



The University of Sydney

Academic Board Agenda

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NOTICE OF MEETING

A meeting of the **Academic Board** will be held at 2 pm on **Wednesday 15 August 2001** in the Professorial Board Room.

Members who are unable to attend are asked to notify Keri Neveldsen at the above address. Enquiries concerning this meeting may also be directed to Miss Neveldsen.

Keri Neveldsen
for
Dr W Adams
Registrar

8 August 2001

AGENDA

Pages

- ★ 1. **Apologies**
The following apologies have been received:
Professors J Higgs, S Leeder and K Parton.

★ 2. **Arrangement of agenda**

★ 2.1 **Starring of items**

2.2 **Adoption of unstarred items**

Recommendation

That the Academic Board resolve as recommended with respect to all unstarred items.

3. **Minutes of previous meeting**

Yellow enclosure

Recommendation

That the Academic Board adopt the minutes of the previous meeting held on 13 June 2001 as a true record.

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- 4. Business arising from Minutes** (not dealt with elsewhere in the Agenda)
- ★ **5. Report of the Chair**
- 5.1 Report on Senate matters**
- 5.1.1 Report of the Senate meetings held on 2 July 2001** 11
- Recommendation*
That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting held on 2 July 2001.
- 5.2 General report**
- 5.2.1 New members** 11
- Recommendation*
That the Academic Board note and welcome the new members of the Academic Board.
- 5.2.2 Actions under Delegated Authority** 11
- Recommendation*
That the Academic Board note that the Chair has taken no action under delegated authority since the last meeting of the Board.
- 5.2.3 Review of the Academic Board and Academic Forum** 11
- Recommendation*
That the Academic Board note the Chair's report on the progress of the Review of the Academic Board and Academic Forum.
- 5.2.4 Draft Academic Honesty in Coursework Policy** 11
- Recommendation*
That the Academic Board note the Chair's report on the process of consultation on the draft Academic Honesty in Coursework Policy.
- 5.2.5 Implementation of the University of Sydney (Coursework) Rule 2000** 11
- Recommendation*
That the Academic Board note the Chair's comments in relation to the implementation of the University of Sydney (Coursework) Rule 2000.
- 5.2.6 Communication of information from the Academic Board** 11
- Recommendation*
That the Academic Board note the Chair's approval of the trial procedure for the communication of decisions and information from the Academic Board.

5.2.7 Resignation of Professor Siddle 12

Recommendation

That the Academic Board note the resignation of Professor David Siddle, and thank him for his contribution to the University.

5.2.8 Election of Deputy Chair to fill a casual vacancy 12

Recommendation

That the Academic Board

- (1) note and congratulate Professor Les Field on his appointment as Acting Pro Vice-Chancellor (Research);*
- (2) note the resignation of Professor Field as a deputy chair; and*
- (3) note the schedule of dates for the election of a deputy chair to fill a casual vacancy.*

5.2.9 Report on Summer School 2001 12, 13-23

Recommendation

That the Academic Board receive and note the report on Summer School 2001, as set out in the report presented.

★ **6. Report of the Vice-Chancellor and Principal**

6.1 Report on Senate matters

6.1.1 Report of the Senate meeting held on 2 July 2001 24

Recommendation

That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting held on 2 July 2001.

6.2 General report

★ **7. Report of the Academic Forum**

(Associate Professor Tony Masters)

7.1 Report of the meeting held on 30 July 2001 25-29

7.1.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Academic Forum meeting held on 30 July 2001.

7.1.2 Forum focus 25-28

Recommendation

That the Academic Board note the Forum Focus of the Academic Forum meeting held on 30 July 2001, as set out in the report presented.

7.1.3 Proceedings of the Forum 28-29

Recommendation

That the Academic Board note the proceedings of the Academic Forum meeting held on 30 July 2001, as set out in the report presented.

8. Report of the Undergraduate Studies Committee

(Associate Professor Peter McCallum)



8.1 Oral report of the Chair

Recommendation

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

8.2 Report of the meeting held on 12 June 2001 30-33

8.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 12 June 2001.

8.2.2 Admission Qualifications: APIEL English Test 30, 32-33

Recommendation

That the Academic Board

- (1) approve the use of the APIEL as an alternate English Language test; and*
- (2) set the criteria for the use of an APIEL score at 4 or above.*

8.2.3 Admission Qualifications: Recognition of BTEC Higher National Diplomas 30

Recommendation

That the Academic Board note that the Undergraduate Studies Committee approved the use of BTEC Higher National Diplomas as qualifications for consideration for undergraduate admission for both local and international students.

8.2.4 Alternative Chair of the Undergraduate Studies Committee 30

Recommendation

That, in accordance with Academic Governance Rule 13 (4), the Academic Board appoint Professor Sue Armitage as the Alternative Chair of the Undergraduate Studies Committee, for the period ending 31 December 2002.

8.2.5 Proceedings of the Committee 30-31

Recommendation

That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 12 June 2001, as set out in the report presented.

8.3 Report of the meeting held on 10 July 2001 34-35
8.3.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 10 July 2001.

8.3.2 Report from Faculties

8.3.2.1 Faculty of Medicine: Bachelor of Medicine/Bachelor of Surgery 34, 36-56

Recommendation

That the Academic Board:

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

8.3.3 Proceedings of the Committee 34-35

Recommendation

That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 10 July 2001, as set out in the report presented.

9. Report of the Graduate Studies Committee

(Associate Professor Russell Ross)



9.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Chair of the Graduate Studies Committee.

9.2 Report of the meeting held on 18 June 2001 57-58

9.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 18 June 2001.

9.2.2 Alternative Chair of the Graduate Studies Committee 57

Recommendation

That, in accordance with Academic Governance Rule 13 (4), the Academic Board appoint Associate Professor A F Masters as the Alternative Chair of the Graduate Studies Committee, for the period ending 31 December 2002.

9.2.3 Proceedings of the Committee 57-58

Recommendation

That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 18 June 2001, as set out in the report presented.

9.3 Report of the meeting held on 16 July 2001 59-70

9.3.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 16 July 2001.

9.3.2 Proposals for new and amended postgraduate courses

9.3.2.1 Faculty of Engineering:

Graduate Certificate in Greenhouse Gas Mitigation 59-60, 63-64

Recommendation

That the Academic Board recommend that Senate approve:

- (1) *the proposal from the Faculty of Engineering for the introduction in 2002 of the new Graduate Certificate in Greenhouse Gas Mitigation;*
- (2) *the amendment of the Resolutions of the Senate relating to Degrees, Diplomas and Certificates in the Faculty of Engineering, with effect from 1 January 2002, as set out in the report presented; and*
- (3) *the adoption of new Resolutions of the Senate relating to the Graduate Certificate in Greenhouse Gas Mitigation, with effect from 1 January 2002, as set out in the report presented.*

9.3.2.2 Faculty of Science:

**Doctor of Clinical Psychology/Master of Science and
Doctor of Clinical Psychology/Doctor of Philosophy** 60, 65-70

Recommendation

That the Academic Board recommend that Senate approve:

- (1) *the proposal from the Faculty of Science for the introduction in 2002 of the new Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy;*
- (2) *the amendment of the Resolutions of the Senate relating to Degrees, Graduate Diplomas and Graduate Certificates in the Faculty of Science, with effect from 1 January 2002, as set out in the report presented; and*
- (3) *the adoption of new Resolutions of the Senate relating to the Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy, with effect from 1 January 2002, as set out in the report presented.*

9.3.3 Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision 61, 71, 73

Recommendation

That the Academic Board note that the Graduate Studies Committee endorses the recommendation of the Teaching and Learning Committee regarding the Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision.

9.3.4 Proceedings of the Committee 61-62

Recommendation

That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 16 July 2001, as set out in the report presented.

10. Report of the Teaching and Learning Committee

(Professor Judyth Sachs)



10.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Chair of the Teaching and Learning Committee.

10.2 Report of the meeting held on 21 June 2001 71-72

10.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 21 June 2001.

10.2.2 Guidelines for Good Practice in Teaching and Learning 71, Separate enclosure

Recommendation

That the Academic Board endorse the Guidelines for Good Practice in Teaching and Learning, as set out in the report presented.

10.2.3 Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision 71, 73

Recommendation

That the Academic Board adopt the criteria for the Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision, as set out in the report presented.

10.2.4 Alternative Chair of the Teaching and Learning Committee 71

Recommendation

That, in accordance with Academic Governance Rule 13 (4), the Academic Board appoint Professor Patrick Parkinson as the Alternative Chair of the Teaching and Learning Committee, for the period ending 31 December 2002.

10.2.5 Proceedings of the Committee 72

Recommendation

That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 21 June 2001, as set out in the report presented.

10.3 Report of the meeting held on 19 July 2001 74-75

10.3.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 19 July 2001.

10.3.2 Vice-Chancellor's Awards for Outstanding Teaching 2001 74

Recommendation

That the Academic Board note and congratulate the following recipients of the Vice-Chancellor's Awards for Outstanding Teaching 2001:

Individual Awards:

Associate Professor S Lechner, Faculty of Dentistry

Dr M Hyde, Faculty of Veterinary Science

Dr H Collins, Faculty of Veterinary Science

Group Award:

Faculty of Pharmacy – Miss E Sainsbury, Dr A McLachlan, Dr S Taylor and Dr P Aslani.

10.3.3 Proceedings of the Committee 74-75

Recommendation

That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 19 July 2001, as set out in the report presented.

11. Report of the Research Committee

(Professor Les Field)



11.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Chair of the Research Committee.

11.2 Report of the meeting held on 8 May 2001 76-77

11.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Research Committee meeting held on 8 May 2001.

11.2.2 Proceedings of the Committee 76-77

Recommendation

That the Academic Board note the proceedings of the Research Committee meeting held on 8 May 2001, as set out in the report presented.

11.3 Report of the meeting held on 12 June 2001 78-81

11.3.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Research Committee meeting held on 12 June 2001.

11.3.2 Proceedings of the Committee 78-81

Recommendation

That the Academic Board note the proceedings of the Research Committee meeting held on 12 June 2001, as set out in the report presented.

11.4 Report of the meeting held on 10 July 2001 82-84

11.4.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Research Committee meeting held on 10 July 2001.

11.4.2 Alternative Chair of the Research Committee 82

Recommendation

That, in accordance with Academic Governance Rule 13 (4), the Academic Board appoint Professor G Gill as the Alternative Chair of the Research Committee, for the period ending 31 December 2002.

11.4.3 Proceedings of the Committee 82-84

Recommendation

That the Academic Board note the proceedings of the Research Committee meeting held on 10 July 2001, as set out in the report presented.

12. Report of the Academic Staffing Committee

(Associate Professor Anne Reynolds)



12.1 Oral report of the Chair

Recommendation

That the Academic Board note the report of the Chair of the Academic Staffing Committee.

12.2 Report of the meeting held on 20 June 2001 85
12.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Academic Staffing Committee meeting held on 20 June 2001.

12.2.2 Proceedings of the Committee 85

Recommendation

That the Academic Board note the proceedings of the Academic Staffing Committee meeting held on 20 June 2001, as set out in the report presented.

13. General Business

13.1 Academic Board Meeting Schedule 2002 86

Recommendation

That the Academic Board adopt the meeting schedule for the year 2002, as set out in the report presented.

AGENDA ITEM 5 Report of the Chair

5.1 Report on Senate matters

5.1.1 Report on the Senate meeting held on 2 July 2001 and adjourned meeting held on 23 July 2001:

- (1) Senate subsequently approved by circulation amendments to the Academic Governance Rules relating to the Academic Forum and the Academic Board as detailed in the report, so that the amended Rules might come into effect in time to be implemented in elections to be conducted in Second Semester.

5.2 General report

5.2.1 New members

On behalf of the Board I welcome Professor Stephen Garton, Dean of Arts, Mr Kristin Barlow, President of SUPRA and Mr Matthew Hall, postgraduate student representative, to the Academic Board.

5.2.2 Actions under Delegated Authority

I have not been required to take any actions under delegated authority since the last meeting of the Board.

5.2.3 Review of the Academic Board and Academic Forum

Twenty-six submissions have been received by the Review Panel and an invitation was extended to members of the university community to attend an Open Forum on Friday 10 August.

5.2.4 Draft Academic Honesty in Coursework Policy

The draft Academic Honesty in Coursework Policy was circulated to Deans, Heads of Departments and other members of the university community for consultation during July.

A number of responses were received and considered by a Working Party of the Teaching and Learning Committee.

The proposed policy has been revised in light of the comments received and referred to the Teaching and Learning Committee for consideration at its August meeting.

5.2.5 Implementation of the University of Sydney (Coursework) Rule 2000

The University of Sydney (Coursework) Rule 2000 was approved by the Senate on 4 December 2000 for introduction in 2001.

Faculties proposing new courses should now ensure that Resolutions of the Senate and Faculty Resolutions comply with the requirements of the Rule. I would like all existing Resolutions relating to undergraduate and postgraduate coursework courses to be converted to the style prescribed by the Rule by the end of next year and will be writing to Faculties regarding the timeline for this.

5.2.6 Communication of information from the Academic Board

I have been concerned for some time about the communication of information and decisions from the Academic Board.

While I do not wish to pre-empt any outcomes of the Review of the Academic Board, I have approved a three month trial modification to the presentation of the minutes which will include at the end of each item clarification of what action is required and who is responsible for that action. A summary of all actions required will be

appended to the minutes. The minutes will be published on the web as soon as they are available and members will be notified by email.

The three month trial period will commence with the minutes of this meeting through to the minutes of the October meeting of the Board. I invite members to submit comments and suggestions during this time and by Friday 26 October for discussion at the November meeting of the Board.

5.2.7 Resignation of Professor Siddle

Members will be aware that Professor David Siddle has resigned from the University effective from August. I would like to take this opportunity to thank Professor Siddle for his contribution to improving the research environment at this University.

5.2.8 Election of a Deputy Chair to fill a casual vacancy

On behalf of the Board I would like to congratulate Professor Les Field on his appointment as Acting Pro Vice-Chancellor (Research). Professor Field has subsequently resigned from his role as a Deputy Chair of the Academic Board and while his expertise will be missed, he will continue his contribution to the Board in his new role.

An election of a deputy chair to fill the casual vacancy, for a term expiring 31 December 2002, will be conducted as set out in the schedule below:

Notice of election	16 August 2001
Electoral roll produced	16 August 2001
Close of nominations	30 August 2001, 4.00pm
Issue of voting papers	6 September 2001
Electoral roll available for inspection	7 September 2001
Close of voting papers	21 September 2001, 4.00pm
Polling day	24 September 2001

5.2.9 Report on Summer School 2001

I have received the report on Summer School 2001 and include it for noting by members of the Board.

13-23

Report to the Academic Board on the Operation of the Sydney Summer School Program 2001

1. Summary

- (1) Student demand for the Sydney Summer School program has again continued to grow. Nearly 1,600 students enrolled in 2,178 units of study selected from 114 units offered by the Faculties of Architecture, Arts, Dentistry, Economics and Business, Education, Engineering, Law, Health Sciences, Medicine, Nursing, Pharmacy and Science. This represents an increase in the number of students participating since 2000 of 315 (28%) and an increase in the number of units of study selected of 352 (24%). A table accompanying this document indicates the distribution of enrolments in units of study across the various faculties (Appendix 1).
- (2) The Sydney Summer School generated \$2.975M in gross fees, an increase of \$711,130 or 31% over the previous year. Faculties received 65% of gross fee income. (Appendix 2). The remainder of the funds were distributed for strategic development and management purposes.
- (3) The published brochure listed 98 units of study. Of the total number, 18 (or 19%) were cancelled. This represents an improvement in the cancellation rate from 2000. Some units of study were offered subsequent to publication of the Information Booklet because of student demand. At the time of income dispersal (April 6) the Director provided each faculty with a report of its activities which included recommendations for future planning.
- (4) As previously, units of study were proposed for inclusion by departments and approved by Deans. Teaching strategies, timetabling and assessment strategies are all devised within departments and lecturers are appointed through departments. The Sydney Summer School office managed the marketing, enrolment and delivery support for the units of study. Additionally the Sydney Summer School provided a teaching workshop at which previous teachers spoke of their teaching experiences and considered strategies for teaching in intensive mode. This was well received.
- (5) The Sydney Summer School continued to maintain its separate student enrolment system, supporting web-based enrolments. Students were also enrolled directly on FlexSIS for the first time. This permitted Summer School staff to check pre-requisite requirements and thus relieved some pressure on Faculty staff. The FlexSIS team was very supportive in the training of office staff and in helping to resolve promptly anomalies or problems. Special thanks go to Pam Ruxton, Jim Ward, Leo Macpherson, Jenny Beatson, Louise Meek, Kim Koorey and Uwe Dziggel for all their support.
- (6) Most in-person enrolments for the Summer School were accepted and managed via the enquiry counter at the Student Centre. Thanks to the Registrar and to the Director of the Student Centre, this operation went very smoothly. The Sydney Summer School office, now located in the Gatekeeper's Lodge (City Road), stayed open between Christmas and New Year's Eve and in-person enrolments continued there. Variations of enrolments, special consideration and appeals were also managed through the office at the Gatekeeper's Lodge. The new location proved an easy drop-in centre for students and staff during January and February.
- (7) Because students had been enrolled on FlexSIS, results were also available on the Web through MyUni. Many students were able to undertake variations of enrolments on the web subsequent to the receipt of their grades. The Sydney Summer School strongly advocated in a Queuing Working Party that all Summer School students should be allowed to pre-enrol on the assumption that they would pass their summer school units of study.

- (8) The 2001 Summer School was successful. The numbers of registrations increased and there was a great deal of positive feedback from both students and academic staff. All students were surveyed using a General Student Feedback Questionnaire devised by the Institute for Teaching and Learning. Students in the largest units of study were also given a Customer Service Questionnaire regarding the performance of The Sydney Summer School office. All teaching staff were asked to fill in a survey regarding their perceptions of both the teaching experience of summer school and the support given by the Sydney Summer School office. The evaluations of both students and staff indicate a high level of satisfaction but also point to some areas where we can still improve.

2. Academic Results

(1) Teaching and Learning

- (a) Research into the enrolment patterns in the Sydney Summer School indicates that 61% of students are seeking to accelerate their degree progress while only 39% are students who may previously have failed a subject. (Appendix 3.) It is anticipated that this latter percentage will steadily decrease as more students avail themselves of the opportunity to diversify their degrees, lighten their loads in semester or simply accelerate.
- (b) Success rates for Summer School compare well with those of normal semesters (Appendix 4). Much of this success can be attributed to the high motivation of the students and the energy of the teaching staff. It is worth noting that two students who received fee-waivers for their studies, topped their classes in Clinical Nursing and Introductory Computer Science with grades of 92%. Teaching innovations included: the delivery of two postgraduate units in Rome by the Department of Ancient History in the Faculty of Arts (in conjunction with a tour organised by the Centre for Continuing Education) and the delivery of two units on-line by the Department of Design Science in the Faculty of Architecture. Other departments also used the opportunity of the Summer School to test out new course content.

(2) Evaluation

- (a) Formal and informal feedback on the Sydney Summer School operation has in general been positive both from the point of view of student/teacher experience and as a university operation. This feedback is supported by the formal evaluation carried out by the Institute for Teaching and Learning. Entire summer school course experience evaluation results might be summarised as follows:
- (i) students are more positive about teaching (including feedback) and clarity of goals than students who completed the SCEQ;
 - (ii) students are slightly more satisfied overall;
 - (iii) students are no more likely to say they are under too much pressure; and
 - (iv) students are less likely to report that they developed generic skills, notably teamwork.

3. Management and Administration

- (1) The 2001 Summer School administration and organisation was delivered by a core staff of 2 FTEs. (Appendix 5). Four casual appointments of University students assisted with the peak marketing and enrolment periods. As in 2000, Dr Michael Paton from the Faculty of Economics and Business was appointed and paid an honorarium to act as Deputy Academic Director of the Summer School (in the main to absorb the extra academic workload from the Faculty of Economics and Business and to help with assessing fee waiver applications).

- (2) The Sydney Summer School also employed two academic staff on a casual basis through the Mathematics Learning Centre to provide 16 hours of support for the students in mathematics. Teachers who attended the workshop were also paid at casual rates from the administration funds of the Sydney Summer School.
- (3) The Sydney Summer School was fortunate in obtaining the willing help of all general, academic and administrative staff across the university whose expertise was needed in order to provide the very best 'customer service' associated with the growing Summer School operation. These areas included the Student Centre (where enrolment facilities were set up and exam results entered), Faculty Offices, Security and Traffic Offices, the Yeoman Bedell and all other attendant offices, Facilities Planning, Room Bookings and Cleaning Services, FlexSIS, Fisher Library, Student Services, the Institute for Teaching and Learning, Revenue Services, the Inter-Faculty Marketing Committee, Media and Publications, Prospective Students Unit, and ITS. Where the Summer School operation results in a significant increased demand for services from these areas they are charged directly to the Summer School. The University of Sydney Student Union also liaised with the Summer School office regarding the provision of services to students.
- (4) The student enrolment system coped well with the increasing demand. However, the Sydney Summer School found it extremely useful to maintain its own parallel system which has the capacity to issue receipts. This parallel system meant that reconciliations could take place between that Filemaker Pro system and SRS, FlexSIS and Peoplesoft. The scope for human error in any one of these systems meant that having a parallel system prevented some potential embarrassments.
- (5) The Sydney Summer School performed well to budget, achieving a considerable decrease in both actual expenditure and expenditure as a percentage of total income. Economies of scale that promote this benefit will continue as the student population grows. In terms of University inputs and resources, the 2001 program received no central funding and relied only on cash flow from enrolments. It also began a process of returning the seed funding to the three major faculties involved in the first year of the program (this reimbursement will be completed in 2001).
- (6) A review of the Summer School policy began in late April and was completed in August. Consultations took place with the two main unions and with various departments, both academic and administrative. The revised policy document was approved by the Senior Executive Group and is now available on the University web site. A significant change involved the payment of teaching staff through the PAYE process in line with the advice of internal audit.

4. The Summer School Market

- (1) As previously, the main thrust of the publicity and marketing activity was focused on our own students and timed to coincide with student decision-making about ongoing enrolment. Mailouts to students with their examination results constituted one of the main marketing efforts. A small brochure was also printed for use with international and national careers marketing. The production of *The Sydney Summer School Information Book* provided good hard copy background for the offerings. A redesigned web site listing of summer school units of study was supplemented with a web enrolment process and links to a unit of study database as well as other useful information. Publicity was also directed overseas and interstate, and towards informing high school students about to finish Year 12. Summer School staff participated in Courses and Careers Day, Information Day and specific days for careers advisers and school principals. These strategies have proved effective.

- (2) Both anecdotal and statistical evidence suggests that the Sydney Summer School is becoming better known among the student population of the university. One of the most effective marketing tools would appear to be 'word of mouth' based on the success of past students. The most frequently listed responses to 'how did you hear about the Sydney Summer School' on the enrolment form include in order of magnitude: results notice, fellow students, poster, internet, faculty member and faculty office. The website will become even more effective as a marketing tool in the coming year because the numbers of students who use USYDnet is increasing dramatically.
- (3) Cooperative marketing also helps to spread the word about the Sydney Summer School. During the enrolment period, Summer School staff provided links to activities that were taking place elsewhere in the university. These activities included Bridging Courses being run by various academic departments and the Centre for Continuing Education. In turn, staff in these other areas of the university have directed interested students to the Summer School.
- (4) Evidence from the patterns of enrolment in 2001 indicates that the target market groups were as expected. In summary the major market groups still appear to be:
 - (a) Students taking units to speed degree completion (61%)
 - (b) Students taking prerequisites needed for the following year
 - (c) Students who have undertaken summer school units previously (312 or 20% had enrolled previously, of whom 265 or 17% had enrolled in 2000)
 - (d) Students re-sitting failed units (39% of enrolments)
 - (e) Students taking units in order to graduate in 2001 (about 12%)
 - (f) International students (about 38%)
 - (g) Students from other universities and those who had recently completed the HSC (there were over 150 enrolments in these categories)
- (5) The better planning of our advertising and recruitment efforts within the university during 2000 had the desired effect of raising awareness about the Sydney Summer School across the whole university and consolidating the efforts of the previous years. Providing lecture timetables also made it easier for students who needed to work. For the 2002 Summer School, further efforts will be made to recruit students from universities interstate and overseas. We had increasing successes in these areas in 2001 and see this as a significant growth area for Summer School while increasing the market exposure of the University as a whole. The Sydney Summer School is working closely with the Manager of Student Exchange and Study Abroad in an effort to market to a wider North American market.
- (6) Encouragement of HSC students (Year 12 completions) to undertake Summer School study has been effective. We are gaining increasing numbers in this area. This year the Sydney Summer School enrolled its first Year 11 student who topped her class in Human Biology. This was something of an experiment but one that can be safely repeated. Greater pastoral care was exercised, and considerable care in the student selection and co-operation with the School and teachers concerned.

5. Factors that impact on the future of the Sydney Summer School

- (1) The Director of the Sydney Summer School has prepared a discussion paper to be circulated to faculties and departments regarding the future of the Sydney Summer School. Issues that still remain to be resolved in the future development of the Sydney Summer School include:
 - (a) counting the Summer School as part of normal academic workload;
 - (b) trimesterisation;
 - (c) fees and return on income to departments;
 - (d) the attitude of staff to students who want to fast track their degrees; and
 - (e) the differentiation of post graduate and undergraduate markets.

- (2) The most significant factors which will impact on the future of the Sydney Summer School operation include:
 - (a) the increasing recognition by students at this and other universities that the acceleration of their degrees will forward their careers;
 - (b) a consistent, but growing, offering of units so that students can plan ahead for the duration of their degree counting on available summer offerings;
 - (c) good governance and management of the Sydney Summer School;
 - (d) the continuance of a full/partial fee scholarship provision for highly qualified students whose economic situation prevents them from undertaking units in the Sydney Summer School;
 - (e) fostering teaching innovations (including overseas locations and links to corporate clients);
 - (f) co-operating with other universities running summer schools;
 - (g) the creation of appropriate structures for development; and
 - (h) the introduction of a winter school.
- (3) Ensuring that departments have an incentive to offer an attractive range of programs is a key factor for the success of future schools. Programs to third year level provide inducement for students to accelerate completion, broaden their majors or lighten their load for final year. Some students in the B.Com have completed their degrees in two years with the assistance of units taken in the summer. (Discussions with Deans have indicated that this acceleration has no impact on the HECS funded places in a Faculty that has high enrolment rates.) The possibility of completing early is also an excellent marketing feature for International students and has the potential to increase the number of international students.
- (4) All participating departments must feel that they are being treated equitably with regard to the relation of costs to income and to the disbursement of income. Efforts have been made to assure that all departments are fully aware of the deductions that will occur on the gross income. Accurate budget forecasting is particularly important as a contributing factor in minimizing the number of cancelled classes. All departments are provided with 'live' spreadsheets into which they can enter their own costs to get an accurate forecast of likely financial benefits. Laboratory based classes are the most difficult to make viable. For this reason Chemistry has declined to present classes in the forthcoming 2002 Summer School. Other departments may take the same decision because they lack the resources to staff the school.
- (5) The participation of faculties and departments is crucial as it not only ensures that a wide range of university offerings are well represented but such a range also helps to sustain growth overall. In some areas growth will be slow but steady. Disciplines which are not represented at this university in summer may become represented at other universities and this may impact on departments as students may decide to go elsewhere to accelerate their degree progress.
- (6) The establishment of an advisory committee with representatives from the three Colleges has greatly benefited the Sydney Summer School. It provides useful feedback from the major stakeholders in the Sydney Summer School's activities. The continued support of this group will help to sustain the stable relationship between the growth of the Sydney Summer School and the strategic focus of the university.
- (7) The link to the Pro Vice-Chancellor (Teaching and Learning), to whom the Director of the Sydney Summer School reports, has been particularly helpful and will continue to be so in the maintenance of high quality standards and in the use of appropriate assessment tools for student learning outcomes.

- (8) Fee-waiver scholarships have been provided for those local students of sound academic ability who have not the economic means to undertake units of study during the summer. Applications are carefully vetted. Only under exceptional circumstances are funds available for students to undertake units which they have previously failed. Consideration needs to be given to providing scholarships for students of exceptional ability who do not meet the 'economic needs' criterion. Additionally some consideration should be given to the giving of prizes (not in dollars but perhaps in book vouchers) for outstanding achievement in the Summer School units.
- (9) As more universities decide to participate in Summer Schools, it will be appropriate to co-operate with them to ensure that students can easily move from one university to another in order to find the unit they want or need to study in the summer. Already Sydney University is attracting students from other universities in the Sydney region as well as those from other universities interstate. In terms of marketing this can only be of benefit to all as it will promote the notion that the summer break is an appropriate time for study.
- (10) In 2000 the Director circulated a discussion paper to all faculties considering the possibility of providing a winter school. Reception was mixed with both approval and uncertainty hinged around appropriate teaching models and the time scale. In the event it was decided not to go ahead with one in 2001. However, there has been sufficient interest to go ahead with requests for units of study for a School in 2002.

6. The Sydney Summer School 2002

- (1) The Sydney Summer School will run from Wednesday 2 January to Tuesday 12 February. These six weeks and the following thirteen working days for examination marking and results posting (13 to 1 March) represent the only available weeks for the Summer School in the present University calendar. The extra three days gained (Wednesday 13 to Friday 15 February) will take some pressure off the marking period and leave a longer gap before the beginning of lectures in First Semester on 4 March 2002.
- (2) Consultation commenced with all Deans in April regarding the planning of a program of undergraduate and postgraduate units of study for the 2002 Summer School. It is expected that units of study to be offered will be published with the First Semester results in July and that the full Summer School Information Book will be available in August.

Distribution of Enrolments by Faculty in 1998, 1999, 2000 and 2001

Appendix 1

	2001	2000	1999	1998
Total Number of Registrations	2178	1751	1277	503
No. of Registrations in Architecture	18	-	-	-
No. of Registrations in Arts	148	128	105	41
No of Registrations in Dentistry	4	-	-	-
No. of Registrations in Economics	1080	907	748	382
No. of Registrations in Education	21	28		
No. of Registrations in Engineering	16	4		
No. of Registrations in Health Science	13	15	7	
No. of Registrations in Law	67	30	14	
No. of Registrations in Medicine	17	23	19	
No. of Registrations in Nursing	26	-	-	-
No. of Registrations in Pharmacy*	29			
No. of Registrations in Science	739	616	384	80
Total Number of Students	1596	1244	929	371

*Pharmacy students were previously grouped within the Faculty of Science.

Financial Statement

Appendix 2



**The University of Sydney
NSW 2006**

The Sydney Summer School - 2000/2001

Statement of Income & Expenditure for the period 1 April 2000 to 31 March 2001

Income	\$	\$
Fee Income		
Gross Fee Income	2,975,030.00	
- less Fee Waiver Scholarships	-78,874.00	
- less Processing Service charge (withdrawals)	-3,356.00	
Received Fee Income	2,896,156.00	
- less VC Strategic Funds	20.00%	
- less DVC Admin. Service Fee & PVC(TL) Strategic Funds	-579,231.20	
	<u>-85,000.00</u>	2,231,924.80
Total Income	-664,231.20	<u>2,231,924.80</u>
Expenditure		
Central operating costs		
Salaries & associated Costs		190,377.00
Stationery		1,425.36
Equipment		4,848.93
Computer Access Charges		2,603.30
Catering & Entertainment		6,830.34
Staff Training		955.00
Communication		5,268.47
Advertising & Promotion		54,325.05
Travel & Motor Vehicle Costs		1,783.72
Library Services		18,400.00
Academic Evaluation of the Program		546.00
Printing and Photocopying		4,809.06
Internal Charges		2,007.40
General Expenses		<u>7,025.19</u>
Total Expenditure		<u>301,204.82</u>
Surplus/(Deficit)		<u>1,930,719.98</u>

Notes: (1) For the purpose of this statement, ledger figures as at 31 March 2001 have been adjusted to include income and expenditure accruals amounting to \$125.00 and \$4,795.83 respectively.

Distribution	\$
Surplus available for distribution	1,930,719.98

Proportion of received fee income per Faculty:

Faculty	\$	Proportion	Distribution
Architecture	12,505.00	0.42033%	8,115.43
Arts	206,715.00	6.94833%	134,152.86
Economics & Business	1,700,600.00	57.16245%	1,103,646.82
Education	17,220.00	0.57882%	11,175.35
Engineering	24,960.00	0.83898%	16,198.42
Health Sciences	8,580.00	0.28840%	5,568.21
Law	163,542.00	5.49715%	106,134.66
Medicine	21,080.00	0.70856%	13,680.39
Nursing	34,320.00	1.15360%	22,272.82
Science	785,508.00	26.40336%	509,775.02
	2,975,030.00	100.00000%	1,930,719.98

Faculty distribution as a percentage of gross fee income	64.89750%
Faculty distribution as a percentage of received fee income	66.66492%

Richard Hunter
Administration Manager
Academic & International Portfolio

6 April 2001

Previously failed students

Appendix 3

This table contains DNFs and AFs									
% failed previously	Total enrolled	Total prior Fail		Failed ONCE	Failed TWICE	Failed THREE	Failed FOUR	Passed this time	% Passed this time
40%	62	25	ACCT1002	15	6	3	1	24	96%
62%	61	38	ACCT2001	36	2			37	97%
39%	38	15	ACCT2002	14	1			12	80%
10%	10	1	ANAT2001	1				0	0%
100%	6	6	BCHM2001	3	2	0	1	3	50%
100%	5	5	BCHM2002	3	1	1		2	40%
17%	12	2	BCHM2101	2				2	100%
14%	14	2	BCHM2102	1	1			2	100%
59%	22	13	BCHM2611	12	1			12	92%
100%	5	5	BCHM2612	3	2			3	60%
48%	21	10	BIOL1001	8	2			9	90%
78%	27	21	BIOL1003	16	5			17	81%
20%	10	2	CHEM1101	1	1			2	100%
17%	12	2	CHEM1102		2			2	100%
100%	2	2	CHEM1611	2				2	100%
100%	10	10	CHEM1612	8	2			10	100%
100%	3	3	CHEM1908	3				3	100%
18%	38	7	CLAW2001	7				6	86%
77%	26	20	CLNU3007	17	2	1		19	95%
33%	21	7	COMP1001	2	3	1	1	4	57%
69%	39	27	COMP1002	21	6			27	100%
69%	87	60	COMP2004	24	27	7	2	37	62%
100%	1	1	DENT1001	1				1	100%
44%	25	11	ECMT1013	4	7			7	64%
21%	84	18	ECMT1023	8	6	4		18	100%
47%	112	53	ECON1001	39	10	4		36	68%
83%	87	72	ECON1002	48	16	8		57	79%
53%	88	47	ECON2001	40	6	1		47	100%
56%	84	47	ECON2002	37	9	1		40	85%
24%	33	8	ECON3005	8				7	88%
8%	25	2	ECON3007	2				1	50%
30%	94	28	FINC2001	22	6			26	93%
42%	95	40	FINC2002	37	2	1		39	98%
5%	40	2	FINC3001	2				2	100%
3%	30	1	FINC3002	1				1	100%
18%	17	3	GOVT1101	3				2	67%
7%	14	1	GOVT2404	1				1	100%
6%	18	1	HSTY2001	1				1	100%
24%	34	8	INFO1000	4	3	1		6	75%
25%	8	2	LAWS1002	0	2			2	100%
29%	7	2	LAWS1004	1	0	1		2	100%
25%	12	3	LAWS2005	3				3	100%
31%	26	8	LAWS2006	6	2			7	88%
100%	1	1	LAWS3000	1				1	100%
37%	59	22	MATH1001	15	7			16	73%
45%	55	25	MATH1002	16	9			18	72%
56%	61	34	MATH1003	22	12			28	82%
42%	19	8	MATH1004	6	2			8	100%
50%	38	19	MATH1005	18	1			15	79%

50%	36	18	MATH2001	13	5			6	33%
46%	52	24	MATH2002	18	5	1		10	42%
52%	44	23	MATH2005	17	6			14	61%
23%	30	7	MATH2009	6	1			7	100%
25%	28	7	PSYC1001	4	2	0	1	5	71%
44%	1888	829		603	185	35	6	669	81%

Note: not all classes had failed students in them.

Results of Summer School 2001 for the main participating faculties and overall

Appendix 4

Faculty of Arts

	HD	D	CR	P	F	AF	INC	Total
Number	8	28	35		15	4	2	138
Percentage	6%	20%	25%	33%	11%	3%	1%	100%

Faculty of Economics and Business

	HD	D	CR	P	F	AF	W	Total
Number	35	116	279	500	106	18	2	1056
Percentage	3%	11%	26%	47%	10%	2%	0%	100%

Faculty of Science

	HD	D	CR	P	PCON	F	AF	INC	DNF	Total
Number	27	90	167	260	31	134	26	1	1	737
Percentage	4%	12%	23%	35%	4%	18%	4%	0%	0%	100%

Entire Summer School

	HD	D	CR	P	PCON	F	AF	INC	DNF	W	Total
Number	70	234	481	806	31	255	48	3	1	2	1931
Percentage	4%	12%	25%	42%	2%	13%	2%	0%	0%	0%	100%

Staffing for the 2001 Summer School

Appendix 5

Dr Jim Sait	Director
Michael Paton	Deputy Academic Director (honorary position)
Louise Meek	Administrative Officer (until November 2000)
Lois Bennett	Manager Administration (from November 2000)

Casual Staff

4 casuals (Level 4, Step 1) employed for various lengths of time, but most concentrated in the period from November through to February. The total hours worked by casual staff were 514, or the equivalent of just over 13 weeks.

AGENDA ITEM 6
Report of the Vice-Chancellor and Principal

6.1 Report on Senate matters

6.1.1 Report of the Senate meeting held on 2 July 2001 and adjourned meeting held on 23 July 2001:

Senate, at its meeting held on 2 July 2001 and adjourned meeting held on 23 July 2001:

- (1) resolved to approve the following:
 - (a) The University agrees to relinquish control of the MCA Board so that MCA Ltd can be reconstituted as a controlled entity of a nominated Government agency or equivalent.
 - (b) In return for an ongoing agency agreement with MCA Ltd for storage and conservation of the Power Collection and the public display from time to time of works from the Power Collection, the University waives all outstanding loans and interest to the MCA and extinguishes any previous calls for financial assistance from Government or City.
 - (c) The University relinquishes all leases on the former MSB building.
 - (d) The University agrees to undertake all reasonable necessary legal steps to facilitate the Government's scenario.
- (2) adopted the motion that the Chancellor does not have the confidence of the Senate.
- (3) resolved that the Vice-Chancellor's report be adjourned to the next (August) meeting of Senate.

AGENDA ITEM 7 **Report of the Academic Forum**

7.1 Report of the Academic Forum meeting held on 30 July 2001

7.1.1 Receipt of report

The Forum **recommends** that the Board receive and note the following report of the meeting held on 30 July 2001.

7.1.2 Forum Focus: Quality and Standards in our Degrees – Postgraduate Research Degrees: Recruitment, Candidature and Examination

Associate Professor Peter McCallum (Assistant Principal, Sydney Conservatorium of Music and Chair of the Conservatorium's Graduate Studies Committee), Associate Professor John Christodoulou (Director, Western Sydney Genetics Program and Chair of the Faculties of Dentistry, Medicine and Pharmacy Board of Postgraduate Studies) and Associate Professor Deirdre Dragovich (Associate Dean and co-Chair of the Faculty of Science's Postgraduate Studies Committee) were invited to present the Forum Focus on the quality and standards in University of Sydney postgraduate degrees with reference to recruitment, candidature and examination.

Associate Professor Christodoulou opened the forum focus and, addressing the issue of recruitment, referred to a paper entitled "Draft Procedure for Postgraduate Student Enrolment in the Faculty of Medicine at the University of Sydney". This paper documented procedures in place in the Faculty of Medicine and Professor Christodoulou explained the aim was to have procedures universally accepted in order to optimise and streamline enrolment, and improve the success rate in a timely manner.

Professor Christodoulou highlighted the following points:

- the importance of matching students and supervisors not only with regard to research skills, but also by taking personalities into account; and
- the need for the formal process to include the assessment of a research project's feasibility, the consideration of access to resources, and also the early identification and timely resolution of potential issues such as Intellectual Property and the student-supervisor relationship.

Associate Professor Dragovich addressed the issue of candidature in light of the new funding system for Australian Postgraduate Awards, which had placed priority on performance defined by graduate outcomes within reduced time constraints, and so increased the need to attract and retain students by ensuring high quality supervision and research experience. Professor Dragovich presented overheads, the contents of which were summarised in the document subtitled "Strategies Proposed within the College of Sciences and Technology for Optimising Candidature Outcomes".

Professor Dragovich highlighted the following as important factors in successful outcomes by ensuring quality in candidature, supervision and the postgraduate research experience:

- entry point – selection of students;
- induction session for new postgraduates;
- assessment of previous research experience;
- early reviews of candidate's progress;
- accurate databases for timely management of postgraduate candidatures;
- the student/supervisor interaction as essential to a project's success;
- training for supervisors and associate supervisors;
- manageable scope of research, within reduced maximum timeframe;

- ensuring continuity of appropriate supervision and limiting adverse effects of staff movements;
- providing advice on method of research examination (thesis or collection of papers);
- provision of appropriate resources;
- students' identification with the University and the collegiate exercise; and
- active professional and social interaction between all researchers (staff and postgraduates).

Associate Professor McCallum addressed the issue of examination of research degrees from the perspective of the creative discipline of music. He noted similarities in the fields of research work and musical performance, such as an expectation of originality and creativity, peer review, and assessment panels involving external examiners. Professor McCallum presented overheads detailing a study towards a model for benchmarking the assessment of musical performance, currently under development at the Conservatorium. Professor McCallum thanked the academics responsible for this study – Dr Ron Brooker, Dr Ross Gilbert and Dr Michael Stanley – for making this material available.

Professor McCallum highlighted the following results with regard to variability amongst examiners, the relationship of external to internal examiners, and the need for examiners with experience:

- of concern was substantial variability amongst examiners, with the widest range being a remarkable 43 marks, an average range down to 8.66 in the study's most recent year (possibly reflecting the study's influence on the process being observed), and 44% of panels differing by more than the range of marks between a credit, a distinction and HD;
- surprisingly, the test comparing internal with external examiners proved the difference to be essentially insignificant, which engendered discussion within the Conservatorium on the benefits of external examiners (including accountability and openness to new ideas) plus a proposal to engage one sole external examiner each year for advice on all assessment processes; and, finally,
- instrumental units which showed the least variability in marking were also those with the most stable staffing over the period studied and this was supported by interviews with examiners showing that experience was the critical factor in their ability to set standards, although there was no consensus on the ensuing issue of examiner training.

Professor McCallum emphasised that whilst some of the findings might have appeared self-evident, other common expectations were proven to be without factual basis. He concluded by suggesting that a study into research examinations may have similar benefits.

The issues raised during general discussion on research degrees and students fell into three broad categories: Government influence and the changing student profile, Ethics Committee approval, and supervision.

With regard to Government influence and the changing student profile, the following points were raised:

- concern that imposition of financial incentives and penalties by government was leading to research degrees driven by progression/completion measurements rather than quality;
- suggestion that alternative routes be developed outside such government control, to offer a range of students (such as those who are good but slow, or those without the PhD entry requirement of First Class Honours) the opportunity to undertake research, make a contribution to the field and be part of the academic community;
- reminders that some such routes already exist, such as part-time enrolment and enrolment in MSc with possible conversion to PhD, and reminder, in response to a query, that such a conversion did not count adversely as non-completion of Masters level;
- concern that the current system lacked the flexibility to cope with today's non-traditional research students – dedicated, but with other commitments such as family and part-time

- employment – due to its continued alignment with the traditional pattern of single, young males moving directly from undergraduate to postgraduate studies;
- reminder that available options include part-time candidature and withdrawal of enrolment, and acknowledgment that although record-keeping might be challenging, a change to greater flexibility was possible;
 - concern that new structures were driven by government funding and that from students' viewpoint there could be other problems, as well as financial issues, which the Forum should address;
 - reminder from the Chair that the initial decision to reduce length of candidature (from five to four years) was predicated on a belief in the best interests of the student and the University, and predated recent funding changes by the Government; and
 - concern from SUPRA about equitability of deregulated fee structure;

With regard to Ethics Committee approval, the following points were raised:

- concern about length of time required for Ethics Committee to approve people-focused research topics and the possible consequences of these delays, such as discouraging new studies (even at Honours level) or preventing completion of postgraduate studies within the required timeframe; and
- reminders that ethics committees were not created by scholars and professionals, but rather were a product of society's demands, that there was an Ethics Committee Review last year, and that in the last few months there had been efforts to expedite the process in spite of a recent increase in workload.

With regard to supervision, the following points were raised:

- concern about recent survey showing 24% of 506 students were dissatisfied with supervision, plus concern about academics' lack of time for both supervision and training, and suggestion that the Graduate Studies Committee could address these serious issues;
- query about which management factors lead to good outcomes, followed by responses highlighting good supervision, flexibility, importance of ground level knowledge and understanding of student issues (although there was no data to support the hypothesis that a good supervisor equalled a first class PhD);
- concern about definitions and roles of associate/alternative supervisors and the possible downplaying of the associate supervisors' role, and also clarification, following query about supervision by Emeritus and Associate Professors, that an associate supervisor was not required to have an academic appointment; and
- suggestion that role reversal in teaching duties may be appropriate with young PhDs perhaps better suited to supervising new postgraduates, and more experienced professors of greater value in undergraduate teaching.

The Chair summarised the discussion, on behalf of the Chair of the Graduate Studies Committee, and noted that the Committee had addressed, or was undertaking work on, a number of issues raised including:

- accreditation and training of supervisors;
- the definition of the PhD;
- policy and procedures for oral examinations;
- incorporation of published work into theses;
- audits of graduate studies resources;
- improved liaison between Postgraduate Coordinators and Graduate Studies Committee; and
- cotutelle agreements.

The Chair noted that the Graduate Studies Committee may wish to consider issues raised including:

- difficulties students experience in relation to applications for ethics approval;
- the need for accurate databases;

- improved collaboration between the Institute for Teaching and Learning and the Graduate Studies Committee;
- benchmarking examination procedures including investigating the possibility of a single external examiner conducting an audit of examination procedures;
- non-traditional versus traditional student issues including entry, progression, other commitments; and
- improved role definition for supervisors and associate supervisors.

7.1.3 Proceedings

The Forum noted the following:

(1) **Business arising from the Minutes**

The Forum noted the report on procedural matters, presented in response to queries at previous meetings. The Chair also responded to requests for clarification on the submission of notices of motion.

(2) **Tribute to Professor Kevin H Lee**

Dr Lindsay Watson, School of Philosophy, Gender, History and Ancient World Studies, presented a tribute to the late Professor Kevin Lee. The Forum also marked its respect for Professor Lee with a silent tribute in his honour.

(3) **Question Time**

In response to a request for comment on the film *Facing the Music* and the difficulties confronting small departments, the Vice-Chancellor argued that this film could be seen as an eloquent metaphor for the education system as a whole in the current climate of extreme funding restrictions.

In response to a request for the release of staffing details from the Planning and Resources Division, the Vice-Chancellor referred the matter to Professor Eltis.

In response to a query on the University's fulfilment of an Enterprise Bargaining Agreement clause stating there would be no net reduction in staff across the University, the Vice-Chancellor informed the Forum that there had in fact been an overall net increase in staff, and that the conservation of good academic staff and disciplines in this University was noteworthy in comparison to most other Australian Universities.

The Forum noted the Vice-Chancellor's response to a request for comment on his presentation on behalf of the Group of Eight and the University of Sydney to the Senate Employment, Workplace Relations, Small Business and Education Committee Inquiry (Senate Inquiry) into the capacity of public universities to meet Australia's higher education needs, and, further, on references to the Ombudsman's report raised in this Senate Inquiry. The Vice-Chancellor reported on his submission to, and his appearance before, the Senate Inquiry, including his response to Senator Kim Carr's concerns about purported University expenditure on legal fees. The Forum also noted that, despite the Vice-Chancellor's clarifications, incorrect information subsequently received prominent attention in the press.

In response to a query on whether the Senate Inquiry had allowed sufficient time and opportunity for an effective presentation of the University's perspective, the Vice-Chancellor stated that, despite the useful information available to the Senate Inquiry, he felt it had to some extent eschewed the big picture in favour of a not necessarily edifying one-on-one encounter with Senator Kim Carr.

(4) **Report from the Chair of the Academic Forum**

The Forum noted the honours and distinctions as reported and congratulated the recipients. The Forum also noted that Senate had amended the Academic Governance

Rules relating to the Academic Forum. The Forum also revisited a previous Forum Focus topic on Student Involvement and updates were provided by the SRC President, Ms Moksha Watts, and the SUPRA President, Mr Kristin Barlow.

(5) **Reports from Senate**

The Forum noted the reports from Senate tabled at the Academic Board meeting of 13 June 2001 in the report of the Chair of the Academic Board and in the report of the Vice-Chancellor and Principal.

(6) **Report from the Vice-Chancellor**

The Forum noted the Vice-Chancellor's report on his submission to the Senate Inquiry and also the availability on the University Senate website of the complete submission (at <http://www.usyd.edu.au/about/senate>) and of the summary conclusion (at http://www.usyd.edu.au/publications/news/010727News/2707_obiterdicta.html) in a recent edition of Uninews.

The Forum noted the Vice-Chancellor's reading of his opening statement to the Senate Inquiry, highlighting the University's continued leadership role in Australian higher education.

(7) **Report of the Academic Board**

The Forum noted the report of the Academic Board of its meeting of 13 June 2001.

(8) **Review of the Academic Board and the Academic Forum**

The Forum noted the report by the Chair of the Academic Board, Professor Judyth Sachs, on the progress of the Review of the Academic Board and Academic Forum, and her invitation to members to participate in the Open Forum with the Review Panel on 10 August 2001.

(9) **Appointment to the Student Proctorial Panel**

The Forum noted the appointment of Mr M Hall as a student member of the Student Proctorial Panel for 2001.

(10) **Elections to the Academic Forum**

The Forum noted the 2001 dates for the elections to the Academic Forum and the Academic Board.

AGENDA ITEM 8

Report of the Undergraduate Studies Committee

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

The Committee met on 12 June 2001 when there were present: The Chair (Associate Professor P McCallum) presiding, Professor S Armitage, Associate Professors C Gillies and C Thomas, Drs L Harris, E Lees, G Ryan and P Whiting, Ms B McDonald, Mr C Morgan and Miss E Sainsbury. Miss K Neveldsen was in attendance.

8.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 12 June 2001.

8.2.2 Admission Qualifications: APIEL English Test

32-33

The University was approached to accept a new test of English proficiency called the *Advanced Placement International English Language* (APIEL) test.

The test is being run by "The College Board" who is also the official sponsor of the SAT. The Director of the Centre for English Teaching was asked to assess the program and recommends that the University accept the test as an alternative to TOEFL and IELTS, as set out in the report presented.

Recommendation

That the Academic Board:

- (1) *approve the use of the APIEL as an alternate English Language test; and*
- (2) *set the criteria for the use of an APIEL score at 4 or above.*

8.2.3 Admission Qualifications: Recognition of BTEC Higher National Diplomas

The Committee considered advice from the Student Centre and resolved to approve the use of the UK based Business and Technology Education Council (BTEC) Higher National Diplomas qualifications for consideration for undergraduate admission for both local and international students.

Recommendation

That the Academic Board note that the Undergraduate Studies Committee approved the use of BTEC Higher National Diplomas as qualifications for consideration for undergraduate admission for both local and international students.

8.2.4 Alternative Chair of the Committee

The Committee endorsed the nomination of the Chair that Professor Sue Armitage be appointed the Alternative Chair of the Undergraduate Studies Committee.

Recommendation

That the Academic Board appoint Professor Sue Armitage as the Alternative Chair of the Undergraduate Studies Committee.

8.2.5 Proceedings of the Committee

(1) Matters arising from the minutes

(a) Resolution of the Academic Board: Management and Evaluation of Teaching

The Committee noted the Academic Board has adopted the Academic Board Resolution: *Management and Evaluation of Teaching*.

-
- (2) **Report of the Chair**
- (a) **Pre-enrolment and show-cause**
The Committee considered the issue of pre-enrolment and the requirement to show-cause and agreed that the Chair consult the Chair of the Academic Board with a view to a review of both processes.
- (b) **Exchange Schemes and Study Abroad Programs**
The Committee noted that a representative of the International Office would be invited to attend a meeting to discuss how exchange schemes and study abroad programs are marketed to students, mechanisms for granting credit and requirements for faculty resolutions.
- (c) **Terms of Reference in relation to Indigenous Education**
The Committee noted the Chair was working on a proposal to establish a working party to give effect to the Committee's proposed terms of reference in relation to indigenous education.
- (3) **Report from Faculties**
- (a) **Faculty of Law: Bachelor of Laws**
The Committee noted the amendment of the Faculty Resolutions relating to the Bachelor of Laws.
- (b) **Faculty of Medicine: Bachelor of Science (Medical)(Honours)**
The Committee noted the amendment of the Faculty Resolutions relating to the Bachelor of Science (Medical)(Honours).
- (c) **Faculty of Medicine: Bachelor of Medicine/Bachelor of Surgery**
The Committee noted the proposed Faculty Resolutions relating to the Bachelor of Medicine/Bachelor of Surgery and agreed to refer the section relating to the combined degree program to the Graduate Studies Committee for consideration.
- (d) **Faculty of Rural Management: Bachelor of Land Management (Ecological Agriculture) and Advanced Diploma of Land Management (Ecological Agriculture)**
The Committee noted the amendment of the Table of Units relating to the Bachelor of Land Management (Ecological Agriculture) and the Advanced Diploma of Land Management (Ecological Agriculture).
- (4) **General Business**
- (a) **Membership of the Committee**
The Committee thanked Dr Paul Whiting for his service to the Committee and noted that Associate Professor Gerard Sullivan would replace him as the representative of the Faculty of Education.

Report Item 2: Admission Qualifications: APIEL English Test

Report on suitability of the APIEL test as a measurement tool for entry to University of Sydney

Recommendation:

In the view of CET, the test format, the question types and rating procedures of the APIEL test make it eminently suitable for determining the readiness of non-native speaker students for tertiary study at the University of Sydney, provided that students rate an APIEL score of 4. A comparison between APIEL, TOEFL, IELTS and the *CET Direct Entry Test* is provided in detail below.

Scoring:

- APIEL grades are reported on a 5-point scale with grades of 3 or higher considered as satisfactory or “qualifying”.
- The College Board states that APIEL grades between 3 and 5 reflect a TOEFL score which ranges between range of 555-637 (computer-based 220-270). This would indicate that APIEL 3 approximates TOEFL 555 (220 computer-based), while APIEL 4 approximates TOEFL 596 (approx. 245 computer-based).
- The majority of faculties at the University of Sydney require the TOEFL 575 (computer-based 233).
- APIEL 4 would indicate therefore that a candidate is suitable for courses which require TOEFL 600 (computer-based 250) with TWE of 5.0 (IELTS 7.0) plus, of course, any other courses requiring lower scores than these.
- However, it is not clear from the score range that APIEL 3 is sufficient for those candidates who need 575 TOEFL with a TWE of 4.5, or an IELTS of 6.5 which is the most common requirement at University of Sydney. The closest score to equate to this level is 3.5. However, APIEL scores do not appear to offer half bands (ie 0.5). (*If the APIEL scores were banded in 0.5 – which they apparently are not - then it is possible that 3.5 is roughly equivalent to 575 TOEFL and 4.5 TWE*).

It would be useful to obtain more specific data on the equivalence of TOEFL and APIEL scores, if such were available.

Comparison of English language tests used for university entry

	Listening	Reading	Essay Writing	Speaking	Structure (Grammar)
IELTS	35 mins. 4 sections – includes short transactional listening & long academic listening	60 mins 3 sections; academic topics; variety of task types	60 mins. Task 1: 150 words -describe data in graphic form Task 2: 250 words on academic topic	11-15 mins 1 candidate, 1 rater Variety of speech samples including description, explanation, etc	
TOEFL & TWE	35 mins. 3 sections: short trans-actional listening; short talks (non-academic topics)	55 mins. 5 short passages – non- or quasi-academic topics Limited task types: MCQs	30 mins. TWE: 1 essay on a general or academic topic; 250-300 words	No speaking test	25 mins. Grammar – Vocab. multiple choice Q.s
APIEL	35 mins. Dialogues & short talks/ mini-lectures; 40 MCQs <i>(List. texts similar to IELTS; Q. format similar to TOEFL)</i>	50 mins. Approx. 6 prose passages 400-500 words; 40 MCQs <i>(Similar to TOEFL)</i>	80 mins. 2 essays (1 argument, 1 explanation) x 40 mins.; 2 raters. <i>(Similar to IELTS)</i>	15 mins. Respond to visual and verbal stimuli; speak for 1-2 mins. on topic of substance. 3 raters <i>(Similar to IELTS)</i>	
CET Direct Entry Test	35 mins. 2 sections – short trans-actional listening and long academic listening	90 mins. 3 or 4 sections; academic theme & varied authentic texts; variety of task types	60 mins. 1 essay on an academic topic related to ;theme of lecture and readings 250-350 words	15 mins. 2 candidates, 2 raters Candidates negotiate and reach consensus on topic of substance	

AGENDA ITEM 8

Report of the Undergraduate Studies Committee

8.3 Report of the Undergraduate Studies Committee meeting held on 10 July 2001

The Committee met on 10 July 2001 when there were present: The Chair (Associate Professor P McCallum) presiding, Professor M Jackson, Associate Professors C Gillies, G Sullivan and C Thomas. Ms C Essery, Mr L Macpherson, and Miss K Neveldsen were in attendance.

8.3.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 10 July 2001.

8.3.2 Report from Faculties

8.3.2.1 Faculty of Medicine: Bachelor of Medicine/Bachelor of Surgery

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The Committee noted that at its meeting of 10 April 2001, it had recommended to the Academic Board and Senate the adoption of the revised Resolutions of the Senate relating to the Bachelor of Medicine and Bachelor of Surgery and noted that the Faculty Resolutions relating to the course would be forwarded to the Committee in due course. The Committee has now received and considered those Faculty Resolutions and agreed to refer the section relating to the combined degree program to the Graduate Studies Committee for approval.

At its meeting of 18 June 2001 the Graduate Studies Committee approved the Faculty Resolutions relating to the combined degree programs and resolved to monitor the minimum completion time for the combined degree program.

Recommendation

That the Academic Board:

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

8.3.2 Proceedings of the Committee

(1) Pre-enrolment and show cause

The Committee discussed pre-enrolment, show cause and developments with the FlexSIS program with Mr Leo Macpherson, Implementation Manager: FlexSIS Project Team.

(2) Report of the Chair

(a) Exchange Schemes and Study Abroad Programs

The Committee discussed Exchange Schemes and Study Abroad Programs with Ms Claire Essery, Manager: International Links.

(b) Honours Reporting

The Committee discussed requirements for uniform reporting of honours grades and agreed that the Chair consult the Chair of the Academic Board on this issue.

(3) Working Party on Indigenous Education

The Committee established a Working Party on Indigenous Education to examine and propose initiatives to foster and promote undergraduate studies for Aboriginal and Torres Strait Islander students.

(4) New and amended course proposals

The Committee deferred consideration of two proposals for the introduction of new majors until the following meeting.

(5) Reports from Faculties

(a) Faculty of Medicine: Bachelor of Science (Medical)(Honours)

The Committee noted the amendments by the Faculty to the Resolutions of the Senate relating to the Bachelor of Science (Medical)(Honours).

(b) Faculty of Law: Bachelor of Laws

The Committee noted the amendments by the Faculty to the Faculty Resolutions relating to the Bachelor of Laws.

(6) Review of the Academic Board and the Academic Forum

The Committee discussed the review of the Academic Board and the Academic Forum and agreed that the Chair draft a submission on behalf of the Committee.

(7) Academic Honesty Policy

The Committee discussed the draft *Academic Honesty in Coursework Policy* and discussion paper, circulated by the Chair of the Academic Board. The Committee supported the proposals contained in the discussion papers and agreed that the Chair draft a response on behalf of the Committee.

Faculty Resolutions

Faculty of Medicine

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

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

Section 1

1. Admission

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

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

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

No preference or advanced standing is offered to any applicant.

No credit is given for previous study units.

No exemptions from study units are offered.

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

(4) Bachelor's Degree

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

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

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

(5) Graduate Australian Medical Schools Admissions Test (GAMSAT).

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

The GAMSAT is designed to serve five major purposes:

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

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

- (b) ACER will supply a score out of 100 for each of the three sections and an overall score weighted as Humanities and Social Sciences 25%, written English 25% and Biological and Physical Sciences 50%. Faculty will use the ACER scores for ranking of applicants.
- (c) Applicants must achieve a minimum level in all three sections of GAMSAT and will be ranked according to their performance for the purpose of identifying applicants who will be invited for interview. In the first instance, applicants who achieve the highest scores in all three sections of GAMSAT will be invited for interview. Invitations will then be made to those achieving scores equal to (or above) progressively lower scores in each section until the total number invited for interview is between 1.5 and 2 times the total number of places available for admission (or until the minimum score acceptable to Faculty is reached).
- (d) The minimum acceptable score in any section of GAMSAT is 50.
- (e) GAMSAT scores are valid for two years.
- (f) There is no restriction on the number of times a candidate may sit the GAMSAT. Candidates may select their preferred valid annual GAMSAT results and the Admissions Committee will not have access to GAMSAT results from other years.
- (g) The GAMSAT scores of successful applicants will be recorded for periodic review of selection criteria and procedures.

(6) Interview

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

Those qualities rated as desirable by the Faculty are:

- good communication skills
- a sense of caring, empathy and sensitivity
- an ability to make effective decisions
- an ability to contribute as a member of a team
- an appreciation of the role of research in medicine
- a sense of vocation, motivation and commitment within the context of medicine.

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

(7) Offers to Applicants

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

(8) Deferrals

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

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

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

- (c) Deferral for up to two years may be permitted to allow applicants who are enrolled in a higher research degree at a tertiary institution at the time of application to the Bachelor of Medicine and Bachelor of Surgery to complete that higher degree.
- (d) In exceptional circumstances, the Dean may permit deferral for one year to allow suitably qualified applicants to complete a non-degree postgraduate research year at an institution approved by the Faculty.
- (e) Requests for deferral must be in writing and must be received by Faculty at least ten working days before the enrolment date. Requests will be considered by the Admissions Committee and the Dean of the Faculty of Medicine.

(9) Combined Degree Program

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

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

(10) Applicants in Special Categories

(a) Indigenous Australian Applicants

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

Some Indigenous Australian applicants may be educationally as well as financially disadvantaged. To assist potential Indigenous Australian applicants to apply successfully for admission, educational support should begin much earlier than the application to enter the Bachelor of Medicine and

Bachelor of Surgery. At the University of Sydney, such support is available through the Koori Centre. The Faculty of Medicine, including its medical program students, will work with the Koori Centre to assist Indigenous Australian applicants to prepare themselves for success in the admissions process. Once admitted, Indigenous Australian students will be supported throughout the program by means of student role models and a mentor system.

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

(b) Refugee Medical Student Applicants

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

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

(c) Medical Rural Bonded Scholarship Scheme (MRBSS)

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

Australia. Students with MRBSS places will receive a tax-free scholarship for the normal duration of their medical school program.

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

(11) International Students:

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

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

progressing through the suitable categories, until all the places have been offered.

(12) Appeals

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

(13) Disclosure

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

2. Units of Study

Units of Study	Credit Points	Assumed Knowledge
Stage 1 GDMP 1001 Personal & Professional Development	48	Subject areas assessed in the Graduate Australian Medical Schools Admission Test (see Admission)
GDMP 1002 Basic & Clinical Sciences	0	As above
GDMP 1003 Patient & Doctor	0	As above
GDMP 1004 Community & Doctor	0	As above
Stage 2 GDMP 2001 Personal & Professional Development	6	Stage 1
GDMP 2002 Basic & Clinical Sciences	20	Stage 1
GDMP 2003 Patient & Doctor	12	Stage 1
GDMP 2004 Community & Doctor	6	Stage 1
GDMP 2005 Options	4	Stage 1
Stage 3 GDMP 3001 Personal & Professional Development	6	Stage 2
GDMP 3002 Basic & Clinical Sciences	24	Stage 2
GDMP 3003 Patient & Doctor	12	Stage 2
GDMP 3004 Community & Doctor	6	Stage 2
Stage 4 GDMP 4001 Psychological Medicine & Drug & Alcohol Studies	10	Stage 3
GDMP 4002 Child & Adolescent Health	10	Stage 3
GDMP 4003 Perinatal & Women's Health	10	Stage 3

GDMP 4004 Community Practice	10	Stage 3
GDMP 4005 Elective Term	2	Stage 3
GDMP 4006 Pre-Internship Term	6	Stage 3

3. Requirements for the Pass Degree

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

4. Combined Degree Program

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

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

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

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

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

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

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

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

substantive progress towards their research degree may elect to return to Bachelor of Medicine and Bachelor of Surgery Stage 3. Evidence of substantive progress would normally consist of a first draft copy of the research thesis, or publication of papers in peer-reviewed international journals. Where appropriate, candidates may elect to undertake a further year of full-time research or transfer to Master of Science in Medicine (MScMed) candidature.

- (iii) Permission to interrupt Bachelor of Medicine and Bachelor of Surgery studies to undertake additional full-time research for up to two further semesters between Years 3 and 4 of the Bachelor of Medicine and Bachelor of Surgery may be given in exceptional circumstances.
- (iv) It is expected that CDP candidates will have substantially completed their thesis at the end of the period of full-time research but need not submit their thesis until the end of Stage 4 of the Bachelor of Medicine and Bachelor of Surgery.
- (v) The CDP Committee will have responsibility for the general supervision of CDP students to ensure their satisfactory progress in both their research degree and their medical studies.

(b) Master of Philosophy in Public Health

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

(2) Review and Reporting

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

5. Honours Degree

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

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

- The award of Honours will not be based on ranked performance in summative assessments but on the completion of two specific Honours Tasks.
- Students must demonstrate meritorious performance in more than one of the four Themes of the Bachelor of Medicine and Bachelor of Surgery in order to be eligible for the award of Honours.
- All students should be encouraged to meet the Honours standard.
- Excessive extra work by students should not be required for the award of Honours. This is of particular importance for students in the Combined Degree Program.

(1) Eligibility

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

(2) Honours Project

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

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

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

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

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

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

(3) Supervision of the Project

The Faculty will appoint a supervisor for each project.

A supervisor is required to undertake regular reviews of a student's progress in the project. As a minimum, two progress reviews during the course of the project and a final review of the project before its submission for assessment must be undertaken. Depending on the nature of the individual project, supervisors and students may wish

to have more frequent reviews of progress. At two of the progress reviews, and at the final (pre-submission) review, the student and supervisor are required to make a written record of progress and amendments to the project. These progress reviews will serve to support students and supervisors if contention arises about the project after assessment.

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

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

(4) Assessment of the Project

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

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

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

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

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

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

(5) Clinical Assessment Task

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

Section 2

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

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

(1) Basic and Clinical Sciences Theme

Medical graduates of the University of Sydney will demonstrate the ability to:

- (a) apply an understanding of normal and abnormal human structure, function and behaviour to the diagnosis, management and prevention of health problems;
- (b) use the best available evidence on outcomes to prevent or cure disease, relieve symptoms or minimise disability;
- (c) analyse clinical data and published work to determine their validity and generalisability;
- (d) participate in the generation, interpretation, application and dissemination of significant advances in medical knowledge; and
- (e) recognise the limits of scientific knowledge and understanding, and the continuing nature of all scientific endeavour.

(2) Patient and Doctor Theme

Medical graduates of the University of Sydney will demonstrate:

- (a) understanding of the therapeutic nature of the patient-doctor relationship and the impact on that relationship of the individual characteristics of both patient and doctor;
- (b) the ability to listen and to identify issues of concern to patients, families and carers and to respond to those concerns, using whatever means are necessary for effective communication;
- (c) the ability to elicit and interpret clinical symptoms and signs by interviewing and examining patients systematically and with sensitivity, and to use this information to guide further investigations;
- (d) the ability to perform important clinical procedures, particularly those vital in life-threatening situations; and
- (e) ethical behaviour in meeting the needs of patients and families; concern for confidentiality and respect for individual autonomy, enabling patients and their families to make informed decisions in relation to their medical care.

(3) Community and Doctor Theme

Medical graduates of the University of Sydney will demonstrate:

- (a) understanding of the factors which influence the health of the population and the respective roles of the promotion of health, the prevention of illness and the treatment of disease;
- (b) understanding of the legal, social, economic, historical and political context of medical practice where relevant to the provision of high quality medical care and to medical research;
- (c) the ability to identify and analyse health issues of concern to the community and to contribute constructively and rationally to the debate on these issues; and
- (d) a rational approach to resolving the tension between the medical practitioner's responsibility for individual patients and his or her responsibility for the health care needs of the whole community.

(4) Personal and Professional Development Theme

Medical graduates of the University of Sydney will demonstrate:

- (a) commitment to compassionate, ethical professional behaviour;
- (b) the ability to work cooperatively as a member of a team accepting and providing leadership as appropriate;

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

7. Outline of the Curriculum

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

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

(1) Stages 1 and 2

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

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

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

(a) Problem-based learning

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

(b) Self-directed learning

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

stage, students are increasingly independent in their capacity to direct their learning and to locate essential information.

- (c) Information technology in the Bachelor of Medicine and Bachelor of Surgery Medical practice is increasingly dependent on the efficient and effective use of computers. Students become comfortable with the technology from the start of the program; they have access to networked computers in tutorial rooms, practical classrooms, study rooms, the library and in the clinical schools. Materials for the problems, including introductory triggers, laboratory data, images, electronic articles and other learning resources are presented on the Faculty's educational intranet (MedEdNet). Students have access to web sites world-wide and to databases, including bibliographic ones, as well as computer-based educational programs and texts. Students are encouraged to be selective in their use of such resources and to contribute to the processes of evaluating them. In addition, summaries of lectures and classes are provided on the Bachelor of Medicine and Bachelor of Surgery web site, together with self-assessment questions to test the understanding of important concepts. Students and staff have access to bulletins and email. Extensive evaluation characterises the program, usually managed electronically.

- (d) Other learning activities
Up to six lectures in a week provide a broader context for the detailed learning and will provide background understanding to assist in the resolution of the weekly problem. Sessions are offered by each theme and reading matter may be recommended for preparation beforehand. Basic and Clinical Sciences sessions usually offer opportunities to gain hands-on practical experience and to learn from images, models, slides and museum or dissected specimens. Attendance at these lectures and theme sessions is at the discretion of students, based on their prior experiences and learning needs. In the Community and Doctor Theme, sessions are interactive, encouraging debate, and are presented in a variety of formats. Sessions run by the Personal and Professional Development Theme Committee are diverse, including aspects of personal development, evidence-based medicine, ethics and medical humanities. Attendance at these sessions and at clinical tutorials is a course requirement.

- (e) Evidence-based medicine
There is a major focus on the critical appraisal of evidence to underpin medical decision-making. From the start, students learn the skills of searching, identifying and appraising the literature. In later years, they apply the skills learned in making clinical decisions on the diagnosis and management of individual patients with whom they interact.

- (f) Clinical schools
The weekly program in the clinical schools introduces students to the generic skills of communication in a clinical setting with patients, relatives and health professionals involved in their care as well as specific history-taking, observation and physical examination in the system being studied each week. There are opportunities to practise and to gain experience with access not only to a wide range of patients but also to clinical skills centres in each clinical school. By the end of the second year, students will be starting to integrate knowledge and skills as they communicate with and examine patients.

Blocks 4 (Haematology, Stage 1) and 9 (Cancer, Stage 2) are taught entirely in the clinical schools, including Canberra. This arrangement will allow

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

(g) Options

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

(2) Stages 3 and 4

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

Formats used will include:

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

(a) Integrated Clinical Attachments

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

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

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

(b) **Clinical Rotations**

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

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

(c) **Elective Term**

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

(d) **Pre-Internship Term**

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

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

(e) **Rural Practice**

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

8. Discontinuation of Enrolment without Permission

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

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

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

10. Time Limit

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

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

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

11. Assessment and Progression

(1) Examination Committees

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

Associate Dean (Curriculum) Chair

Head, Department of Medical Education

Chair of the Assessment Committee

Chair of the Basic and Clinical Sciences Theme Committee

Chair of the Patient and Doctor Theme Committee

Chair of the Community and Doctor Theme Committee

Chair of the Personal and Professional Development Theme Committee

Clinical School Associate Deans

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

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

Chair of the Clinical Rotations Committee and of each of the Clinical Rotation Term Committees (for Stage 4)

Chair of the Elective Term Committee (for Stage 4)

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

Chair of the Honours Committee (for Stage 4)

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

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

(i) appropriate professional behaviours

(ii) competence in the preparation of a reflective portfolio

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

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

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

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

Students are required to participate in at least 85% of compulsory sessions. Students who miss compulsory sessions amounting to more than 15% of any block of study may not be eligible to proceed to Stage 3 except by a specific

decision of the Stage 2 Examination Committee. They may be required to undertake remediation as specified by the relevant Block Chair(s) in consultation with the Stage 2 Examination Committee.

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

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

(3) Progression at the end of Stage 3

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

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

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

(4) Progression in Stage 4

(a) Clinical Rotations

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

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

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

(b) Pre-Internship Term

Since the majority of assessments occur before the Pre-Internship Term, it is not expected that students who satisfy requirements up to the commencement of the Pre-Internship Term will experience difficulties in completing the term requirements. However, students who fail to meet program requirements by the mid-point of the Pre-Internship Term will undergo intensive remediation and reassessment in the second half of the term. Students who fail to meet program requirements by the end of the Pre-Internship Term will be given an opportunity to repeat the term, with a different clinical supervisor if necessary, before the commencement of their internship. Remediation during the repeat Pre-Internship Term is supervised by the relevant Clinical School Associate Dean. Students who do not meet the requirements of a second Pre-Internship Term are required to repeat Stage 4.

(5) Assessments

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

(6) Special Consideration

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

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

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

(a) Stages 1 and 2

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

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

(b) Stages 3 and 4

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

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

students are normally required to sit a supplementary assessment (to count as an annual result) at the end of the supplementary ICA period. Students who fail to meet the criteria for progression at that time are required to repeat Stage 3.

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

(c) Stage 4

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

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

(7) Appeals

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

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

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

AGENDA ITEM 9

Report of the Graduate Studies Committee

9.2 Report of the Graduate Studies Committee meeting held on 18 June 2001

The Committee met on 18 June 2001 when there were present: the Chair, Associate Professor R T Ross, presiding, Professors A Brewer, M Crossley, L D Field, J Gero, P Ramsden, D Siddle and J Sigafoos, Associate Professors J Christodoulou, P McCallum, F Nicholas, and M Prosser, Drs B Adamson, E Baily and M Boughton, and Mr J A Taylor. Mr K Barlow, Ms P Radford and Ms E Bergmann were in attendance.

9.2.1 Receipt of report

The Committee **recommends** that the Board receive and note the following report of its meeting held on 18 June 2001.

9.2.2 Alternative Chair of the Graduate Studies Committee

The Committee **recommends**, in accordance with Academic Governance Rule 13 (4), that the Academic Board approve the Chair's nomination of Associate Professor A F Masters as Alternative Chair of the Graduate Studies Committee for the period until 31 December 2002.

9.2.3 Proceedings of the Committee

(1) Membership of the Committee

The Committee thanked Mr J Taylor, SUPRA President for his contribution to the Committee and welcomed Mr K Barlow as SUPRA President-elect, who would join the Committee at its July meeting as the SUPRA representative.

(2) Membership of the Research Policy Sub-Committee

The Committee noted that the Chair had appointed Drs Adamson and Finkelstein to membership of the Research Policy Sub-Committee.

(3) Senate/SUPRA Liaison Committee Meeting

The Committee discussed items arising from the agenda of the previous Senate/SUPRA Liaison Committee, in particular, results of the Postgraduate Student Course Experience Questionnaire.

(4) Payment of External Examiners for Higher Degree Research theses

The Committee noted that the Chair would be writing to faculties providing clarification of the details of documentation requirements for payment of external examiners for Higher Degree Research theses.

(5) Report of the PhD Award Sub-Committee

The Committee received the report of the PhD Award Sub-Committee meeting of 5 June 2001. The Committee noted the report of the Chair and the First Quarter Report 2001. The Committee also noted the award of the degree, subject to emendations, had been approved to four candidates; a fourth examiner, to act as an assessor, had been recommended in respect of one candidature; revision and resubmission for examination was required in respect of two candidatures and examiners had been appointed for 34 candidates.

(6) Report of the Coursework Sub-Committee

The Committee received a verbal report from the Chair of the Coursework Sub-Committee in relation to the meeting of 18 June 2001 and noted that a written report would be presented at the following meeting.

(7) Report of the Undergraduate Studies Committee

The Committee noted the Faculty Resolutions relating to the combined Bachelor of Medicine and Bachelor of Surgery course referred by the Undergraduate Studies Committee, with particular reference to the proposal to allow concurrent enrolment in a PhD.

(8) Review of the Academic Board and Academic Forum

The Committee noted that a submission relating to the Review would be considered at the Committee's 16 July meeting.

AGENDA ITEM 9 Report of the Graduate Studies Committee

9.3 Report of the Graduate Studies Committee meeting held on 16 July 2001

The Committee met on 16 July 2001 when there were present: the Chair, Associate Professor R T Ross, presiding, Professors A Brewer, M Crossley and L D Field, Associate Professors A F Masters, P McCallum, F Nicholas, M Prosser, D Rothwell and J Small, Drs B Adamson, E Baily, M Boughton and J Finkelstein and Mr K Barlow. Ms P Radford and Ms L Bergmann were in attendance.

9.3.1 Receipt of report

The Committee **recommends** that the Board receive and note the following report of its meeting held on 16 July 2001.

9.3.2 Proposals for new and amended postgraduate courses

(1) **Faculty of Engineering: Graduate Certificate in Greenhouse Gas Mitigation**

63-64

The Committee **recommends** through the Academic Board that Senate approve:

- (1) the proposal from the Faculty of Engineering for the introduction in 2002 of the new Graduate Certificate in Greenhouse Gas Mitigation course;
- (2) the amendment of the Resolutions of the Senate relating to Degrees, Diplomas and Certificates in the Faculty of Engineering, with effect from 1 January 2002, as set out in the report presented; and
- (3) the adoption of new Resolutions of the Senate relating to the Graduate Certificate in Greenhouse Gas Mitigation course, with effect from 1 January 2002, as set out in the report presented.

The proposed Graduate Certificate in Greenhouse Gas Mitigation was designed to meet market demand for people with skills in the area of greenhouse gas mitigation strategies. It was expected that this course could attract up to 20 students annually. There are no other comparable programmes on offer in Australia.

Greenhouse Gas Mitigation is a new branch of environmental engineering with very large, new costs for Australian Industry. The signing of the Kyoto Protocol limiting emission of Greenhouse Gases (mostly carbon dioxide) has led the Australian Government to commit \$1 billion to encourage the modification of Australian industry to emit less carbon dioxide or to provide more sinks of Greenhouse Gas. This new Certificate will allow candidates to take a core subject in Greenhouse Gas Mitigation together with supporting courses from the existing Master of Engineering Studies in Environmental Engineering. Holders of the certificate will understand the legal and technical issues facing industry in the Kyoto future.

This Graduate Certificate will satisfy a need for engineers to obtain expertise in a new and important branch of environmental engineering. It provides a coherent unit of study by utilising some existing graduate courses and supplementing them with a new core subject.

The program is structured as a coursework programme with one new core course to be provided. Students should be able to complete the Certificate with attendance for one semester full time or two semesters part time. All units of study are at present offered in the traditional mode (i.e. lectures throughout the semester). WebCT will be used for the management of some units of study by providing for submission of assignments and the provision of resource material.

The Committee noted that a future proposal for a Masters level course may include an articulation arrangement with this Certificate. It would be made clear to students that the 3000 level elective subject could not be credited for Master's courses.

The Coursework Sub-Committee had noted that clarification needed to be given to students of the course structure, in particular regarding the 3000 level elective subject and the strict limit regarding undergraduate courses.

(2) **Faculty of Science: Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy**

65-70

The Working Party of the Graduate Studies Committee **recommends** through the Academic Board that Senate approve:

- (1) the proposal from the Faculty of Science for the introduction in 2002 of the new courses, Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy;
- (2) the amendment of the Resolutions of the Senate relating to Degrees, Graduate Diplomas and Graduate Certificates in the Faculty of Science, with effect from 1 January 2002, as set out in the report presented; and
- (3) the adoption of new Resolutions of the Senate relating to the Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy courses, with effect from 1 January 2002, as set out in the report presented.

The Graduate Studies Committee had received a proposal from the Faculty of Science for the introduction of the new courses, the Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy and referred it to the working party for consideration.

The existing Clinical Master of Psychology program would no longer be offered as the proposed courses would enable graduates to meet professional requirements and provide an opportunity to integrate science and professional practice at the highest level.

The working party noted the discipline of psychology was a regulated profession requiring clinical training and that the proposed programs had been structured to ensure graduates met the requirements of the Australian Psychological Society and its College of Clinical Psychologists as well as the NSW Psychologists Registration Board.

The proposed programs were supported by current students, alumni and senior clinical psychologists in professional practice and comprised a sound theoretical and empirical knowledge base together with state of the art teaching methods in clinical skills. The degrees would be unique in Australia in that they would be based primarily in clinical schools.

The working party discussed areas of concern in the original proposal, including the duration of the programs, maximum and minimum length of candidature, and the balance of coursework to research.

It was noted that it was not proposed to offer the Doctor of Clinical Psychology as a separate qualification as it would not meet professional requirements for graduates, although candidates could transfer out of the combined programs into the Master of Science or Doctor of Philosophy if they met the requirements for those degrees.

The proposed Resolutions of the Senate were subsequently amended in response to the queries raised and the working party also recommended that the Faculty clarify the requirements of the thesis in the material distributed to potential candidates.

The working party was unanimous in its view that the proposed new courses, Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy were educationally desirable.

9.3.3 Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision

The Committee endorses the recommendation of the Teaching and Learning Committee that the Academic Board adopt the criteria for the Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision, as set out in the report of the Teaching and Learning Committee.

9.3.4 Proceedings of the Committee

(1) Report of the PhD Award Sub-Committee

The Committee received the report of the meeting of the PhD Award Sub-Committee held on 3 July 2001 and noted the Sub-Committee's proceedings relating to student cases.

(2) Report of the Coursework Sub-Committee

The Committee received the report of the Coursework Sub-Committee meeting of 18 June 2001 relating to matters detailed in item 10.3.2 above (Proposals for new and amended postgraduate courses) and noted a report on Faculty Reports on Reviews of Postgraduate Coursework during 2000.

(3) Higher doctorates: Deferment of Public Availability of Theses

The Committee noted and confirmed the Chair's action in deferring the release of parts or the whole of the four PhD theses from the Faculty of Science.

(4) Review of the Academic Board and Academic Forum

The Committee discussed a proposed response to the Chair of the Academic Board in relation to the Review of the Academic Board and Academic Forum, and endorsed proposed amendments to the membership of the Committee.

(5) Academic Honesty in Coursework Policy

The Committee considered a draft Academic Honesty in Coursework Policy based on the advice of the University Solicitor and the Registrar, and a Discussion Paper on an alternative process for considering allegations of academic dishonesty, which had been referred by the Chair of the Teaching and Learning Committee. The Committee endorsed the principle that faculties rather than the Registrar are in the best position to administer a process of considering allegations of academic dishonesty.

(6) English Language Requirements

In response to a request by the International Office for clarification on the policy on English language requirements for international students in the light of recent changes to visa regulations affecting students from some countries (e.g. the Indian sub-continent), the Committee endorsed the Chair's response that the University's policy should be maintained, subject to monitoring in light of the changed Government regulations.

(7) Resignation of Professor David Siddle

The Chair placed on the record his sincere appreciation of Professor Siddle's professionalism and collegiality during his tenure as Pro Vice-Chancellor (Research) and made particular mention of his positive impact on the quality of the research environment of postgraduate research students at this University; and the Committee thanked Professor Siddle for his major contribution to the Committee and to postgraduate programs within the University.

(8) Appointment of Working Parties to consider new and amended postgraduate courses

The Committee noted

- (a) the appointment of a working party to consider the proposed Doctor of Clinical Psychology; a combined Master of Psychology and Doctor of Philosophy; and a combined Master of Psychology and (the proposed) Doctor of Clinical Psychology; and resolved that, if unanimously agreed to by the Working Party, the course proposal be referred directly to the August meeting of the Academic Board; and
- (b) the appointment of a Working Party to consider the proposed Master of Applied Economics and Management.

(9) Proposals for new and amended postgraduate courses.

The Committee noted that proposals for new and amended postgraduate courses in the faculties of Engineering, Health Sciences, Nursing, and Science (joint with Law) had been referred to the Coursework Sub-Committee.

Resolutions of the Senate

Faculty of Engineering: Graduate Certificate in Greenhouse Gas Mitigation

Degrees, Diplomas and Certificates in the Faculty Of Engineering

The Resolutions of the Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Engineering (p259, *Calendar 2001*) are to be amended from 1 January 2002 to the following effect:

- Section 3 relating to the Certificates in the Faculty of Science is amended by adding the following new entry:
Graduate Certificate in Greenhouse Gas Mitigation.

Graduate Certificate In Greenhouse Gas Mitigation

The following new Resolutions of the Senate relating to the Graduate Certificate in Greenhouse Gas Mitigation are adopted from 1 January 2002.

GRADUATE CERTIFICATE IN GREENHOUSE GAS MITIGATION

Eligibility for admission

1. Admission to candidature for the Graduate Certificate in Greenhouse Gas Mitigation may be granted:
 - a) to an applicant who has completed the requirements for a degree of Bachelor of Engineering or other appropriate degree at the University of Sydney; or
 - b) to a graduate in an appropriate discipline of another university or tertiary institution .

Availability

2. Admission to the Graduate Certificate in Greenhouse Gas Mitigation may be limited by quota.
 - a) In determining the quota the University will take into account:
 - i) availability of resources, including space, library, equipment and computing facilities; and
 - ii) availability of adequate and appropriate supervision.
 - b) In considering an application for admission to candidature the Faculty will take account of the quota and will select in preference applicants who are most meritorious in terms of past academic and professional achievements.

Method of progression

3. A candidate for the Graduate Certificate in Greenhouse Gas Mitigation shall proceed by coursework.
4. Time limits
5. A candidate shall complete the requirements of the Graduate Certificate in Greenhouse Gas Mitigation within a minimum length of candidature of 6 months and a maximum length of candidature of 24 months. This period excludes the periods during which the candidature is suspended and is shorter when credit for prior learning is granted. However, under no circumstances can the candidature period be less than 6 months.

Credit

6. A candidate who before admission to candidature has spent time in postgraduate study in the University of Sydney or in another university or institution and has completed work considered by the Faculty to be equivalent to units of study prescribed for the Graduate Certificate in Greenhouse Gas Mitigation, may receive credit towards satisfying the requirements for the Graduate Certificate in Greenhouse Gas Mitigation, provided that no more than half the requirements are so met.

Requirements for the Graduate Certificate in Greenhouse Gas Mitigation

7. A candidate shall complete such units of study as may be prescribed by the Faculty. For the Graduate Certificate in Greenhouse Gas Mitigation 24 credit points are required to be completed from Table 1, appended to these resolutions.

Examination

8. A candidate may be tested by written and oral examination, assignments, exercises and practical work or any combination of these.
9. On completion of the requirements for the Graduate Certificate in Greenhouse Gas Mitigation the results of the examination shall be reported to the Faculty which shall determine the result of the candidature.

Progress

10. The Faculty may call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the Graduate Certificate in Greenhouse Gas Mitigation and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

Resolutions of the Senate

Faculty of Science: Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy

Degrees, Graduate Diplomas and Graduate Certificates in the Faculty of Science

The Resolutions of the Senate relating to the Degrees, Graduate Diplomas and Graduate Certificates in the Faculty of Science (p 337, *Calendar 2001*) is amended from 1 January 2002 to the following effect.

Section 1 relating to the degrees in the Faculty of Science is amended by adding the following:

- (r) Doctor of Clinical Psychology/Master of Science; and
- (s) Doctor of Clinical Psychology/Doctor of Philosophy

Doctor of Clinical Psychology / Master of Science

The following new Resolutions of the Senate relating to the Doctor of Clinical Psychology/Master of Science are adopted from 1 January 2002.

DOCTOR OF CLINICAL PSYCHOLOGY/MASTER OF SCIENCE

Award of the degrees

1. The degrees of Doctor of Clinical Psychology and Master of Science shall only be awarded on satisfactory completion of the requirements for both degrees, except as provided by the Resolutions of the Senate relating to the degree of Master of Science.

Eligibility for admission

2. The Dean of the Faculty of Science may admit to candidature:

- (1) (a) graduates of the University of Sydney holding the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Arts (Honours), Bachelor of Economics (Social Sciences) (Honours), or Bachelor of Liberal Studies (Honours) in Psychology with a result of 2:1 or better or any other equivalent award of the University of Sydney; or
- (b) graduates of other universities who have qualifications equivalent to those specified in subsection (1); and
- (2) who have satisfied the Department of their personal suitability for the practice of clinical psychology determined by personal interview and by analysis of units of study completed.

Availability

3.

- (1) Admission to candidature may be limited by a quota. In determining the quota, the University will take into account:
 - (a) availability of resources including space, laboratory and computing facilities; and
 - (b) availability of adequate and appropriate supervision.
- (2) In considering an application for admission to candidature, the Head of Department, the Director of Clinical Training and the Dean shall take account of the quota and shall select, in preference, applicants who are most meritorious in terms of section 2 above.

Method of progression

4. A candidate for the combined award course shall proceed by completing units of study, clinical internships, research and thesis in accordance with Sections 7 and 8.

Time limits

5.

- (1) A candidate may proceed on either a full-time or a part-time basis.

(2) A candidate shall complete the requirements for the combined award course in a minimum of six semesters and a maximum of twelve semesters, and except with permission of the Dean within nine calendar years of admission to candidature.

(3) The Director of Clinical Training in consultation with the members of the Clinical Psychology Unit shall approve any period of absence.

Requirements for the combined award course

6. Candidates for the combined award course are required to:

(1) complete satisfactorily 96 credit points from approved units of study. A unit of study shall consist of such lectures, seminars, tutorial instruction, essays, exercises, practical work, or project work as may be prescribed. In these resolutions, 'to complete a unit of study' or any derivative expression means:

- (a) to attend all the lectures and the meetings, if any, for seminars or tutorial instruction;
- (b) to complete satisfactorily the essays, exercises, practical and project work if any; and
- (c) to pass any other examination of the unit of study that may apply.

(2) pursue a course of advanced study and research leading to the submission of a thesis in an area of clinical research

(3) complete satisfactorily clinical internships in accordance with Sections 7 and 8

(4) complete satisfactorily two specialist seminars in clinical psychology

7. The following are the requirements for the combined award course. The structure of the course is arranged to cover areas from five key topics, namely: Therapy Knowledge and Skills, Assessment Knowledge and Skills, Clinical Internships, Ethics and Professional Practice and Research arranged as follows:

Year, Semester	Therapy Knowledge and Skills	Assessment Knowledge and Skills	Clinical Internships	Ethics and Professional Practice	Research
1,1	Adult Psychological Disorders I: Theory and Practice	Psychological Assessment of Adults: Theory and Practice	Clinical Internships 1	Ethics and Professional Practice 1	Research 1
1,2	Child and Family Psychology: Theory and Clinical Practice	Psychological Assessment of Children: Theory and Practice	Clinical Internships 2	Ethics and Professional Practice 2	Research 2
2,1	Adult and Health Psychology: Theory and Clinical Practice	Cognitive Neuropsychology in Clinical Practice	Clinical Internships 3	Ethics and Professional Practice 3	Research 3
2,2	Specialist Seminars in Clinical Psychology	Neuropsychological Disorders	Clinical Internships 4	Ethics and Professional Practice 4	Research 4
3,1	Advanced Seminars in Clinical Psychology	Nil	Clinical Internships 5	Ethics and Professional Practice 5	Research 5
3,2	Nil	Nil	Clinical Internships 6	Ethics and Professional Practice 6	Research 6

Examination

8. The procedures for the examination and award of the Master of Science shall be prescribed in the Resolutions of the Senate relating to that degree

9. On completion of the requirements for the combined award course, the Faculty, on the recommendation of the Head of Department and the Director of Clinical Training, shall determine the results of the candidature.

Progress

10.

(1) The Dean may –

- (a) call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards the completion of the combined award course, and
- (b) where the candidate does not show good cause, terminate the candidature.

(2) Satisfactory progress is prescribed as:

- (a) a candidate for the combined award course must complete satisfactorily (at a pass level) all units of study.
- (b) if a candidate fails to complete satisfactorily a unit of study at the first attempt, they can make a second attempt at completing that unit of study. They may not begin the next unit of study within the same key topic area until the previous unit of study has been satisfactorily completed.
- (c) any candidate who fails to complete satisfactorily a unit of study at the second attempt will normally be deemed to have failed to complete the course requirements and their candidature will be terminated by the Dean
- (d) if a candidate fails to complete satisfactorily two units of study within the same key topic area at the first attempt, they will normally be deemed to have failed to complete the course requirements and their candidature will be terminated by the Dean

Credit

11. A candidate who, before admission to candidature, has spent time in graduate study and, within the previous three years, has completed coursework considered by the Dean to be equivalent to units of study prescribed for the combined award course, may receive credit of up to 48 credit points towards the requirements for the Doctor of Clinical Psychology provided that the completed work was not counted toward the requirements of another degree.

Transfer to Master of Science Candidature

12. The Director of Clinical Training in consultation with the Head of Department may recommend that a candidate withdraw from candidature for the combined award course and complete requirements for the degree of Master of Science under such conditions as the Dean may determine.

Doctor of Clinical Psychology / Doctor of Philosophy

The following new Resolutions of the Senate relating to the Doctor of Clinical Psychology/Master of Science are adopted from 1 January 2002.

DOCTOR OF CLINICAL PSYCHOLOGY/DOCTOR OF PHILOSOPHY

Award of the degrees

1. The degrees of Doctor of Clinical Psychology and Doctor of Philosophy shall only be awarded on satisfactory completion of the requirements for both degrees, except as provided by the Resolutions of the Academic Board relating to the degree of Doctor of Philosophy.

Eligibility for admission

2. The Dean of the Faculty of Science may admit to candidature:

- (1)
 - (a) graduates of the University of Sydney holding the degree of Bachelor of Psychology, Bachelor of Science (Honours), Bachelor of Arts (Honours), Bachelor of Economics (Social Sciences) (Honours), or Bachelor of Liberal Studies (Honours) in Psychology with a result of 2:1 or better or any other equivalent award of the University of Sydney; or
 - (b) graduates of other universities who have qualifications equivalent to those specified in subsection (1); and
- (2) who have satisfied the Department of their personal suitability for the practice of clinical psychology determined by personal interview and by analysis of units of study completed.

Availability

3.

- (1) Admission to candidature may be limited by a quota. In determining the quota, the University will take into account:
 - (a) availability of resources including space, laboratory and computing facilities; and
 - (b) availability of adequate and appropriate supervision.
- (2) In considering an application for admission to candidature, the Head of Department, the Director of Clinical Training and the Dean shall take account of the quota and shall select, in preference, applicants who are most meritorious in terms of section 2 above.

Method of progression

4. A candidate for the combined award course shall proceed by completing units of study, clinical internships, research and thesis in accordance with Sections 7 and 8.

Time limits

5.

- (1) A candidate may proceed on either a full-time or a part-time basis.
- (2) A candidate shall complete the requirements for the combined award course in a minimum of nine semesters and a maximum of fifteen semesters, and except with permission of the Dean within nine calendar years of admission to candidature.
- (3) The Director of Clinical Training in consultation with the members of the Clinical Psychology Unit shall approve any period of absence.

Requirements for the combined award course

6. Candidates for the combined award course are required to:

- (1) complete satisfactorily 96 credit points from approved units of study. A unit of study shall consist of such lectures, seminars, tutorial instruction, essays, exercises, practical work, or project work as may be prescribed. In these resolutions, 'to complete a unit of study' or any derivative expression means:
 - (a) to attend all the lectures and the meetings, if any, for seminars or tutorial instruction;
 - (b) to complete satisfactorily the essays, exercises, practical and project work if any; and
 - (c) to pass any other examination of the unit of study that may apply.
- (2) pursue a course of advanced study and research leading to the submission of a thesis in an area of clinical research
- (3) complete satisfactorily clinical internships in accordance with Sections 7 and 8
- (4) complete satisfactorily two specialist seminars in clinical psychology

7. The following are the requirements for the combined award course. The structure of the course is arranged to cover areas from five key topics, namely: Therapy Knowledge and Skills, Assessment Knowledge and Skills, Clinical Internships, Ethics and Professional Practice and Research arranged as follows:

Year, Semester	Therapy Knowledge and Skills	Assessment Knowledge and Skills	Clinical Internships	Ethics and Professional Practice	Research
1,1	Adult Psychological Disorders I: Theory and Practice	Psychological Assessment of Adults: Theory and Practice	Clinical Internships 1	Ethics and Professional Practice 1	Research 1
1,2	Child and Family Psychology: Theory and Clinical Practice	Psychological Assessment of Children: Theory and Practice	Clinical Internships 2	Ethics and Professional Practice 2	Research 2
2,1	Adult and Health Psychology: Theory and Clinical Practice	Cognitive Neuropsychology in Clinical Practice	Clinical Internships 3	Ethics and Professional Practice 3	Research 3
2,2	Specialist Seminars in Clinical Psychology	Neuropsychological Disorders	Clinical Internships 4	Ethics and Professional Practice 4	Research 4
3,1	Advanced Seminars in Clinical Psychology	Nil	Clinical Internships 5	Ethics and Professional Practice 5	Research 5
3,2	Nil	Nil	Clinical Internships 6	Ethics and Professional Practice 6	Research 6
4,1					Research 7
4,2					Research 8
5,1					Research 9
5,2					Research 10

Examination

8. The procedures for the examination and award of the Doctor of Philosophy (including the provision for transfer to Master's candidature if the degree is not awarded) shall be prescribed in the Resolutions of the Academic Board and Senate relating to that degree

9. On completion of the requirements for the combined award course, the Faculty, on the recommendation of the Head of Department and the Director of Clinical Training, shall determine the results of the candidature.

Progress

10.

(1) The Dean may –

- (a) call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards the completion of the combined award course, and
- (b) where the candidate does not show good cause, terminate the candidature.

(2) Satisfactory progress is prescribed as:

- (a) a candidate for the combined award course must complete satisfactorily (at a pass level) all units of study.
- (b) if a candidate fails to complete satisfactorily a unit of study at the first attempt, they can make a second attempt at completing that unit of study. They may not begin the next unit of study within the same key topic area until the previous unit of study has been satisfactorily completed.
- (c) any candidate who fails to complete satisfactorily a unit of study at the second attempt will normally be deemed to have failed to complete the course requirements and their candidature will be terminated by the Dean
- (d) if a candidate fails to complete satisfactorily two units of study within the same key topic area at the first attempt, they will normally be deemed to have failed to complete the course requirements and their candidature will be terminated by the Dean

Credit

11. A candidate who, before admission to candidature, has spent time in graduate study and, within the previous three years, has completed coursework considered by the Dean to be equivalent to units of study prescribed for the combined award course, may receive credit of up to 48 credit points towards the requirements for the Doctor of Clinical Psychology provided that the completed work was not counted toward the requirements of another degree.

Transfer to Doctor of Philosophy Candidature

12. The Director of Clinical Training in consultation with the Head of Department may recommend that a candidate withdraw from candidature for the combined award course and complete requirements for the degree of Doctor of Philosophy under such conditions as the Dean may determine.

AGENDA ITEM 10

Report of the Teaching and Learning Committee

10.2 Report of the Teaching and Learning Committee meeting held on 21 June 2001

The Committee met on 21 June 2001 when there were present: The Chair of the Teaching and Learning Committee (Professor J Sachs) presiding, Professors A Brewer, P Parkinson and P Ramsden, Associate Professor M Prosser, Drs D Airey and G Hendry, Ms J Jones and Mr J Taylor. Miss K Neveldsen was in attendance.

10.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 21 June 2001.

10.2.2 Guidelines for Good Practice in Teaching and Learning

Separate enclosure

At its meeting of 7 December 2000 the Committee agreed that *Guidelines for Good Practice in Teaching and Learning* be developed to provide a short guide on good practice in the management of learning and teaching with reference throughout to appropriate University policies.

At its June meeting, the Committee received the final draft of the Guidelines for discussion and referral to the Academic Board for adoption.

The Committee noted the work undertaken by Professors Paul Ramsden and Rufus Clarke in the development of the Guidelines and that it was now desirable to circulate them to members of the University community.

The Committee noted that ultimately the Guidelines would be reviewed annually, but that the first review would be undertaken at the end of this year to incorporate any suggestions from users.

Recommendation

That the Academic Board adopt the Guidelines for Good Practice in Teaching and Learning, as set out in the report presented.

10.2.3 Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision

73

The Committee noted that the Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision had been established to recognise and reward excellence in postgraduate supervision at the University of Sydney.

The Committee agreed that the awards complemented those available for Coursework Teaching and noted that SUPRA supported the initiative and the proposed criteria.

The Committee noted that the proposal would also be considered by the Graduate Studies Committee and that future consideration would need to be given to obtaining student feedback.

Recommendation

That the Academic Board adopt the criteria for the Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision, as set out in the report presented.

10.2.4 Alternative Chair

Recommendation

That the Academic Board appoint Professor Patrick Parkinson as the Alternative Chair of the Teaching and Learning Committee.

10.2.5 Proceedings of the Committee

(1) **Report of the Chair**

The Committee noted the Report of the Chair relating to Academic Honesty and thanked the working party for the work undertaken to develop the draft *Academic Honesty in Coursework Policy* and noted that it would be circulated for consultation.

(2) **Report of the Pro Vice-Chancellor (Teaching and Learning)**

(a) 2001 Teaching Improvement Fund

The Committee noted that the Teaching Improvement Fund allocation for 2001 had been completed.

(b) Plagiarism

The Committee noted the following web resources in relation to plagiarism:

The United Kingdom, Institute for Learning and Teaching in Higher Education website:

<http://www.ilt.ac.uk>

iParadigms, a company specialising in digital information tracking has established the following websites:

<http://www.turnitin.com>

<http://www.plagiarism.org>

(3) **Report of the Institute for Teaching and Learning**

The Committee noted the Report of the Institute for Teaching and Learning and the work being undertaken following the adoption of the Academic Board Resolution: *The Management and Evaluation of Teaching* and the increased demand on resources by the faculties.

Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision

Purpose

The Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision will recognise and reward excellence in postgraduate supervision at the University of Sydney.

Criteria

Essential

1. Interest in and enthusiasm for supervising, mentoring, guiding and supporting postgraduate research students, including facilitating student access to resources and equipment.
2. Ability to integrate students into the research community, including, where appropriate, encouraging publication and developing professional links with other postgraduate research students.
3. Accessibility to postgraduate research students and effective communication with them.
4. Capacity to establish clear goals and plans for postgraduate research students and to provide effective feedback on their progress.
5. Ability to manage the supervisory process to achieve timely and successful completion of the thesis.
6. Use of a repertoire of supervisory strategies to take account of the diverse needs of individual students including assisting students from equity groups to achieve success.

Desirable

7. Commitment to assisting research students achieve their career goals.
8. Professional and systematic approach to the development of effectiveness as a supervisor, including reflective evaluation and participation in professional development activity.
9. Scholarship in research training and supervision, including impact of research activities on supervision, research and contributions to the literature on effective supervision, and leadership in developing the skills of other supervisors.

Number of awards

Two annually, each of \$5000, funded jointly by Pro Vice-Chancellor (Teaching and Learning) and Pro Vice-Chancellor (Research).

AGENDA ITEM 10

Report of the Teaching and Learning Committee

10.3 Report of the Teaching and Learning Committee meeting held on 19 July 2001

The Committee met on 19 July 2001 when there were present: The Chair of the Teaching and Learning Committee (Professor J Sachs) presiding, Professors P Parkinson and P Ramsden, Associate Professors L McCrimmon and M Prosser, Dr D Airey and Mr K Barlow. Miss K Neveldsen was in attendance.

10.3.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 19 July 2001.

10.3.2 Vice-Chancellor's Awards for Outstanding Teaching 2001

The Committee noted that a Committee had been appointed to consider the eight applications received for the awards, comprising Professor Paul Ramsden, Pro Vice-Chancellor (Teaching & Learning) as Chair, Professor Judyth Sachs (Chair Academic Board), Dr Graham Hendry, (nominee, Teaching & Learning Committee), Professor Michael Jackson (Associate Dean, Economics & Business), Associate Professor Michael Prosser (Director Institute for Teaching & Learning) and Ms Moksha Watts (President, SRC).

The Committee agreed to award four applicants the Vice-Chancellor's Awards for Outstanding Teaching 2001, as follows:

Individual awards

Associate Professor Sybille Lechner
Faculty of Dentistry

Dr Michelle Hyde
Faculty of Veterinary Science

Dr Henry Collins
Faculty of Veterinary Science

Group award

Faculty of Pharmacy
Ms Erica Sainsbury
Dr Andrew McLachlan
Dr Susan Taylor
Dr Parisa Aslani

Recommendation

That the Academic Board note and congratulate the recipients of the Vice-Chancellor's Awards for Outstanding Teaching 2001.

10.3.3 Proceedings of the Committee

(1) Report of the Chair

The Chair welcomed Mr K Barlow to the Committee as the new President of SUPRA.

(2) Report of the Pro Vice-Chancellor (Teaching and Learning)

The Pro Vice-Chancellor (Teaching and Learning) reported that the final revisions were being made to the Guidelines for Good Practice in Teaching and Learning and reminded members of the visit of Professor Diana Laurillard, Pro Vice-Chancellor (Learning, Technologies and Teaching) of the Open University.

- (3) **Draft Academic Honesty in Coursework Policy**
The Committee noted that responses were still being received on the draft Academic Honesty in Coursework Policy circulated for consultation and that the deadline for submissions had been extended until Friday 27 July.
- (4) **Review of the Academic Board and Academic Forum**
The Committee agreed to make a submission to the review, noting that members felt the Committee was working well, however the terms of reference could be improved and the membership could be extended to provide an improved link with faculty teaching and learning committees.

AGENDA ITEM 11

Report of the Research Committee

11.2 Report of the Research Committee meeting held on 8 May 2001

The Research Committee met on 8 May 2001 when there were present: Professor L Field, *Chair Research Committee (Presiding Member)*, Professor D Siddle, *Pro Vice-Chancellor (Research)*, Professors M Christie, G Gill, M Harris, M L Maher, D Melrose and C Pollock, Associate Professor R Ross, Drs C Baxter, J Lingard and L Poladian, Mr J Taylor, Mr W Dawson, Ms M Robb and Mr E Micallef (Committee Secretary).

11.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of its meeting held on 8 May 2001.

11.2.2 Proceedings of the Committee

(1) Code of Conduct for Responsible Research Practice

The Code of Conduct has now incorporated modifications suggested by the Research Committee and has been approved by the Vice-Chancellor and the University Solicitor. Professor Field will now forward the Code of Conduct to the Academic Board with a recommendation that it endorse the Code of Conduct for Responsible Research Practice, as amended, and the new Guidelines for Dealing with Allegations of Research Misconduct and commend them to Senate for approval.

(2) Intellectual Property Rule

Professor Siddle noted that he has now looked at the comments received from this Committee, the Graduate Studies Committee, the Vice-Chancellor and VCAC on this rule. He is in discussion with Helen Fleming and Kevin Croft about the proposed amendments and will circulate a new draft for comment, after which he will arrange for the rule to go to the next meeting of the Academic Board.

(3) Internal Funding Schemes

The Committee discussed the new Sesqui New Staff Support Scheme and the Sesqui Research and Development Scheme. The Committee felt the schemes worked well and discussed areas where changes were necessary. Mr Dawson agreed to design a common form and guidelines, taking into account the issues raised by the Committee. He would then circulate a draft to the Chairs of the College Committees for their feedback, prior to bringing the form back to this Committee's next meeting.

(4) Reports

(a) Professor David Siddle, Pro Vice-Chancellor (Research)

Professor Siddle reported on the following:

- (i) Major National Research Facilities Program: A number of bids have gone in from this University. About 160 expressions of interest were received by Ausindustry, of which about 70 will become applications. About 30 of these may be worthy of funding but probably only about 7 will be funded.
- (ii) Publications Audit: All books will be audited and a selection of each category of publications will be audited.
- (iii) Tropical Marine Network: A Memorandum of Understanding between the University of Queensland, James Cook University, the University of Sydney and the Australian Museum has been negotiated to develop a tropical marine network under the auspices of the Great Barrier Reef Research Foundation. A bid for a Major National Research Facility has been lodged.

- (iv) Research and Research Training Management Report: The group dealing with this has met and identified tasks. The deadline has been extended to 13 July, with an advanced draft going to the Vice-Chancellor by mid June. There will be more emphasis on research strategy and less emphasis on research outcomes.
- (v) CRCs: The University is working its way to establishing four new CRCs. There is a minor internal review by the Department of Industry, Science and Resources on CRCs. The leveraging ratio between government and universities is now 3:8. There is less emphasis on research providers and more on research users.
- (vi) Appointment: Professor Siddle noted that he has accepted the appointment as Pro Vice Chancellor (Research) at the University of Queensland and will be leaving the University of Sydney towards the end of August.

(b) Mr Warwick Dawson, Director, Research Office

Mr Dawson reported on the following:

- (i) The number of Linkage Infrastructure Equipment and Facilities applications is down this year.
- (ii) Publications: Most have now been submitted. Journal publications are down by 15% over last year. An internal audit is being undertaken on books and chapters.
- (iii) NHMRC program grants: 12 have been submitted. 5 have progressed to interview, 4 from CHS and 1 from CST.
- (iv) Australasian Research Management Society: A flyer was handed out regarding the third annual conference, which is being held in Sydney.

(c) Dr Claire Baxter, Director, Business Liaison Office:

Dr Baxter reported on the following:

- (i) Linkage applications: These were down this year. There were 43 Linkage applications of which 12 were APAI only, compared with 57 applications and 18 APAI only last year. Applications may have been down because of the closing date.
- (ii) Innovation statement: Pre-seed funding will be announced shortly.
- (iii) Intellectual Property Seminar: About 200 staff attended the Seminar, which was organised by IPAustralia. National principles are being developed which will affect ARC and NHMRC applications.
- (iv) Showcase: The commercial arms of the ANU, UNSW, UTS and the University of Sydney are working together to showcase to industry their achievements and the advantages of partnership between Industry and Universities. Professor Pollock raised a concern about commercialisation, which may cause researchers not to publish until they have a patent, which may take up to 7 years. This in turn affects/limits the promotional aspects of the researcher within the university. Professor Field undertook to take this up with the Academic Staffing Committee.

(d) Ms Merrilee Robb, Director of Research Development:

Ms Robb noted that she is working on Federation Fellowships. So far she has discussed applications with 2 applicants and is looking at having discussions with a third. They are being driven by College PVCs.

AGENDA ITEM 11

Report of the Research Committee

11.3 Report of the Research Committee meeting held on 12 June 2001

The Research Committee met on 12 June 2001 when there were present: Professor L Field, *Chair Research Committee (Presiding Member)*, Professor D Siddle, *Pro-Vice Chancellor (Research)*, Professor G Gill, Professor M Christie, Professor D Melrose, Dr J Lingard, Associate Professor P McCallum, Professor C Pollock, Professor M Harris, Professor R Ross, Dr L Poladian, Dr C Baxter, Mr W Dawson and Mr E Micallef (Committee Secretary).

11.3.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of its meeting held on 12 June 2001.

11.3.3 Proceedings of the Committee

(1) **Code of Conduct for Responsible Research Practice and Guidelines Dealing with Allegations of Research Misconduct**

The Code of Conduct has now been endorsed by the Senate with one minor addition.

(2) **Items carried over**

(a) **Intellectual Property Rule**

The Chair thanked members of the Committee for comments and suggested changes to the IP rule. Professor Siddle noted that he had forwarded comments onto Ms Fleming who has addressed them. A marked up version of the Rule would be circulated to the Committee prior to sending to the Academic Board.

(b) **Patents and staff promotions:**

The Chair noted that he has taken up the issue of the need to recognise work in patents and creative works in the Staff Promotions Document with the Academic Staffing Committee. The Staffing Committee has requested a summary of the points needed to be made in the document. Any changes would not impact on this round of promotions, but could be incorporated for the 2002 round of promotions.

(3) **Changes in legislation affecting Institutional Biosafety Committees**

(a) A/Prof Weiss addressed the Research Committee on the new Gene Technology Act 2000. A/Prof Weiss noted that the Gene Technology Act 2000 commences on 21 June 2001 and

- (i) establishes a statutory officer, the Gene Technology Regulator (the GTR) to administer the legislation and make decisions under the legislation;
- (ii) establishes a Scientific Committee, an Ethics Committee and a Community Committee to advise the GTR and the Ministerial Council on gene technology;
- (iii) prohibits persons from dealing with GMOs (eg research, manufacture, production, commercial release and import) unless the dealing is:
 - exempt;
 - a notifiable low risk dealing (that is, contained research work which has been demonstrated to pose minimal risk to workers, the general public, or the environment);
 - on the Register of GMOs; or
 - licensed by the GTR.

- (iv) establishes a scheme to assess the risks to human health and the environment associated with various dealings with GMOs, including opportunities for extensive public input;
- (v) provides for monitoring and enforcement of the legislation; and
- (vi) creates a centralised, publicly available database of all GMOs and GM products approved in Australia (the Record of GMO and GM dealings).

A copy of the Gene Technology Regulations 2001 can be obtained from the following web address:

<http://scaleplus.law.gov.au/html/pastereg/3/1664/top.htm>

- (vii) The following issues were discussed/information provided;
 - the need to publicise the legislation via the HoDs;
 - the status of the University Biosafety Committee (it has the same status as the Human and Animal Ethics Committees within the University);
 - the development of a gene technology web site;
 - the location of the function of the Biosafety Committee. The feeling is that it does not neatly fit in with the Research Office but rather with either Risk Management or O H & S. Professor Siddle will write to Professor Eltis with options;
 - the need to appoint an Institutional Biosafety Officer at a senior level;
 - the role of off-campus Institutional Biosafety Committees.

(4) Draft Sesqui R & D and NSSS guidelines

A marked up version of the combined draft form and guidelines was distributed to Committee members. Comments were provided to streamline the process, improve the form and tighten up the guidelines. Professor Field noted that the amendments should be made by the Research Office and advertised on the web.

(5) Reports

(a) Professor David Siddle, Pro Vice-Chancellor (Research)

Professor Siddle reported on the following:

- (i) *Key Centres*: The Key Centre for Field Robotics underwent a 3-year review. The Key Centre for Polymer Colloids will be reviewed this week;
- (ii) *Cooperative Research Centre Program*: Professor Siddle circulated an AVCC commentary on issues paper on the expansion of the Cooperative Research Centre Program. The commentary included the scope of the program, leverage, the number of CRCs versus larger grants for each CRC, enhancement of opportunities for SMEs to participate, increased collaboration with international research networks and CRC model proposed by the CRC Committee;
- (iii) *National Principles of IP Management for Publicly Funded Research*: Professor Siddle circulated a paper, which set out the framework of principles of IP. The National Policy is endorsed by the following peak bodies: The Australian Research Council, The Australian Tertiary Institutions Commercial Companies Association, The Australian Vice-Chancellors' Committee, The Department of Education, Training and Youth Affairs, The Department of Industry, Science and Resources, IP Australia, and The National Health and Medical Research Council. Professor Siddle noted that Mr Croft from the BLO had reviewed the policy and noted that it was not inconsistent with University policy. It was suggested that workshops

- be conducted and web pages updated to assist researchers with an understanding of this policy;
- (iv) *LIEF Applications*: Professor Siddle circulated a paper on LIEF applications for 2002. He noted that while the number of lead applications had fallen this year (7), over the past year (13), in general terms the requests were for larger sums of money. The standard of applications in which Sydney is the lead institution is outstanding. The researchers involved are: Jock Keene (Ocean Drilling); David Hensher (Travel simulation); Asaad Masri (Measurement of Temperature and Composition Fields); Peter Gibbens (Flight Simulator); Mitch Guss (X-ray Crystallography); Mark Walker (Millimetre-wave Astronomy); and Gordon Robertson (Gemini Partnership);
 - (v) *Major National Research Facilities*: Professor Siddle circulated a paper. More than 150 expressions of interest had been received nation-wide with 66 bids being developed as full applications. The University of Sydney is involved in 15 bids, 6 as the lead institution and 9 as a supporting partner. It is expected that about half the bids will be highly competitive, with perhaps only 7 or 8 being successful. The 6 bids for which the University of Sydney is the lead are: Bioinformatics; Agricultural Genomics; Australian Gene Bank Network; National Clinical Trials Centre; National Nuclear Magnetic Resonance Spectrometer Grid; and Nanostructural Analysis Network Organisation. The University of Sydney has committed over \$25M (with \$6.5M expected from the State Government). Total cash and in-kind contributions for the 6 bids is approximately \$180M, with over \$81M being requested from MNRF funding. Average project costs exceed \$40M;
 - (vi) *Synchrotrons*: A serious attempt is being made to build an Australian Synchrotron Facility. Three States are bidding – Victoria, NSW and Queensland. This will be an expensive major facility – probably in the order of \$150M for construction. The University has supported the NSW bid to a maximum of \$2M;
 - (vii) *Research and Research Training Management Report*: Part B information is being collected. There appears to be a large number of higher degree research students who do not have supervisors assigned on the database. This is being corrected. Information on areas of research strength is still being collected;
 - (viii) *Wheat breeding*: The GRDC, Grain Corp and the University of Sydney are forming a private wheat breeding company. SunPrime Seeds will be the vehicle used with the GRDC buying 1/3 of the company;
 - (ix) *ARC visit*: The ARC visited the University for half a day and visited the Faculty of Engineering and the Faculty of Economics. Issues discussed included the limit on the number of grants researchers can hold; closing dates of applications; difficulties of transitional arrangements from old to new scheme. IREX – International Awards changed this year so that there is no closing date. Only 8 applications had been received to date and so applicants are encouraged to apply. There is a need to publicise this.
 - (x) *Centres of Excellence*: the existing Special Research Centres and Key Centres programs will be replaced with a program to support Centres of Excellence; guidelines are expected by the end of this year; there will be a round of applications for Centres of Excellence in 2002 for funding in 2003;

- (xi) *Awards:* Professor Max Bennett was awarded an AO in the Queens honour list. Professor Siddle congratulated Professor Bennett on behalf of the Committee

(b) Mr Warwick Dawson, Director, Research Office

Mr Dawson reported on the following:

- (i) *Federation Fellowships*: These close on 22 June. Ms Robb is working on them in conjunction with College PVCs. Final drafts are due on 15 June. Professor Siddle is to sign off on them;
- (ii) *DETYA Publications and Income Returns*: These are almost finalised. They are being internally audited;
- (iii) *Assessors Reports*: Assessors Reports will be received on 25 June from the NHMRC and 9 July from the ARC. Rejoinders are due back on 13 July for the NHMRC and 29 July for the ARC;
- (iv) *National Competitive index*: Mr Dawson noted that this list may need to be updated and undertook to circulate it to the Committee for updating, if necessary.

(c) Dr Claire Baxter, Director, Business Liaison Office

Dr Baxter noted that the BLO is organising a workshop on spin-off companies on 1 August in the Architecture Building.

AGENDA ITEM 11

Report of the Research Committee

11.4 Report of the Research Committee meeting held on 10 July 2001

The Research Committee met on 10 July 2001 when there were present: Professor L Field, *Chair Research Committee (Presiding Member)*, Professor G Gill, Professor D Melrose, Professor M L Maher, Dr J Lingard, Associate Professor P McCallum, Professor M Harris, Professor R Ross, Dr C Baxter, Mr W Dawson, Ms M Robb and Mr E Micallef (Committee Secretary)

11.4.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of its meeting held on 10 July 2001.

11.4.2 Alternative Chair

The Committee **recommends** that the Academic Board appoint Professor G Gill as the alternative chair of the Research Committee.

11.4.3 Proceedings of the Committee

(1) Correspondence

Correspondence was received from the Head of the Department of Mathematics regarding changes proposed to the Sesqui Guidelines. Professor Siddle confirmed the amendments made. Correspondence was received from the Grain Research Development Corporation. The GRDC will now define areas of research and invite submissions. Preliminary proposals will be dispensed with.

(2) Items carried over

(a) Golden List

The Chair reported that he has not yet taken the review of the Golden List any further.

(b) Patents

The Chair has taken this issue up with the Staffing Committee. The existing guidelines on the Staff Promotion document already adequately cover patents and the performing and creative arts.

(c) Intellectual Property Rule

The Chair noted that Professor Siddle would finalise this issue shortly. A marked up version will be circulated to the Research Committee prior to sending to the Academic Board.

(d) Biosafety

The Chair noted that Professor Siddle has not yet actioned this item. A paper will be prepared for Professor Eltis setting out options as to where this function should reside (Research Office, Risk Management, OH&S).

(3) Sesqui Research Fellowships

The Committee discussed the application form, guidelines, assessment criteria and timeline. It was agreed that Mr Dawson would amend the Guidelines and application form according to comments made by the Committee and have them posted on the web as soon as possible.

(4) Submission to Academic Board and Academic Forum

The Chair noted that there is a review of the Academic Board and Academic Forum with regard to their role, purpose, function, structure, operation and relationship with

the Senior Executive of the University. The Chair noted that the submission from the Research Committee would be prepared by Professor Gill.

The following comments were made:

- the Research Committee works well.
- the Research Committee doesn't need to be expanded although its structure must reflect the current College structure of the University.
- The relationship with the Graduate Studies Committee works well as each of the Chairs is a member of the other committee.
- Invitees of the Committee (Dr Baxter, Mr Dawson and Ms Robb) play a crucial role in the functioning of the Committee and should become *ex-officio* members of the Research Committee.

Terms of Reference of the Research Committee:

- Should be expanded to include advice to PVC(R) and an external perspective: Advise and report to the PVC(R) and the Academic Board on the promotion of research, scholarship and other creative work of the University.
- there is a need to question whether the Research Committee should be directly involved with faculty research committees.
- There needs to be a focus on College Research Committees and include in the membership a representative of research-only staff.
- Drawing deficiencies to the Vice-Chancellor is a negative concept. The Committee should be drawing important issues to the attention of the VC and the Academic Board.
- Include a new term of reference to promote research and research opportunities to members of the academic staff.

The report to the Academic Board is due on 20 July. Professor Gill will circulate draft comments based on this discussion to Committee members. It was also agreed that a standing item on the Research Committee Agenda would be the Chair's Report from the Academic Board.

(5) Academic Honesty

The Chair circulated a discussion paper and the draft Academic Honesty in Coursework Policy. The Committee noted that the Policy related to undergraduate course work but that there are implications for researchers, which should also be picked up in this policy. The issues are covered by the Research Misconduct policy, which perhaps should be cross-referenced with this policy.

(6) Reports

(a) Professor David Siddle, Pro Vice-Chancellor (Research)

Professor Siddle was not able to attend the meeting. The Chair tabled the following information:

- Major National Research Facilities:* 37 bids have been short listed, with 5 from the University of Sydney (Bioinformatics; Centre for Agricultural and Veterinary Genomics; Australian Gene Bank Network; National Nuclear Magnetic Resonance Spectrometer Grid; and Nanostructural Analysis Network Organisation). There are 4 other short listed applications involving the University of Sydney, where we are not the lead. There are also three bids to build a synchrotron facility (Victoria, NSW and Queensland). If all our bids are successful, the University has committed approximately \$25m.
- LIEF:* 129 applications have been submitted nationally, with 7 from the University of Sydney. The numbers have dropped this year over last year because Sydney University is supporting more bids than it is leading compared to previous years.
- CRCs:* New CRCs are close to being signed off.

- (iv) *Federation Fellowships*: There were 181 applications nationally, with 25 from the University of Sydney (10 from CHASS, 2 from CHS and 13 from CST).
- (v) *Research Training Management Plan*: This is now finalised and is with the VC. It will go to DETYA in the coming week.
- (vi) *APDIs*: This is a group of Post docs who haven't received the \$5k start-up grant. These are now going on to the list.
- (vii) *DVC/PVC(R) and Dean of Graduate Studies*: The Chair was unable to provide any further information on these positions.

(b) Mr Warwick Dawson, Director, Research Office

Mr Dawson reported on the following:

- (i) *ARC assessor reports* had recently been received. Only 2 or 3 per applicant. No scores were attached. International assessors were not named. Readers appear to have less expertise and are providing comments outside their expertise. Panels will become more important. Rejoinders needed to be submitted electronically through the Research Office.
- (ii) *NHMRC rejoinders*: These are due by 13 July.
- (iii) *Audit of publications*: 56 publications are being audited.
- (iv) *Sesqui documentation*: The application form and guidelines will go on the Research Office web site on 13 July. The closing date will be 24 August.
- (v) *Proposed Australia-USA Science and Technology Agreement*: The AVCC has received a proposed agreement with a request for comments on the strategic work program for future collaboration due, by 19 July. Mr Dawson and Dr Baxter will work on a response.

(c) Dr Claire Baxter, Director, Business Liaison Office

Dr Baxter noted that she attended the Bio 2001 Conference in San Diego where she led the NSW delegation and also represented the University and presented various technologies at the exhibition.

(d) Ms Merrilee Robb, Director of Research Development

Ms Robb reported on the following:

- (i) *Federation Fellowships*: Other GO8 universities had fewer applications and tended to be exclusive (eg, 8 from UNSW, 7 from UQ). Of the 25 from USyd, 22 were Fellows of the Academies and 3 were from Overseas. College PVCs were remarkable with respect to the two page letter and the dollar commitment was excellent, and mainly in cash.
- (ii) *Rejoinders*: Applicants were being told to target the specific points arising in the assessments. Ms Robb and Mr Dawson had agreed to come in over the final weekend before the due date to work on rejoinders.

AGENDA ITEM 12
Report of the Academic Staffing Committee

12.2 Report of the Academic Staffing Committee meeting held on 20 June 2001

The Committee met on 20 June 2001. There were present: Associate Professor A Reynolds (Chair), Professor L M Koder, Professor L Field, Professor B Hesketh, Professor S Armitage, Ms S Jamieson and Professor P Apps. In attendance: Ms P Croxon, Ms S Spartalis and Ms L Schofield.

12.2.1 Receipt of report

The Committee recommends that the Board receive and note the following report of its meeting held on 20 June 2001.

12.2.2 Proceedings of the Committee

(1) Conferral of Titles

At the request of the Faculty of Medicine the Committee is continuing to investigate the issue of conferring academic titles on research only staff who contribute significantly to teaching within the University.

(2) Emeritus Professors

The Chair of the Academic Board has requested that the Committee give consideration to proposed amendments to the policy on "Conferral of All Academic Titles" from the University of Sydney Association of Professors. The Committee has reviewed the request and will draft amendments for consideration by the next Academic Board meeting.

(3) Report of the Pro-Vice-Chancellor (Employee Relations)

(a) The Committee noted the update on developments in relation to the current award simplification process and the possible inclusion of Position Classification Standards within the Australian Universities Academic and Related Staff (Salaries) Award 1987. The Pro-Vice-Chancellor (Employee Relations) invited Ms P Croxon, Manager, Industrial Relations and Ms S Spartalis, Senior Personnel Officer to the meeting to discuss the issues.

(b) The Committee discussed amendments to the procedures in relation to reclassification of general/research only staff as academic staff. The Committee endorsed the draft amendments and requested that they be circulated to the Pro-Vice-Chancellor's (College) for their consideration.

AGENDA ITEM 13
General Business

13.1 Academic Board Meeting Schedule 2002

A schedule of Academic Board meeting dates for 2002, based on previous years' practice of holding the Board meeting on the Wednesday preceding the third Monday of the month, is set out below. The date is set to ensure the timely receipt of reports of Senate meetings, held on the first Monday of the month.

Month	Academic Board meeting date	Provision for deferred Board meeting date
February	13	20
March	13	20
April *	10	17
May	15	22
June	12	19
July *	10	17
August	14	21
September	11	18
October	9	16
November	13	20
December	11	18

- * The Board will not meet in April and July unless there is urgent business to be conducted.

<i>Easter</i>	<i>Friday 29 March to Monday 1 April incl</i>
<i>Anzac Day holiday</i>	<i>Thursday 25 April</i>
<i>Queen's Birthday</i>	<i>Monday 10 June (not yet proclaimed)</i>
<i>Labour Day</i>	<i>Monday 7 October (not yet proclaimed)</i>
<i>AVCC Common Weeks/</i>	<i>Friday 29 March to Friday 5 April incl;</i>
<i>Non-teaching periods</i>	<i>Monday 8 July to Friday 11 July incl;</i> <i>Monday 30 September to Fri 4 October incl</i>