will endeavour to admit the applicant to the course to which the correct UAI/TER would have earned admission, provided that in the opinion of the Dean of the Faculty concerned, it is not too late in the year to commence studies effectively.

**(b) A lower UAI/TER than that originally awarded**

The University will reserve the right to withdraw an offer of entry at any time within the first four weeks of the semester for which an offer of entry was made and accepted. If an offer is withdrawn the University will endeavour to place the applicant concerned into the course in which his/her results would entitle enrolment. No offer of entry will be withdrawn without the approval of the Dean of the Faculty concerned and the Registrar.

**(8) Deferment**

Generally, only those gaining entry on the basis of secondary studies completed in the preceding year may be permitted to defer studies, for a maximum of one year.

**2. Equity Programs**

Whilst entry to the University is based primarily upon academic merit, the University recognises that, for many reasons, some applicants are not able to demonstrate their full potential for success at tertiary level study through the normal qualifying examinations. The University, therefore, provides means for such applicants to enter courses. These schemes are:

**(1) The Broadway Scheme**

The Broadway Scheme can assist current NSW and ACT Year 12 candidates attending high school, who have suffered long-term educational disadvantage, or severe disadvantage during the final years of High School, to gain entry to the University.

Applicants who have previously attained a NSW UAI/TER (or equivalent) or who already have a tertiary record are not eligible to apply under the Broadway Scheme. Applicants who are attempting an accumulated NSW Higher School Certificate or ACT Year 12 are eligible for consideration under the Broadway Scheme provided they can demonstrate that they have been educationally disadvantaged over the entire period spent completing Years 11 and 12.

Long term educational disadvantage may result from many and varied causes including English language problems, disrupted schooling, financial hardship, geographical isolation, chronic illness, disability or personal trauma.

**(2) Faculty of Health Sciences, Cumberland Campus - applicants from non-English speaking backgrounds**

The Faculty of Health Sciences recognises the need to increase the number of health professionals with the linguistic skills and cultural backgrounds which will assist them to deal with the needs of non-English speaking persons in the Australian community. It offers up to 5% of places to persons undertaking the current Higher School Certificate who have appropriate language skills and an understanding of the needs of community groups with English as a second language, but who would not otherwise gain admission.

Applicants for entry under the scheme are required to sit for an externally assessed test for which a fee is payable.

**(3) Educational Disadvantage**

To be eligible to apply under the Educational Disadvantage Admission Scheme, applicants must be able to demonstrate that their educational progress has been seriously affected, over a substantial period of time, by circumstances beyond their control and satisfy the requirements for consideration for admission as set out below.

**Applicants under 21**

Applicants for this scheme who have not attained the age of 21 by 1 March of the year in which they wish to commence their degree are expected to have completed the NSW Higher School Certificate or equivalent. Applicants who have not yet attained the age of 21 and who intend to present a different qualification such as one of the approved preparation courses, must, in addition to evidence of educational disadvantage, also state the reasons why they are not presenting the NSW Higher School Certificate or equivalent. These reasons will be taken into consideration when the application is being assessed.

**Applicants over 21**

Applicants who are already 21 must have completed at least one of the approved preparation courses listed in section 3 (4) below unless circumstances beyond their control have prevented them from doing so.

**3. Mature-age applicants**

To be eligible to apply under the Mature-age Entry Scheme applicants must meet all four of the following criteria:

- (1) be at least 21 years of age by 1 March of the year of entry to the University;
- (2) not have a competitive UAI/TER or equivalent;
- (3) not have completed a minimum of two full-time semesters of a relevant Associate Diploma, Diploma, Bachelor's degree or higher qualification at a recognised tertiary institution; and
- (4) have completed an approved preparation course (listed below):
  - (a) a Special Admissions Preparation course offered by the University's Centre for Continuing Education;
  - (b) a non-award unit of study within the University of Sydney;
  - (c) a minimum of 10 units of the Tertiary Preparation Certificate Course offered at a NSW TAFE College;
  - (d) a Limited UAI/TER. The University of Sydney does not use the Limited UAI/TER for automatic selection. Applicants who present more than 9 units at the Higher School Certificate and are eligible for a full UAI/TER will compete with all other Higher School Certificate candidates and will not be considered under the Mature-age Entry Scheme.
  - (e) the Open Foundation Course or NEWSTEP Program offered by the University of Newcastle;
  - (f) the University Preparation Program offered by the University of New South Wales.

Results of the preparation courses (a) to (f) above are valid only for the two admission periods immediately following completion of the course. For courses in the Faculty of Health Sciences which are vocationally oriented, work experience and completion of relevant TAFE courses may be taken into consideration. In addition, applicants may be interviewed to evaluate personal qualities and likelihood of success.

Levels of Assumed Knowledge specified for each course or unit of study, or equivalent, are normally considered as prerequisites for Mature-age Entry Scheme applicants.

#### **Bachelor of Nursing only**

Applicants with enrolled nursing qualifications will be considered for entry to the Bachelor of Nursing courses

#### **4. Aboriginal and Torres Strait Islander Applicants**

The University is committed to increasing its numbers of Aboriginal and Torres Strait Islander students. Accordingly, Aboriginal and Torres Strait Islander applicants may apply to be considered under the University's Cadigal Program of access and support.

#### **5. Fee-Paying Local Students**

Entry to the University as a fee-paying local student is determined on the basis of merit. Entry criteria will be determined by course and special quotas and the number of applicants competing for places.

In courses that have additional entry requirements (such as interviews, objective tests etc) for entry to HECS-liable places, the same additional entry criteria will apply for fee-paying places.

#### **6. English Language Requirements**

Applicants who have not completed an Australian educational qualification may have to provide proof of proficiency in English through internationally recognised tests such as CULT, IELTS or TOEFL or through satisfactory completion of an appropriate course at the University's Centre for English Teaching unless the applicant has a record of satisfactory achievement in secondary/tertiary studies in an English-speaking country, when the language of instruction was in English.

Where there is insufficient evidence of current English competence relevant to a particular course of study, faculties reserve the right to ask the applicant to undergo a further assessment of written and/or spoken English. Faculties that prescribe such further assessment are required to report the circumstances and the form of the assessment to the Undergraduate Studies Committee.

#### **International Fee-Paying Applicants**

Admission to University of Sydney courses under the local quota is restricted to persons having Australian or New Zealand citizenship or who have permanent residence in Australia. Other applicants apply as international applicants and must hold an appropriate immigration authority enabling them to undertake courses of study in Australia.

International applicants currently attempting an Australian Year 12 qualification in Australia will be considered for entry to the University on a fee-paying basis only. They must apply through the Universities Admissions Centre. Other international applicants apply directly to the University.

The Dean of each Faculty sets academic selection criteria for international students that should ensure that those admitted as international students have a reasonable likelihood of success.

### **Minimum Entry Requirements**

#### **(1) School Leavers**

To be eligible for consideration for admission to candidature for undergraduate courses school-leavers are required to hold at least the NSW Higher School Certificate or an interstate or overseas school-leaving qualification which is considered to be equivalent to the program and standard required of candidates for the NSW Higher School Certificate Examination.

Equivalent overseas qualifications include: GCE A levels, STPM (Malaysia), Hong Kong A levels, Sri Lankan A levels, International Baccalaureate, All India Senior School Certificate, the Indian School Certificate and most European higher secondary qualifications.

For the purposes of consideration for admission to undergraduate courses for students from Hong Kong, Singapore and Malaysia, the University may use the forecast or preliminary results gained at 'A' level and STPM school examinations.

#### **(2) University Preparation Programs and Other Preparatory Courses**

International applicants who have completed an approved University Preparation Program, or any other approved preparatory course, are eligible for consideration for admission to candidature.

The following preparation programs have been accepted in principle for admission of international applicants:

University of Sydney International Preparation Program (or authorised providers of this program)

University of New South Wales Foundation Studies Certificate

Canberra Institute of Technology Foundation Studies

Deakin Foundation Studies Program

Foundation Studies Program (Advanced Certificate) from the Sydney Institute of Business and Technology

Monash University Foundation Year

Trinity Foundation Studies Program (Trinity College, affiliated with the University of Melbourne)

TAFE Tertiary Preparation Course (TPC)

Western Australian Universities Foundation Program

Wollongong University Entrance Program

Advanced International Certificate of Education, University of Cambridge.

#### **(3) Tertiary Studies**

Applicants who have completed the equivalent of at least two full-time semesters of approved tertiary study at Associate Diploma or higher level, or equivalent, are eligible for consideration for admission, in accordance with the criteria specified for local applicants. Such applicants may be eligible to receive some credit for completed units of study. See Credit Transfer Policy.

#### **(4) Other Qualifications**

Applicants who have completed another approved course may be eligible for consideration for admission to candidature, provided that the program of study and standard of the examination for the course are considered to be equivalent to the program and standard required of candidates for the NSW Higher School Certificate.

#### **(5) English Language Requirements**

International applicants must either have a record of satisfactory achievement in secondary/tertiary studies in which the language of instruction was in English or must meet one of the following English language requirements as a condition of entry:

- a qualification accepted by the University as proof of proficiency in English (e.g. GCE 'A' level A to C pass in the subject English or other Humanities subjects);
- CULT score of 70

- overall band score of IELTS 6.5 (with a minimum of 6.0 in each band);
- TOEFL 575 plus TWE (Test of Written English) at 4.5 (scores older than two years are not accepted);
- satisfactory level of English achieved through completion of appropriate modules offered by the University's Centre for English Teaching.

**Special requirements:**

Postgraduate courses in Physiotherapy requires IELTS 7.0

Bachelor of Education, Master of Teaching require IELTS 7.5

Postgraduate courses in Economics (except Commerce) and in Law require IELTS 7.0 (with a minimum of 6.0 in each band) or TOEFL 600 plus TWE at 4.5.

Where there is insufficient evidence of current English competence relevant to a particular course of study, faculties reserve the right to ask the applicant to undergo a further assessment of written and/or spoken English. Faculties that prescribe such further assessment are required to report the circumstances and the form of the assessment to the Undergraduate Studies Committee.

<b>ADVANCED STANDING, CREDIT AND EXEMPTION POLICY</b>
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## **RECOGNITION OF INSTITUTIONS AND PROGRAMS**

Recognition of institutions and programs under these policies and procedures is the responsibility of the Undergraduate Studies Committee of the Academic Board.

### **Australian Tertiary Institution**

Australian Tertiary Institution means a tertiary institution within the Australian Unified National System.

## **DEFINITIONS**

### **Course**

A course is a structured academic program leading to the award of a degree, diploma or certificate of the University.

### **Unit of Study**

A unit of study (a unit) is a stand-alone component of a course.

### **Advanced Standing**

Students admitted to a course at the University of Sydney may be granted **Advanced Standing** based on previous attainment in another course at a recognised tertiary institution. Advanced standing is granted in the form of credit points which count towards the requirements for the course.

### **Credit**

Advanced standing may be granted as specific credit or non-specific credit.

**Specific credit** is the recognition of previously completed studies as directly equivalent to a unit of study at this University e.g. specific credit is given for Physics 1/001 at this University for Physics 1 taken at the University of Adelaide

**Non-specific credit** takes the form of a **block credit** for a specified number of credit points at a particular level e.g.

- (i) this University does not teach Russian but credit may be given towards the degree of Bachelor of Arts for full first year study in Russian taken at the University of New South Wales, as 12 Junior credit points; or
- (ii) a student may be granted 48 junior credit points for the first year of an Arts degree completed at another Australian tertiary institution.

These credit points may be in a particular subject area. The credit is not linked to a specific unit of study at this University

### **Exemption**

A student taking a particular unit of study is normally required to attend all prescribed lectures, seminars, tutorials and practical work. On the basis of previous study a student can, however, be exempted from completing parts of the prescribed work for a particular unit of study within a course. Exemption may also be granted for the whole of a prescribed unit of study (this may also be

known as a 'Waiver'). In such cases, no advanced standing will be granted and the student will be required to complete an alternative unit of study as prescribed by the Faculty.

#### **PREAMBLE**

The University of Sydney's policy on advanced standing, credit and exemption is based on the following broad principles:

- granting maximum credit for prior learning;
- support for articulation with other tertiary providers and with other courses at the University of Sydney;
- a consistent approach to the granting of credit.

<b>POLICY</b>
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1. Entry to the University's courses is competitive and eligibility for credit or advanced standing does not guarantee an applicant a place in a course.
2. The level of credit to be granted towards a particular course shall be determined at Faculty level in accordance with this policy.
3. Regardless of the level of credit granted, any pre-requisite and co-requisite requirements must be met, unless approval to waive these requirements has been given.
4. Generally, the same unit of study cannot be counted towards the requirements for two different courses, except for approved combined degrees. Graduates, however, may be given a limited amount of credit for units of study already counted in a completed qualification. Except where provided otherwise in the specific resolutions for the course concerned, the maximum credit granted in such cases will be determined by the requirement that a graduate who is admitted to candidature for a degree of bachelor with credit for completed units of study shall attend units of study for the equivalent of at least two full-time years in that course, unless additional credit from an uncompleted course or courses has also been granted.
5. Credit will not normally be granted for units of study completed more than ten years prior to application.
6. Credit will not be automatically granted for units of study completed at an institution from which an applicant was either excluded or asked to show good cause. Faculties do, however, have the discretion to grant credit or exemption in such cases on the grounds of the work completed at the other institution.
7. Credit may be granted for units of study completed at Australian tertiary institutions as follows:
  - (1) Units of study which are part of award courses at Australian tertiary institutions shall generally be recognised for credit towards appropriate or equivalent awards of the University of Sydney.
  - (2) Credit shall generally be granted for a specific unit of study where there is substantial overlap of content at a level deemed to be equivalent to a University of Sydney unit of study.
  - (3) Non-specific credit appropriate to the award may be granted in accordance with faculty policies and guidelines.
8. Units of study completed through:
  - (a) Recognised overseas tertiary institutions.
  - (b) Registered private providers of accredited higher education courses.
  - (c) The Vocational Education and Training Sector.
 may be recognised for specific or non-specific credit towards appropriate courses of the University of Sydney.
9. Credit may be granted for other programs after evaluation by the Faculty of the program for which the applicant claims credit. The program of study will be measured against factors including:
  - the general educational practices and standards of the institution(s) or system;
  - the objectives of the particular course and the methods adopted to achieve these objectives;
  - admission requirements for the course;

- the duration of the course;
  - the breadth, depth and balance of the course material;
  - the methods of assessment;
  - the teaching staff conducting the course, including numbers, professional qualifications and experience and educational expertise;
  - the accommodation and facilities including equipment, library, laboratories, workshops and other instructional or research resources for the particular course.
10. **Credit for Other Prior Learning**  
Credit may be granted for other prior learning where that experience can be documented. The onus shall be on the applicant to provide appropriate evidence or demonstrate the relevant skills, knowledge and understanding. Such credit shall be granted only when the applicant can demonstrate equivalent skills and knowledge to that gained if the relevant University of Sydney studies were undertaken
11. **Amount of Credit to be Granted**  
Any credit granted must be consistent with the current resolutions governing progression within the course in which credit is sought.  
If a student is admitted to a course at the University of Sydney with credit for completed units of study, the maximum credit allowed will be determined by the requirement that a student will be required to complete a minimum of the equivalent of two full-time semesters of their course at the University of Sydney. (See also section 4. above for provisions relating to graduates admitted with credit for units of study already counted towards a degree.)
12. **Honours Degrees**  
Where course rules permit, students who have been awarded the degree of bachelor at pass level may be permitted to enrol for that degree at honours level.

#### **PROCEDURES**

1. Each Faculty shall publish annually details of its credit transfer policy.
2. Credit will be approved by the Faculty administering the course for which the student is enrolled and will not automatically be transferred from one course to another.
3. Applicants seeking credit must apply to the Faculty on the required form, and must provide satisfactory documentary evidence in support of their application.
4. Individual decisions about granting of credit to applicants will be made by the relevant faculty officers within procedures and frameworks established and maintained by the Faculty in accordance with this policy.
5. Advice on possible credit to be gained will be given by the relevant faculty officer to a potential student on the understanding that a final decision will be communicated if the student is admitted to the course.

## DEGREE TABLE

Faculty	Course	Assumed knowledge Minimum	Special Entry Requirements or other information
<b>Agriculture</b>	Bachelor of Agricultural Economics  Bachelor of Science in Agriculture Bachelor of Horticultural Science	2U Mathematics  2U Mathematics and <i>one of</i> 2U Physics and 2U Chemistry <i>or</i> 3/4U Science	
<b>Architecture</b>	Bachelor of Science (Architecture)          Bachelor of Architecture	2U Mathematics       Only for graduates who have completed the BSc (Arch) or equivalent	Applicants who are not proceeding directly from the HSC, in addition to applying through the UAC, may write to the Faculty of Architecture in support of their application       Apply directly to the Faculty <b>not through UAC</b>
<b>Arts</b>	Bachelor of Arts       Bachelor of: Arts/Science Arts/Commerce  Bachelor of Liberal Studies  Bachelor of Arts/Music    Bachelor of Arts/Bachelor of Social Work  Bachelor of Arts/Bachelor of Theology	For all Arts courses: depends on units of study chosen, as set out in the Resolutions of the Senate governing courses in the relevant faculty.	Some languages are offered at Advanced (A) and Basic (B) level, with some intermediate AB units of study. A and AB units of study have <b>prerequisites</b> of appropriate HSC (or equivalent) courses. B units of study have no prerequisites.       Applicants must attend an audition and an interview       Not available to applicants with a tertiary record.       Applicants must obtain a letter from the Sydney College of Divinity confirming suitability for admission to candidature for the Bachelor of Theology degree

<b>Dentistry</b>	Bachelor of Dental Surgery	2U Mathematics <i>and</i> two of 2U Biology, 2U Chemistry and 2U Physics.	<p>Selection for all applicants will involve consideration of:</p> <ul style="list-style-type: none"> <li>(i) the TER or its equivalent or tertiary studies record*</li> <li>(ii) the results of a Special Tertiary Admissions Test**</li> <li>(iii) performance at an interview</li> </ul> <p>* The UAI/TER of applicants who have completed two full-time semesters or more of tertiary studies, will not be considered. A minimum qualification of a weighted credit average in tertiary studies. must be achieved.</p> <p>** Special Tertiary Admissions Test (STAT) to be undertaken to be considered for selection.</p> <p><b>Direct application to the Faculty required in addition to UAC application</b></p>
<b>Economics</b>	<p>Bachelor of Economics (with Accounting)</p> <p>Bachelor of Commerce</p> <p>Bachelor of Economics (without Accounting)</p> <p>Bachelor of Economics (Social Sciences)</p> <p>Bachelor of Commerce (Liberal Studies)</p>	For all Economics courses: 2U Mathematics; 3U Mathematics for Computer Science	
<b>Education</b>	<p>Bachelor of Education (Secondary Education) (<i>Mathematics</i>)</p> <p>Bachelor of Education (<i>Primary Education</i>)</p> <p>Bachelor of Education (Secondary Education) (<i>Humanities &amp; Social Science</i>)</p>	<p>2U or 3U Mathematics</p> <p>For all other Education courses, depends on strand or units of study chosen as specified in the Resolutions of the Senate in the relevant faculty.</p>	

	<p>Bachelor of Education (Secondary Education) (Human Movement and Health Education)</p> <p>Bachelor of Teaching</p>		<p>Only available to graduates, as initial component of Master of Teaching . All applicants are required to demonstrate proficiency in English</p>
<b>Engineering</b>	<p>Bachelor of Engineering (Aeronautical ; Chemical; Civil; Mechanical;/ Mechatronic; Electrical; Computer; Telecommunications)</p> <p>Bachelor of : Engineering/ Commerce Engineering/Science Engineering/Arts</p>	<p>For all Engineering courses: 3U Mathematics and either 2U Physics and 2U Chemistry or 4U Science</p>	
<b>Health Sciences</b>	<p>Bachelor of Applied Science (Occupational Therapy)</p> <p>Bachelor of Health Science (Speech Pathology)</p> <p>Bachelor of Applied Science (Orthoptics)</p> <p>Bachelor of Applied Science (Medical Radiation Technology)</p> <p>Bachelor of Applied Science (Leisure and Health)</p> <p>Bachelor of Applied Science (Exercise and Sport Science)</p> <p>Bachelor of Health Science (Rehabilitation Counselling)</p>	<ul style="list-style-type: none"> <li>• 2U Chemistry or 3/4U Science</li> </ul> <p>2U English and one of 2U Chemistry or 3/4U Science</p> <ul style="list-style-type: none"> <li>• 2U Chemistry or</li> <li>• 2U Biology or</li> <li>• 3/4U Science</li> </ul> <p>2U Mathematics and 2U Physics or 3/4U Science</p> <ul style="list-style-type: none"> <li>• 2U Chemistry or</li> <li>• 2U Biology or</li> <li>• 3/4U Science</li> </ul> <p>2U Chemistry and one of 2U Mathematics, 2U Physics, 2U Biology or 3/4U Science</p>	<p>Applicants for occupational therapy, speech pathology, orthoptics, medical radiation technology, leisure and health and exercise and sport science who are not completing the HSC or equivalent in the year of application may be required to complete a questionnaire as well as lodging a UAC application. On the basis of the questionnaire a limited number of applicants will be interviewed. Final selection will be based on academic merit as well as the interview.</p> <p>Selected applicants who are not sitting the HSC or equivalent in the year of application may be required to attend an</p>

	<p>Bachelor of Health Science (Aboriginal Health and Community Development)</p> <p>Bachelor of Applied Science (Physiotherapy)</p> <p>Bachelor of Applied Science (Health Information Management)</p>	<p>2U Mathematics and either 2U Chemistry and 2U Physics or 3/4U Science</p> <p>2U English and 2U Mathematics</p>	<p>interview. Final selection will be based on academic merit and/or employment background with preference given to those with some relevant work experience.</p> <p>Preference is given to applicants who have experience of the issues which are relevant to indigenous people. Aboriginal people are particularly encouraged to apply. Applicants may be required to attend an interview, undertake tests or complete a questionnaire as specified by the Faculty.</p>
<b>Law</b>	<p>Bachelor of: Arts/Laws Economics/Laws Economics (Social Science)/Laws Science/Laws</p> <p>Bachelor of Laws Graduate Entry</p>	<p>Depends on units of study chosen as specified in the Resolutions of the Senate governing courses in Arts, Economics and Science</p>	<p>Not available to graduates</p> <p>Not available to non-graduates</p>
<b>Medicine</b>	<p>Bachelor of Medicine</p>		<p>Not available to non-graduates</p>
<b>Music (Faculty of Arts)</b>	<p>Bachelor of Music (Performance/Composition /Musicology)</p>	<p>2U Music</p>	<p>Applicants must satisfactorily complete an interview and audition and have a UAI/TER not less than that required for the Bachelor of Arts</p>
<b>Music (Conservatorium of Music)</b>	<p>Bachelor of Music (Music Education)</p>	<p>For all courses at the Conservatorium of Music: 2/3U Music</p>	<p>Applicants must satisfactorily complete an interview and audition</p>

	<p>Diploma in Music Diploma in Opera Associate Diploma in Jazz Studies</p> <p>Bachelor of Music (Performance-Jazz)</p> <p>Bachelor of Music Studies</p>		
<b>Nursing</b>	<p>Bachelor of Nursing (Cumberland)</p> <p>Bachelor of Nursing (Mallett St)</p>	2U Biology or 2U Chemistry or 2U Personal Development, Health and PE.	Applicants with Enrolled Nurse qualifications will be considered for admission. Hospital trained registered nurses apply directly to the Faculty of Nursing, not through UAC
<b>Orange Agricultural College</b>	<p>Bachelor of Business (Agricultural Commerce)</p> <p>Advanced Diploma in Farm Management</p> <p>Bachelor of Management (Farm Business)</p> <p>Advanced Diploma in Rural Business Administration</p> <p>Bachelor of Management (Rural Business Administration)</p> <p>Advanced Diploma in Horse Management</p>	<p>Students are expected to have completed Keyboarding and General Applications 1 at TAFE (or equivalent) prior to entering the course, or undertake these studies during first semester.</p>	<p>It is assumed that students have basic farm skills. It is recommended that students gain 12 months practical farming experience before starting the course. The required means of achieving this experience is under review and applicants who feel they meet this requirement should contact the Course Co-ordinator to arrange an interview.</p> <p>Entry is dependent on completion of a questionnaire or attending an interview.</p> <p>Entry also available via the Advanced Diploma in Rural Business Administration</p> <p>Applicants must complete an interview and a horse handling/riding practical prior to admission and must</p>

	Bachelor of Management (Equine Business)		satisfy health requirements as determined by the College
<b>Science</b>	<p>Bachelor of Science</p> <p>Bachelor of Science (Advanced)</p> <p>Bachelor of Science (Environmental Science)</p> <p>Bachelor of Science (Molecular Biology and genetics)</p> <p>Bachelor of Computer Science and Technology</p> <p>Bachelor of Psychology</p> <p>Bachelor of Science/Commerce</p> <p>Bachelor of Science (Advanced)/Commerce</p> <p>Bachelor of Medical Science</p> <p>Bachelor of Science (Bioinformatics)</p> <p>Bachelor of Science (Advanced Mathematics)</p> <p>Bachelor of Science/Bachelor of Arts</p> <p>Bachelor of Science (Advanced/Bachelor of Arts)</p>	For all courses in Science: 2U or 3U Mathematics and at least one of 2U Chemistry or 2U Physics, as specified in the Resolutions of the Senate governing courses in the relevant faculty.	Applicants for the BSc (Advanced), BSc (Advanced Mathematics) and BSc (Molecular Biology and Genetics) courses, in addition to achieving satisfactory TERs, are required to obtain marks in specified subjects in the HSC or equivalent which will allow enrolment in the necessary advanced units of study.
<b>Pharmacy (Faculty of Science)</b>	Bachelor of Pharmacy	2U Mathematics <i>and either</i> 2U Chemistry and 2U Physics <i>or</i> 2U Chemistry and 2U Biology <i>or</i> 3/4U Science	Selection for all applicants involves consideration of: (i) UAI/TER or equivalent or tertiary studies record. (ii) Results of a Special Tertiary Admission Test (STAT).
<b>Social Work (Faculty of Arts)</b>	Bachelor of Social Work		

<b>Veterinary Science</b>	Bachelor of Veterinary Science	2U Mathematics <i>and either</i> 2U Physics and Chemistry <i>or</i> 4U Science	All applicants who have previously undertaken university study must, in addition to applying through UAC, undertake the Special Tertiary Admissions Test (STAT). Criteria include: excellent academic record; high score in STAT and evidence of a strong commitment to a career in Veterinary Science
<b>Sydney College of the Arts</b>	Bachelor of Visual Arts		Selection is based on an interview and portfolio. Applicants must first obtain a questionnaire from the College and submit this directly to the College. An interview and portfolio presentation will be arranged on the basis of this questionnaire.

*Report of the Graduate Studies Committee***Quarterly report from faculties on PhDs awarded during the period July to September 1997  
(revised version)****Summary of examination times**

The summary is for the PhDs awarded directly at faculty level without further qualification, subject to typographical corrections, or subject to all 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 informing of award or award subject to typographical corrections or emendations). Where time is expressed within specified months this is based on the day of the months of submission and notification of award.

The audit of examination times in excess of six months revealed that in some cases the date of completion of emendations had been reported instead of the date of notification of result (which in these cases would have been the date the student was advised that emendations had to be carried out). After correction of these the number of months of examination time was reduced in 9 cases (in one case by 12 months) and the revised examination times are tabulated below.

Faculty	Total	Number awarded within specified months from submission								
		-3	4	5	6	7	8	9	10-12	>1 yr
Agriculture	9	1	4	2	1	1				
Architecture	2	1			1					
Arts	22	2	5	8	3	1	2			1 *
Dentistry	0									
Economics	1	1								
Education	3	1			1	1				
Engineering	19		2	2	5	3	2	0	5	
Grad School of Business	1				1					
Health Sciences	3			2	1					
Law	1		1							
Medicine	17	1	2	2	7	3	1		1	
Nursing	0									
Orange Agric Coll	0									
Science	25	4	5	5	5	5	1			
Sydney Coll Arts	0									
Sydney Cons Music	0									
Veterinary Science	0									
<b>TOTAL</b>	<b>103</b>	<b>11</b>	<b>19</b>	<b>21</b>	<b>25</b>	<b>14</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>1</b>

\* 14 months

The shortest time was 65 days and the longest 421 days. 76 (74%) were awarded within 6 months of submission, and 7 (7%) took more than 9 months.

**Reasons for examination times in excess of 6 months**

There were 27 examination times in excess of 6 months. Faculties have reported the reasons for the delays in these cases.

The most common reason for delay was that at least one of the examiners was slow (at least 4 months); this occurred in 20 cases, usually with just one slow examiner, but in two cases there were 2 slow examiners, and in one case all three examiners were slow. In four of these cases one of the

examiners was replaced either because of failure to report or because they declined to examine. Another case was delayed due to difficulty in finding willing examiners - 3 declined.

There were procedural delays in 12 cases. In 9 there was a delay in sending the thesis to the examiners; in five of these the delays were 2, 2½, 3, 3, and 4 months, and in the other 4 the delays were due to staff instability in the Faculty office as a result of staff leaving with a consequent period in which the office was under-staffed. In 3 cases there was a delay in a Head of Department submitting a recommendation to Faculty after receipt of the examiners' reports (2, 3 and 4½ months). If the procedural delay had not occurred then 8 or 9 of these 12 would have been completed within 6 months.

It should be noted that if there are no procedural delays the examination can easily be completed within 6 months even when the slowest examiner takes 4 months. A good example of how efficient procedures minimise the effect of a slow examiner was one case that took 7 months 13 days even though the slowest examiner took 7 months 1 day (7 days to send thesis to examiners, student advised 5 days after receipt of last examiner's report that typographical corrections required).

Geoffrey Berry  
Chair, PhD Award Sub-Committee  
16 February 1998

**Quarterly report from faculties on PhDs awarded during the period October to December 1997**

**Summary of examination times**

The summary is for the PhDs awarded directly at Faculty level without further qualification, subject to typographical corrections, or subject to all 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 informing of award or award subject to typographical corrections or emendations). Where time is expressed within specified months this is based on the day of the months of submission and notification of award.

Faculty	Total	Number awarded within specified months from submission								
		-3	4	5	6	7	8	9	10-12	>1 yr
Agriculture	6	1	2	1	1			1		
Architecture	0									
Arts	13		5	3	3	2				
Dentistry	0									
Economics	1					1				
Education	3		1	1		1				
Engineering	9	1	2		2	1	2		1	
Grad School of Business	0									
Health Sciences	1					1				
Law	2				2					
Medicine	5			1	2		2			
Nursing	1			1						
Orange Agric Coll	0									
Science	19	6	8	4	1					
Sydney Coll Arts	0									
Sydney Cons Music	0									
Veterinary Science	7	2	2	2				1		
<b>TOTAL</b>	<b>67</b>	<b>10</b>	<b>20</b>	<b>13</b>	<b>11</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>

The shortest time was 52 days and the longest 313 days. 54 (81%) were awarded within 6 months of submission, and 1 (1.5%) took more than 9 months.

Geoffrey Berry  
 Chair, PhD Award Sub-Committee  
 23 February 1998

## **The University's position on flexible or distributed learning**

### **Introduction**

Given the mix of models which can now deliver educational services to learners, the dichotomy of 'campus-based' and 'distance education' is no longer appropriate. The new modes of learning which have become possible with increasingly sophisticated use of the Internet can simultaneously accommodate both on-campus and off-campus students.

Flexible or Distributed Learning is a learner-centred approach to education which integrates appropriate educational technologies to enable activities and interactions in synchronous and asynchronous modes. The model is based on blending aspects of campus-based delivery, open learning systems, and distance education. The approach gives teachers the flexibility to customise learning environments to meet the needs of diverse student populations, while providing high quality learning opportunities and learner-centred teaching.

The Academic Forum has held a discussion on flexible learning and there are several groups within the University proceeding with distance education courses. The need to establish guidelines and standards for flexible/distributed learning has been under active discussion through the committees of the Academic Board for some time and the Teaching and Learning Committee is developing a code of practice for those developing such courses.

### **The Web as a component of flexible delivery**

In order to ensure that the development of web-sites for flexible/distributed learning is underpinned by pedagogical best practice considerations, the Committee has drawn up a checklist for those developing such sites. Under existing Academic Board Course Approval Guidelines, any changes which departments or faculties wish to make to courses or units of study in order to incorporate new modes of delivery must be submitted to the Academic Board for approval. Supporting documentation for such changes is required to include a description of the merits of the proposal and its capacity to enhance the University's list of course offerings. The course approval procedures for postgraduate courses seek specific details on issues relating to the development of distance education courses. With the adoption of the above-mentioned checklist, the Academic Board will be able to monitor in a structured manner the mechanisms by which flexible/distributed learning courses or units of study are developed.

### **Draft guidelines checklist**

#### **General pedagogical considerations**

A summary of the teaching and learning method being employed will help students to know what to do with the material, e.g., if text is presented, is the student intended to learn it (and how) or to use it as reference material in other exercises?

Explaining the context of the material presented will help clarify student expectations, e.g., is it a problem-based learning environment with information and examples given on how to solve the problems?

A summary of the expected learning outcomes provides a focus.

Students appreciate what formal facilities there are for being able to discuss the learning material or problem activities with their peers and teaching staff (e.g. online or offline tutorials and discussion groups).

There are many different types of student who would find it useful to know the ways (if any) in which the learning environment and/or material can be adapted to suit different learning styles.

If a learning program contains interactivity (other than the interactivity of a textbook) an indication of the nature of this interactivity and how to exploit it could be helpful.

The opportunity for students to actively reflect upon their learning and to seek connections with other concepts within and without the discipline would enhance the quality of the learning outcomes.

The nature of assessment (e.g., assignments, type of examination, online quizzes, automatic streaming of data from user actions during learning programs, etc) is a key feature of any study program and students appreciate knowing the nature and proportion of the assessment. Does the assessment include teacher only or also self and peer assessment?

If other than assessment by the teacher is involved (e.g., peer, automatic), students should know the weight given to those other methods.

When students encounter learning difficulties, it is useful for the student and teacher to know how these can be identified in a timely fashion and where/how the student seeks help.

### **Basic considerations on presentation**

Small font size and long scrolls of text on screen are not as easy to read as the equivalent on paper. Screen text needs a design different from that on paper.

Lack of clutter and simplicity are user friendly.

Perusal of Web sites in general reveals that many graphics and animations are complex, take a long time to download and actually add little to the content. For learning purposes, the relevance of materials is always a useful question.

An abundance of hyperlinks can lead to confusion – one or two clicks should return the user to a common place.

Consistency of design (colours, buttons, layout) are important.

Misuse of colour can easily become a distraction.

Graphics resembling a poor photocopy add little to the quality of the learning experience.

Consulting a good guide to Web design may be helpful (e.g., Waters, C. & Mundy, A. (1996) *Web Concept & Design: A Comprehensive Guide for Creating Effective Web Sites*. New Riders Publishing).

### **Developmental considerations**

Purpose and learning outcomes should be clear at the outset.

Design and specifications are the most important parts of the development.

Development can be facilitated with a team approach that includes graphic design, design of learning environment, content contribution and programming.

For the purposes of efficiency and useability, interactive components should be kept small (vignettes) and object oriented.

To maximise use and efficiency, and with regard to access, programs should be cross-platform.

The most appropriate technology should be used, not just that which is familiar to a programmer. (This can be problematic in small teams.)

Copyright of materials should be considered. Original materials prepared at the University should be copyrighted. It is illegal to use material without permission when someone else holds the copyright.

**Please send your comments to:**

Associate Professor Tony Koppi (tony@nettl.usyd.edu.au)  
 Marcel Chaloupka (marcel@nettl.usyd.edu.au)  
 Professor Ann Sefton (anns@physiol.usyd.edu.au)

## **Strategies for involving postgraduate students in CTL teaching and learning development programs**

Forthcoming edition of Synergy will carry advance publicity for the year's workshop program. The scope for participation by graduate students will be emphasised and academic staff will be informed of how they can involve their graduate students in such programs.

SUPRA and the SRC (and any other appropriate student groups) will be added to the CTL mailing list to ensure that representatives are aware of CTL events etc.

Forthcoming publicity mail-out to HOD's and chairs of faculty teaching committees, inviting them to contact the CTL to negotiate the development of customised workshops for the staff in their department will also emphasise the suitability of such sessions for postgraduate students.

Article in the next edition of SUPRA newsletter.

CTL will liaise with SUPRA to offer a T&L workshop for SUPRA members on request.

Specifically market the Graduate Certificate in Educational Studies (Higher Education) to new staff and through SUPRA to post grad students who are employed as part time teachers.

Orientation for new staff day has postgraduate students attending - publicity will be disseminated there.

The Postgraduate Supervisors program specifically alerts supervisors to their role as mentors of future academics and the CTL resources related to development of teaching skills in postgraduate students. The web-based version of this program being developed in 1998 will be accessible to students.

CTL has an entry in the Postgraduate Handbook advising students they are welcome to approach the CTL for advice and support with tutoring / demonstrating etc.

Postgraduate as well as undergraduate students have been and will continue to be invited onto student panels as part of CTL workshops on teaching and learning.

**Additional strategies suggested at the 6 March meeting of the T&L committee were**

Publicise CTL activities to postgraduate students who access the services of the LAC

Liaise with the NTEU since much of the initial impetus for assisting postgraduate students to make the transition to academic employment came from that organisation.

Simon Barrie  
March 1998.



**THE UNIVERSITY OF SYDNEY  
POLICY DOCUMENT  
UNIVERSITY CHAIR**

For the definitions of terms used in this policy document refer to the Delegations of Authority.  
As appropriate for the local nomenclature and reporting lines, when this document refers to Department read also School  
to Faculty read also Graduate School of Business, Orange Agricultural College, Sydney College of the Arts, Sydney Conservatorium  
Music or Administrative Unit; to Head read Head of Department / School / Unit; and to Dean read also Director or College

This policy document defines the policies and procedures covering the awarding of the title of University Chair to scholars of exceptional distinction.

**Policy**

**University Chairs have been established to recognise and reward members of University staff, or to attract to the University, internationally acknowledged scholars of exceptional distinction.**

**There is no expectation that University Chair appointments will be made every year and no more than three such appointments shall be made in any one year.**

**University Chairs carry a professorial salary plus a loading to be determined by the Vice-Chancellor within a broad band to be set from time to time by the Remuneration Sub-Committee.**

**Members of the University staff appointed to University Chairs will hold the title Professor /University Chair for the duration of their appointment as a member of staff at the University. The salary loading, however, will be payable for a defined period in the first instance and will be reviewed on a regular basis.**

**The duration of the appointment for persons appointed from outside the University will be determined by the committee making the appointment.**

## PROCEDURE

### Internal Appointments

1. Nominations of University staff will be called for annually.
  - 1.1. Nominations are made, with the consent of the nominee, by two Professors from the University. Nominations require the support of a relevant Dean and Pro-Vice-Chancellor (College) and the Vice-Chancellor.
  - 1.2. Nominations shall be accompanied by
    - a brief outline of the case for the award
    - the nominee's curriculum vitae.
2. The Vice-Chancellor will then place the list of nominees before the University Chair Committee (UCC).
  - 2.1. The UCC will at its discretion determine what further advice, if any, it will seek.
  - 2.2. The UCC shall comprise
    - Vice-Chancellor (Chair)
    - Deputy Vice-Chancellor (Academic and Staffing)
    - Chair of the Academic Board
    - Pro-Vice-Chancellor (Research)
    - Chair of the Academic Board Research Committee
    - two professors, one of whom is nominated by the Vice-Chancellor and one of whom is nominated by the Chair of the Academic Board.

The members of the UCC are ineligible to nominate or be nominated.
1. Where the nomination is supported by at least six members of the Committee, the UCC will forward the recommendation to the Senate Chair Appointments Committee for approval.

### Appointments from outside the University

1. Members of staff of the University may forward to the Vice-Chancellor the names of appropriate persons for nomination to a committee comprising
  - Vice-Chancellor
  - Chair of the Academic Board
  - a relevant Pro-Vice-Chancellor (College).
2. Where there is unanimous support for the appointment, the Committee will forward the recommendation to the Senate Chair Appointments Committee for approval.

