



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 14 November 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

7 November 2001

AGENDA

Pages

- ★ 1. **Apologies**
The following apologies have been received:
Professors S Leeder and P Wolnizer.

★ 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 10 October 2001 as a true record.

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 meeting held on 5 November 2001 [Supplementary agenda \(tabled\)](#)

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 5 November 2001.

5.2 General report

5.2.1 Review of the Academic Board and the Academic Forum

[10, Grey enclosure](#)

Recommendation

That the Academic Board:

- (1) *consider the report of the Review of the Academic Board and the Academic Forum, and related recommendations, as detailed in the document presented;*
- (2) *note that the report is to be considered by the Academic Forum at its rescheduled meeting on 19 November 2001, and by a forum of the University community on 30 November 2001;*
- (3) *invite written submissions on the report, to be received by the Chair of the Academic Board by Monday 3 December 2001; and*
- (4) *resolve that the report lie on the table, for further consideration in the light of input received, and final endorsement at the Board's meeting in December 2001.*

5.2.2 University of Sydney (Intellectual Property) Rule 2001

[10, Purple enclosure](#)

Recommendation

That the Academic Board:

- (1) *recommend that Senate resolve, pursuant to s37(1) of the University of Sydney Act 1989 as follows:*
 - (a) *to promulgate the New Rule in the form presented as the University of Sydney (Intellectual Property) Rule 2001, to take effect from the date on which it is published in accordance with clause 6 of the University of Sydney By-Law 1999;*
 - (b) *to repeal Part 8 of the University of Sydney (Amendment Act) Rule 1999 in its entirety, to take effect simultaneously with the promulgation of the University of Sydney (Intellectual Property) Rule 2001.*
- (2) *note associated documents as follows:*
 - (a) *Review of Intellectual Property Rule, which indicates changes from the existing Rule; and*
 - (b) *Intellectual Property Rule – A Guide, which sets out a plain English guide to the Rule.*

5.2.3 Communication of information from the Academic Board

[10](#)

Recommendation

That the Academic Board note the report relating to communication of information from the Academic Board and endorse the new procedures for continuing implementation, as set out in the report presented.

5.2.4 New South Wales Committee of Chairs of Academic Boards/Senates

[11](#)

Recommendation

That the Academic Board note the report of the Chair relating to the New South Wales Committee of Chairs of Academic Boards/Senates meeting, 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 5 November 2001 [Supplementary agenda \(tabled\)](#)

Recommendation

That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting held on 5 November 2001.

6.2 General report

Recommendation

That the Academic Board note the general report of the Vice-Chancellor and Principal.

7. Report of the Academic Forum

(Associate Professor Tony Masters)

★ **7.1 Oral report of the Chair**

Recommendation

That the Academic Board note the report of the Chair of the Academic Forum.

7.2 Report of the meeting held on 24 September 2001

[12-15](#)

7.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Academic Forum meeting held on 24 September 2001.

7.2.2 Forum focus: The University of Sydney Performance Management and Development Program

[12-14](#)

Recommendation

That the Academic Board note the Forum Focus of the Academic Forum meeting held on 24 September 2001, as set out in the report presented.

7.2.3 Proceedings of the Forum

[14-15](#)

Recommendation

That the Academic Board note the proceedings of the Academic Forum meeting held on 24 September 2001, as set out in the report presented.

7.3 Postponement of Academic Forum Meeting

Recommendation

That the Academic Board note that the Academic Forum meeting scheduled for Monday 29 October has been rescheduled to Monday 19 November 2001.

8. Reports of Faculties and Boards

8.1 Report of the Faculty of Veterinary Science

[16-17](#)

8.1.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Faculty of Veterinary Science meeting held on 21 September 2001.

8.1.2 Amendment of the Resolutions of the Senate: Constitution of the Faculty of Veterinary Science

[16-17](#)

Recommendation

That the Academic Board recommend that Senate amend the Resolutions of the Senate relating to the Constitution of the Faculty of Veterinary Science, with immediate effect, as set out in the report presented.

9. Report of the Undergraduate Studies Committee

(Associate Professor Peter McCallum)



9.1 Oral report of the Chair

Recommendation

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

9.2 Report of the meeting held on 9 October 2001

[18-35](#)

9.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 9 October 2001.

9.2.2 Proposals for new and amended courses

9.2.2.1 Sydney Conservatorium of Music

[18-19](#), [21-24](#)

Recommendation

That the Academic Board:

- (1) *recommend that Senate approve:*
 - (a) *the proposal from the Sydney Conservatorium of Music for the introduction in 2003 of the revised course, the Diploma of Music;*
 - (b) *the amendment of the Resolutions of the Senate relating to Degrees and Diplomas in the Sydney Conservatorium of Music, with effect from 1 January 2003, as set out in the report presented;*
 - (c) *the rescission of the Resolutions of the Senate relating to the Diploma of Music course; and*
 - (d) *the adoption of new Resolutions of the Senate relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 1 January 2003, as set out in the report presented;*
- (2) *note the Resolutions of the Faculty relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (3) *approve the Faculty requirements relating to admission, units of study, the diploma, and award of the diploma, as set out in the report presented.*

9.2.3 Amendments to Resolutions of Senate

[19](#), [25-35](#)

9.2.3.1 Faculty of Education

Recommendation

That the Academic Board:

- (1) *recommend that Senate approve:*
 - (a) *the rescission of the Resolutions of the Senate relating to the Bachelor of Education course; and*
 - (b) *the adoption of new Resolutions of the Senate relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 1 January 2002, as set out in the report presented;*
- (2) *note the revised Resolutions of the Faculty relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000; and*

- (3) *approve the Faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, specially designated streams and award of the degree, as set out in the report presented.*

9.2.4 Joint Working Party on Show Cause

[19](#)

Recommendation

That the Board note the formation of a joint working party of the Undergraduate and Graduate Studies Committees on the issue of show cause.

9.2.5 Proceedings of the Committee

[19-20](#)

Recommendation

That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 9 October 2001, as set out in the report presented.

10. Report of the Graduate Studies Committee

(Associate Professor Russell Ross)



10.1 Oral report of the Chair

Recommendation

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

10.2 Report of the meeting held on 15 October 2001

[36-38](#)

10.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 15 October 2001.

10.2.2 Amendment of the Resolutions of the Senate

10.2.2.1 Faculty of Education: Graduate Diploma in Educational Studies and Graduate Certificate in Education Studies

[36, 38](#)

Recommendation

That the Academic Board recommend that Senate amend the Resolutions of the Senate relating to the Graduate Diploma in Educational Studies and Graduate Certificate in Educational Studies in the Faculty of Education, as set out in the report presented.

10.2.3 Proceedings of the Committee

[36-37](#)

Recommendation

That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 15 October 2001, as set out in the report presented.

11. Report of the Teaching and Learning Committee

(Professor Judyth Sachs)



11.1 Oral report of the Chair

Recommendation

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

11.2 Report of the meeting held on 18 October 2001

[39-41](#)

11.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 18 October 2001.

11.2.2 Academic Board Resolutions: Academic Honesty in Coursework

[39, Blue enclosure](#)

Recommendation

That the Academic Board:

- (1) *receive and note the report of the Plagiarism Working Party;*
- (2) *rescind Part 7, Academic Honesty, of the Academic Board Resolutions: Assessment and Examination of Coursework;*
- (3) *adopt the Academic Board Resolutions: Academic Honesty in Coursework; and*
- (4) *recommend that Senate amend the University of Sydney (Coursework) Rule 2000, as set out in the report presented.*

11.2.3 First Year Orientation and Transition: Present and Future

[39, 41](#)

Recommendation

That the Academic Board:

- (1) *adopt the four principles relating to the First Year Experience; and*
- (2) *endorse the strategies proposed in relation to the First Year Orientation, as set out in the report presented.*

11.2.4 Special Consideration

[40](#)

Recommendation

That the Academic Board note the establishment of a working party to review the University's policy relating to Special Consideration, as set out in the report presented.

11.2.5 Alignment of University Review Processes and Quality Assurance Issues

[40](#)

Recommendation

That the Academic Board note the establishment of a working party to review the alignment of University review processes and Quality Assurance issues, as set out in the report presented.

11.2.6 Proceedings of the Committee

[40](#)

Recommendation

That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 18 October 2001, as set out in the report presented.

12. Report of the Research Committee

(Professor Graeme Gill)



12.1 Oral report of the Alternative Chair

Recommendation

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

12.2 Report of the meeting held on 9 October 2001

[42-44](#)

12.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Research Committee meeting held on 9 October 2001.

12.2.2 Proceedings of the Committee

[42-44](#)

Recommendation

That the Academic Board note the proceedings of the Research Committee meeting held on 9 October 2001, as set out in the report presented.

13. General Business

13.1 Report on the Promotion of Academic Staff from Level B to Level C in 2001

[45-46](#)

Recommendation

That the Academic Board note the report on the promotion of academic staff from Level B to Level C in 2001.

13.2 Membership of the Academic Board

[47-48](#)

13.2.1 Elections Outcomes

[47](#)

Recommendation

That the Academic Board note:

- (1) *the report on outcomes of 2001 Academic Board elections; and*
- (2) *that terms of office of newly elected members may be affected by the outcomes of the Review of the Academic Board and Academic Forum.*

13.2.2 Filling of casual vacancies

[48](#)

Recommendation

That the Academic Board note:

- (1) *the report on casual vacancies on the Academic Board as at 1 January 2001;*
- (2) *the Chair of the Board will consult with the relative persons/bodies as prescribed by the Academic Governance Rules, and will present recommended nominations to fill casual vacancies to the next meeting of the Board; and*
- (3) *that terms of office of members appointed to fill casual vacancies may be affected by the outcomes of the Review of the Academic Board and the Academic Forum.*

AGENDA ITEM 5

Report of the Chair

5.2 General report

5.2.1 Review of the Academic Board and the Academic Forum

[*Grey enclosure*](#)

The report of the Review of the Academic Board and the Academic Forum has been received and is enclosed with this agenda.

I propose that the report now be widely circulated to the University community for consideration and comment. Two general fora have been arranged to facilitate discussion and input to the final recommendations arising from the review, namely, a meeting of the Academic Forum scheduled for 19 November and a general forum to be held on 30 November.

I propose that the report of the Review lie on the table and invite comment by Monday 3 December for consideration by the Board at its December meeting.

I propose that the report, together with the advice of the Board, be referred to Senate for endorsement at its meeting in February 2002.

5.2.2 University of Sydney (Intellectual Property) Rule 2001

[*Purple enclosure*](#)

On the instructions of the Vice-Chancellor, a Review Committee, chaired by the Pro Vice-Chancellor (Research), was convened in accordance with Rule 35, Part 8 of the University of Sydney (Amendment Act) Rule 1999.

The Committee, in consultation with the University Solicitor and the Business Liaison Office, recommends that Part 8 of the University of Sydney (Amendment Act) Rule 1999 be repealed. The Committee proposes that a new, separate rule relating to intellectual property be adopted. The proposed new rule and supporting documents are enclosed.

5.2.3 Communication of information from the Academic Board

At the August meeting, I advised the Board that I had approved a three month trial modification to the presentation of Board minutes. This modification provided for minutes to include after each item a clear statement of action required and who was responsible, and for a summary of actions required to be appended to the minutes. In addition, minutes were to be published on the web as soon as they were available and members were to be notified of their availability by email.

Comments and suggestions have now been received from Board members. Generally, members indicated their support for the new procedures, and some very useful suggestions for enhancement of the original concept were received and have been implemented. No feedback opposing the changes was received.

In the light of feedback from you, I propose that the new procedure continue to be implemented.

5.2.4 New South Wales Committee of Chairs of Academic Boards/Senates

I attended a meeting of Chair of Academic Boards/Senates at Southern Cross University where we discussed the role of Academic Boards, including structure, relationship with Council and Executive, the role of Chairs and Deputy Chairs and ways to improve functions.

We discussed the NSW Board of Studies including:

- the Board was holding a symposium on Human Society and its Environment Yrs 7-10;
- the University nominated membership of BoS Curriculum Committees and that nomination procedures were being streamlined;
- the Board had commenced work on advancing the study of languages
- procedures for HSC examination committees and the UAI were progressing well.

The Committee of Chairs also noted that Media Guidelines on the new HSC would be circulated to members and discussed issues relating to the Australian Universities Quality Agency (AUQA) noting that a trial audit had been held at the University of New South Wales and that the Australian Catholic University, Macquarie University and the University of Newcastle were scheduled for audit in 2002.

AGENDA ITEM 7

Report of the Academic Forum

7.2 Report of the Academic Forum meeting held on 24 September 2001

7.2.1 Receipt of report

The Forum **recommends** that the Board receive and note the following report of the meeting held on 24 September 2001.

7.2.2 Forum Focus: The University of Sydney Performance Management and Development Program

Professor Michael Koder, Pro-Vice-Chancellor (Employee Relations), addressed the Forum on the University of Sydney Performance Management and Development (PM&D) program.

Professor Koder put the PM&D program into context and observed that it had been in development for some time as an intrinsically useful mechanism for promoting staff development and performance management. In addition, this imperative had been consolidated by a number of external factors, including Government funding structures and the introduction of the HECE Award by the Australian Industrial Relations Commission.

Professor Koder outlined the major areas of focus in his presentation, as follows:

- principles underlying PM&D;
- strategic considerations;
- scope and process;
- the review cycle; and
- attributes to be evaluated.

Professor Koder commenced his presentation of the principles underlying PM&D by noting that staff wanted to enjoy work and be successful. Since research evidence suggested that tolerance for failure is relatively meagre, creating a work environment conducive to success is important. Accordingly, the major PM&D principle involved the encouragement of success through:

- self-accountability (ie, minimising managerialism by capitalising on the commonality of shared value structures, which was arguably the basis for collegiality);
- optimal autonomy (eg, providing more direction to a new employee whilst progressively releasing responsibility to the individual resulting in a move towards self-evaluation); and
- recognition of achievements (self-referencing notwithstanding, the fact that humans appreciated reward through recognition being implicit in the PM&D program).

Other subsidiary, but equally important, principles underlying the PM&D process were summarised by Professor Koder as follows:

- continuous review, feedback and support (initially an annual discussion on expectations and directions, between staff member and designated supervisor);
- a reflective culture (which considered one's discipline within the wider context of the University);
- transparency, fairness and impartiality; and
- a development focus (as opposed to an appraisal system).

Professor Koder highlighted the following strategic considerations and benefits:

- effective planning;
- alignment of objectives (ie, deriving benefits to the University as a whole by creating synergies through the alignment of individual goals with unit goals);
- definition of role and expectations;

- teamwork and communication (working together to avoid the significant financial cost caused by unfocussed and unharnessed energy);
- alignment with other processes (eg, confirmation, progression, promotion);
- relation to academic evaluative processes (eg, research/publication activity or the historic Performance Development Review for which the PM&D process was not a substitute);
- development of trust (without which no operation could run efficiently); and
- improved morale.

Professor Koder then addressed the PM&D program's scope and processes. Its scope captured all full-time or fractional staff members, both academic and general, but excluded casual staff and those appointed on one-year contracts. The frequency would be yearly with an Annual Activities Evaluation (that is, the staff member would list major achievements, conduct a self-evaluation on specified attributes, and plan development goals) and an Annual Review and Planning Meeting (at which the staff member and supervisor would review the achievements and self-evaluation, agree on ratings, role, expectations and development plan, and record outcomes).

With regard to the attributes to be evaluated, Professor Koder explained that all staff would be evaluated on professionalism (such as commitment, pride in one's work, integrity, honesty, compassion and punctuality) and teamwork, with the following areas specified in addition:

- for academic staff: teaching, research, university service, professional and community contributions;
- for general staff: communication, initiative, judgement, service, productivity, and quality of work; and
- for management staff: leadership, planning, management of staff, and management of resources.

Further information was available in the PM&D guide for staff members entitled *Performance Management & Review – Staff Handbook*.

In determining the operating frame of reference, there was scope for individual negotiation with one's supervisor, given the variation in work environments, from laboratories to libraries. In clarifying expectations of the job, resources would include reference to staff at similar levels, corresponding work situations and duty statements, with relevant descriptors such as position classification standards, promotion criteria, and features of the academic discipline. Delegations documents, and University policies and statutes, would also serve as guides.

Professor Koder anticipated that a three-point ratings scale would be used, where E indicated "exceeding expectations of the job", M indicated "meeting expectations of the job" (with a possible option of M+), and N indicated "not meeting expectations of the job". As far as records were concerned, Professor Koder stated that although the focus was on dialogue, a hard copy of the Annual Activities Evaluation form would be placed on the staff member's confidential personal file. Also, the staff member and supervisor would together complete a panel within the PeopleSoft program, thereby allowing tracking and wider reporting of University-wide compliance and evaluation trends.

Planning for development was relevant to all staff, since it was a part of career development. However, a plan would only be required when it was agreed that expectations on an attribute were not being met. Unmet development goals would not, in their own right, constitute under-performance or unsatisfactory performance. In assessing reasons for under-performance, a range of factors would be considered, including problems related to assigned duties, interpersonal conflict with colleagues, personal difficulties unrelated to work, and inadequacy in the work environment. Unsatisfactory performance was different to under-performance, and involved a separate process to PM&D. Unsatisfactory performance occurred when the

non-achievement of basic job requirements was chronic and had not improved following supportive intervention.

In summation, Professor Koder emphasised that the PM&D process was about positive support of staff. Professor Koder pointed out that the organisation was geared to provide assistance, and help was available from many sources, such as the Staff Support and Development Unit. The current timeframe for implementation of the PM&D allowed for the first cycle to be completed by June 2002 (including a one-day training course for all supervisors), an external review between July and December 2002, and a second cycle with refinements taking place in 2003.

Following a comment from the floor on the relative merits or otherwise of separating management roles from academic roles within a particular faculty, Professor Koder emphasised the need to incorporate accountability into any PM&D process.

Another member observed that the PM&D process as outlined appeared to focus on individual performance to the possible exclusion of teams, thereby potentially underemphasising the importance of a collaborative, cross-functional approach. Acknowledging that teams were an issue of interest, Professor Koder emphasised that the current PM&D process was in evolution, and that whilst its initial implementation necessarily involved individual evaluation, other elements and layers could be included in later cycles.

In response to a query on how the success of the PM&D process would be evaluated, Professor Koder observed that although it might be a difficult process to benchmark, a range of measures could be used, including questionnaires, focus groups and independent external moderators.

The Chair thanked Professor Koder for his comprehensive presentation on the University of Sydney Performance Management and Development program.

7.2.3 Proceedings of the Academic Forum

The Academic Forum held a silent tribute in memory of those who lost or gave their lives as victims of the aircraft crashes and building collapses in New York, Washington and Pennsylvania on 11 September 2001.

The Forum noted the following reports:

(1) Business arising from the Minutes

(a) Staffing Trend Data from November 1999 to July 2001

In response to a query raised during question time at the last meeting, the Vice-Chancellor provided a report on staffing trend data. Further to this query, more details on staffing trend data were requested in order for staff to assess the faculty implications of the overall University trend of no net reduction in staff numbers.

(2) Tribute to Emeritus Professor William Fraser Connell

Associate Professor Phillip W Jones, Acting Dean, Faculty of Education, presented a tribute to the late Emeritus Professor William Fraser Connell, and the Forum marked its respect with a silent tribute in Professor Connell's honour.

(3) Question Time

In response to a query relating to two new joint postgraduate courses, Doctor of Clinical Psychology/Master of Science and Doctor of Clinical Psychology/Doctor of Philosophy, recently recommended by the Academic Board for approval by Senate, the Chair of the Academic Board advised the degrees had been recommended for approval only after rigorous discussion by a working party of the Graduate Studies Committee, the Graduate Studies Committee and following a presentation to the

Academic Board. Professor Sachs undertook to determine EFTSU details from Professor Stephen Touyz, and report back to the Forum.

In response to a question on the progress of the Review of the Academic Board and Academic Forum, the Chair of the Academic Board advised that it was anticipated that the final report would be received in early October.

(4) Report from the Chair of the Academic Forum

The Forum noted that the draft Academic Board Resolution: *Academic Honesty in Coursework* had been circulated for consultation. The Forum also noted the report on the outcome of the election of non-professorial members of the Academic Forum and resolved to retain casual vacancies in the category of non-professorial members, pending consideration of the recommendations arising from the Review of the Academic Board and Academic Forum.

Further to a previous Forum focus topic on student involvement, the Chair advised that the Chairs of the Academic Board and Academic Forum, and the Presidents of SUPRA and SRC, had been invited to attend a Welcome session on 3 October 2001 for students elected or appointed to faculties, colleges and boards of studies for 2002.

(5) Reports from Senate

The Forum noted the reports from Senate tabled at the Academic Board meeting of 12 September 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

Professor Ken Eltis, Deputy Vice-Chancellor (Planning and Resources) presented the report on behalf of the Vice-Chancellor and the Forum noted: the appointment of the new Chancellor, Justice Kim Santow, OAM; the Review of governance and the role of the Chancellor; the University's success with Australian Research Council (ARC) grants; the Vice-Chancellor's response to recent comment on the Faculty of Nursing; and the 2001 Australian University Games.

(7) Report from the Chair of the Academic Board

The Forum noted the report of the Academic Board of its meeting of 12 September 2001.

AGENDA ITEM 8.1 Reports of Faculties and Boards

8.1 Report of the Faculty of Veterinary Science

8.2.1 Receipt of Report

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

8.2.2 Amendment of the Resolutions of the Senate: Constitution of the Faculty of Veterinary Science

The Faculty of Veterinary Science, at its meeting of 21 September 2001, recommended amendment of the Constitution of the Faculty as detailed below (additional text underlined, text to be deleted struck through) to:

- (1) reflect changes in departments following restructuring of the faculty;
- (2) ensure references to positions are consistent; and
- (3) provide for membership by the co-ordinator of library services to ensure equity in representation.

Faculty of Veterinary Science

The Resolutions of the Senate relating to the Constitution of the Faculty of Veterinary Science (page 351 of the *University of Sydney Calendar 2001*) are amended, additional text underlined and text to be deleted struck through with subsequent re-numbering, with immediate effect as follows:

CONSTITUTION OF THE FACULTY OF VETERINARY SCIENCE

The Faculty of Veterinary Science shall comprise the following persons:

1. (a) the academic staff at levels A, B, C, D and E, being full-time or fractional (50 per cent or greater) members of the tenured, tenurable and fixed term teaching staff within the Faculty;
- (b) ~~the Heads of Departments of Biochemistry and Pharmacology, together with one full-time tenured member of each of these departments nominated by the Head of Department;~~
- (c) ~~the Heads of the Schools of Biological Sciences,~~ of Chemistry and Physics, and the Head of the Department of Crop Sciences, or one full-time tenured member of the academic staff of each of these units nominated by the Head of that unit;
- (d) ~~the Dean of the Faculty of Rural Management and~~ Deans of non-veterinary faculties in the College of Sciences and Technology;
- (e) the Directors of Laboratory Animal Services and the Properties and Investments Office and the Coordinator Library Services (Life Sciences);
- (f) up to three persons distinguished in the field of Veterinary Science appointed by the Faculty on the nomination of the Dean of the Faculty;
- (g) up to three students (two undergraduates and one postgraduate) elected in the manner prescribed by resolution of the Senate;
- (h) up to ~~three~~ four members of the general staff elected by the general staff in the manner laid down by the Faculty;
- (i) one nominee from each of the Australian College of Veterinary Scientists and the Australian Veterinary Association;
- (j) the Directors of the Postgraduate Foundation in Veterinary Science, the Dairy Research Foundation, the Poultry Research Foundation, and the Veterinary Science Foundation;
- (k) the research staff of the Faculty, being full-time or fractional (50 per cent or greater), holding the position of Research Fellow or above;

- (l) Senior Registrars and Registrars, being full-time or fractional (50 per cent or greater) employed in the University Veterinary Centres at Camden and Sydney;
 - (m) persons holding adjunct or clinical titles within the Faculty; and
 - (n) any other persons appointed by the Senate on the nomination of the Dean of the Faculty and with the approval of the Faculty and the Academic Board.
2. All nominees to the Faculty shall be appointed triennially.

Recommendation

That the Academic Board recommend that Senate amend the Resolutions of the Senate relating to the Constitution of the Faculty of Veterinary Science, with immediate effect, as set out in the report above.

AGENDA ITEM 9

Report of the Undergraduate Studies Committee

9.2 Report of the Undergraduate Studies Committee meeting held on 9 October 2001

The Committee met on 9 October 2001 when there were present: The Chair (Associate Professor P McCallum) presiding, Professor S Armitage, Associate Professor G Barton, Associate Professor C Gillies, Dr L Harris, Dr P Hopwood, Professor M Jackson, Dr E Lees, Mr C Morgan, Dr G Ryan, Ms E Sainsbury, Ms K Sodersten, Professor G Sullivan, and Associate Professor C Thomas. Ms M Mowbray-d'Arbela was in attendance.

9.2.1 Receipt of Report

The Undergraduate Studies Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 9 October 2001.

9.2.2 New courses/major changes to existing courses

(1) **Sydney Conservatorium of Music: Diploma of Music**

[21-24](#)

The Sydney Conservatorium of Music proposes to reduce the current three-year Diploma of Music to two years and to incorporate the current two-year Associate Diploma in Jazz Studies into the Diploma of Music, in line with the National Qualifications Framework guidelines and with a request from the Academic Board.

The Diploma of Music is a long-standing qualification of the Conservatorium and has been in existence since the Conservatorium's foundation. When the Conservatorium adopted degree courses during the 1970s, the Diploma was retained as a fast-track award for high achieving performers who were expected to reach a comparable level of performance skills by graduation but in less time. However, in recent years, and particularly since the Conservatorium joined the University of Sydney in 1990, most high achieving performers have opted for the Bachelor of Music, either at entry or by transferring from the Diploma. As a focussed performance course, the Diploma of Music has served the remaining students with mixed success, many of them struggling to reach the requisite level of performance skill.

This award allows performance study at two levels and gifted performers seeking a 3 year program of study are well catered for in this degree. The Conservatorium's experience with the 2-year Associate Diploma of Jazz Studies suggests that vocational performance courses are more successful over a 2 year span. The Academic Board requested that the Conservatorium look at the discrepancy between the length of its Diplomas and Associate Diplomas and that advocated by the Australian Qualifications Framework.

The Conservatorium conducted an overhaul of its degree programs and now feels that the addition of a 2 year Diploma of Music, replacing both the existing 3 year Diploma and the 2 year Associate Diploma in Jazz Studies will provide a useful option in its tertiary award offerings for students of performance.

Recommendation

That the Academic Board:

- (1) *recommend that Senate approve:*
 - (a) *the proposal from the Sydney Conservatorium of Music for the introduction in 2003 of the revised course, the Diploma of Music;*
 - (b) *the amendment of the Resolutions of the Senate relating to Degree and Diplomas in the Sydney Conservatorium of Music, with effect from 1 January 2003, as set out in the report presented;*

- (c) *the rescission of the Resolutions of the Senate relating to the Diploma of Music course; and*
- (d) *the adoption of new Resolutions of the Senate relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 1 January 2003, as set out in the report presented;*
- (2) *note the Resolutions of the Faculty relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (3) *approve the Faculty requirements relating to admission, units of study, the diploma, and award of the diploma, as set out in the report presented.*

(2) Faculty of Education: Amendment to the Resolutions of Senate

[25-35](#)

The Faculty of Education is revising the Resolutions of the Senate and the Faculty Resolutions, pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 1 January 2002, as set out in the report presented.

Recommendation

That the Academic Board:

- (1) *recommend that Senate approve:*
 - (a) *the rescission of the Resolutions of the Senate relating to the Bachelor of Education course; and*
 - (b) *the adoption of new Resolutions of the Senate relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 1 January 2002, as set out in the report presented;*
- (2) *note the revised Resolutions of the Faculty relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (3) *approve the Faculty requirements relating to admission, units of study, the pass degree, combined degrees, the honours degree, specially designated streams and award of the degree, as set out in the report presented.*

9.2.3 Joint Working Party on Show Cause

The Undergraduate Studies Committee and the Graduate Studies Committee have formed a joint Working Party to consider the issue of show cause, following an investigation of the current show cause process by the Undergraduate Studies Committee.

Recommendation

That the Board note the formation of a joint working party of the Undergraduate and Graduate Studies Committees on the issue of show cause.

9.2.4 Proceedings of the Committee

(1) Report of the Chair

(a) Honours reporting

The Committee completed its discussion on Honours reporting and decided not to recommend any change to the existing rules, regulations and policies which govern Honours.

(b) Indigenous Education Working Party

The Committee noted that the first meeting of its Indigenous Education Working Party had been held on 4 October 2001 and that a full report would be provided at a later date.

- (2) **New and amended course proposals**
 - (a) **Working Party on the Faculty of Rural Management proposals relating to the Bachelor of Business and the Bachelor of Management**

The Committee formed a Working Party to consider proposals relating to the Bachelor of Business and the Bachelor of Management in the Faculty of Rural Management.
 - (b) **Faculty proposals for 2003**

The Committee noted the timeline for approving 2003 course proposals with UAC implications.

Amendment of the Resolution of the Senate and adoption of new Resolutions

Degrees and Diplomas in the Sydney Conservatorium of Music

The Resolutions of the Senate relating to Degrees and Diplomas in the Sydney Conservatorium of Music (pp 367, *Calendar 2001*) are amended, with effect from 1 January 2003, as follows:

Section 2. relating to the diplomas in Music of the Sydney Conservatorium of are is amended as follows.

(text to be deleted is indicated by strike-through, and text to be added is indicated by underlining.)

The diplomas in Music shall be:

- ~~(a)~~ ~~Associate Diploma in Jazz Studies (ADJS)~~
- ~~(b)~~ (a) Diploma of Music (DipMus)
- ~~(c)~~ (b) Diploma of Opera (DipOp)
- ~~(d)~~ (c) Graduate Diploma in Music (Opera) (GradDipMus (Opera))
- ~~(e)~~ (d) Graduate Diploma in Music (Accompaniment) (GradDipMus (Acomp))
- ~~(f)~~ (e) Graduate Diploma in Music (Repetiteur) (GradDipMus (Repet))
- ~~(g)~~ (f) Graduate Diploma in Music (Performance) (GradDipMus (Perf)).

Resolutions of the Senate

Diploma of Music

1. These Resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000, which sets out the requirements for all undergraduate courses, and the relevant Faculty Resolutions.

Requirements for the Diploma

2. To qualify for the award of the diploma candidates must
 - (1) complete successfully units of study giving credit for a total of 96 credit points; and
 - (2) satisfy the requirement of all other relevant By-Law, Rules and Resolutions of the University.

Resolutions of the Faculty

Diploma of Music

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

SECTION 1

1. Admission

- (1) An applicant may gain admission to the program by satisfying requirements in each of the following:
 - (a) The NSW Higher School Certificate [HSC], or its interstate or overseas equivalent, at a level determined each year by the University. Students must have presented a minimum of two units of English and are expected to have presented a minimum of two units of Music for the HSC examination
 - (b) An audition and/or interview in the applicant's proposed Principal Study instrument or speciality.
 - (c) A music skills or Jazz aptitude test.
- (2) Mature age students
 - (a) Applicants who have attained the age of 21 years by 1 March in the year of intended enrolment may apply for Mature Age Admission.

- (b) Applicants for Mature Age Admission must present evidence demonstrating that they have attained a standard of education and experience adequate for entry to the program and have the capacity to successfully undertake study at the tertiary level.

2. Units of Study

- (1) The Units of Study which may be taken for the diploma are specified in the Diploma Table of Units of Study.
- (2) Students may take other Units of Study from the Table of Courses for the Bachelor of Music subject to approval of the Undergraduate Studies Committee.
- (3) Prerequisites and corequisites for Units of Study are set out in the Table of Units of Study.

3. Requirements for the Diploma

- (1) Principal Study
- (a) Students take four semesters of Principal Study (Diploma). Requirements for Principal Study (Diploma) can be fulfilled on Piano, Harpsichord, Organ, Violin, Viola, Cello, Double Bass, Guitar, Lute, Harp, Flute, Oboe, Clarinet, Saxophone, Bassoon, Recorder, French Horn, Jazz Performance, Trumpet, Trombone, Tuba, or Percussion.
- (2) Course requirements
- (a) To qualify for the diploma, candidates must complete units of study to the value of 96 credit points which include:
- (i) Principal Study (Diploma) 1-4.
 - (ii) Other requirements as set out under 3(3).
 - (iii) other subjects of the students choice, where applicable

(3) Table of Units of Study for students in the Diploma of Music

Semester 1	Semester 2	Semester 3	Semester 4
Principal Study (Diploma) 1	Principal Study (Diploma) 2	Principal Study (Diploma) 3	Principal Study (Diploma) 4
Orchestral Studies 1* or other instrument-specific subject	Orchestral Studies 2or other instrument-specific subject	Orchestral Studies 3or other instrument-specific subject	Orchestral Studies 4or other instrument-specific subject
Chamber Music or Ensemble Activity	Chamber Music or Ensemble Activity	Chamber Music or Ensemble Activity	Chamber Music or Ensemble Activity
History and Analysis of Music 3 OR Jazz History 1 (for students taking a Principal Study in Jazz)	History and Analysis of Music 4 OR Jazz History 2 (for students taking a Principal Study in Jazz)	Free Choice OR Jazz History 3 (for students taking a Principal Study in Jazz)	Free Choice OR Jazz History 4 (for students taking a Principal Study in Jazz)
Harmony and Analysis 1 OR Jazz Harmony and Arranging 1 (for students taking a Principal Study in Jazz)	Harmony and Analysis 2 OR Jazz Harmony and Arranging 2 (for students taking a Principal Study in Jazz)	Harmony and Analysis 3 OR Jazz Harmony and Arranging 3 (for students taking a Principal Study in Jazz)	Harmony and Analysis 4 OR Jazz Harmony and Arranging 4 (for students taking a Principal Study in Jazz)
Aural Perception OR Jazz Ear Training 1 (for students taking a Principal Study in Jazz)	Aural Perception 2 OR Jazz Ear Training 2 (for students taking a Principal Study in Jazz)	Aural Perception 3 OR Jazz Ear Training 3 (for students taking a Principal Study in Jazz)	Aural Perception 4 OR Jazz Ear Training 4 (for students taking a Principal Study in Jazz)
Free Choice	Free Choice	Free Choice	Free Choice

* Orchestral Studies is compulsory for students of orchestral instruments.

SECTION 2

4. Details of units of study

Pre-requisites, co-requisites, assumed knowledge, mode of delivery, assessment and course content for units of study are as published annually in the Conservatorium Handbook and as advised in course handouts as set out in 2.1 of the Conservatorium Assessment Policy.

5. Variation of normal load

A normal full-time load is defined as an enrolment in a program of units of study approved by the Board to a total value of 24 credit points in any one semester. Students may enrol in a program of units of study at variance to a normal full-time load under the provision laid down in 4.2 and 4.3 of the Rules of the Sydney Conservatorium of Music.

6. Cross-institutional study

Cross-institutional study is not normally available to students in the Diploma of Music.

7. Restriction on enrolment

Rules on enrolment in units of study with the Diploma of Music are governed by rule 3 and subsections of the Rules of the Sydney Conservatorium of Music.

8. Discontinuation of Enrolment

Rules on Discontinuation of Enrolment within the Diploma of Music are governed by rule 4.6 and subsections of the Rules of the Sydney Conservatorium of Music.

9. Suspension of Candidature and re-enrolment after an absence

- (1) Rules on extended leave of absence, withdrawal for a course or unit of study are governed by rules 4.5.5 and 4.6 and subsections of the Rules of the Sydney Conservatorium of Music.
- (2) Students resuming a course after extended leave of absence or withdrawal from a course shall be subject to the course requirements in effect at the time of resumption, shall be required to re-enrol as directed by the Head of School and shall be required to pass a re-audition and/or interview at a level determined by the Head of School.

10. Satisfactory Progress

Rules on progression in the program are governed by rule 4 and subsections of the Rules of the Sydney Conservatorium of Music.

The Conservatorium may:

- (a) on the recommendation of the Head of School and in accordance with paragraph 4 and paragraph 5.8 of the Rules of the Sydney Conservatorium of Music, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree; and
- (b) where, in the opinion of the Conservatorium, the candidate does not show good cause, terminate the candidature.

11. Time limit

A student shall be required to complete the Diploma of Music within a period of five years from commencement of enrolment, except that the requirements for Principal Study shall be completed within a period of four semesters, as set out in rule 6 of the Rules of the Sydney Conservatorium of Music.

12. Credit for previous study

A candidate may receive credit for previous study at the Conservatorium or at another institution under the regulations set down in rules 1.3, 1.4 and 1.5 of the Rules of the Sydney Conservatorium of Music

13. Transition arrangements for students in the existing 3 year Diploma of Music and the Associate Diploma in Jazz Studies

- (1) Subject to Rule 1.3 and 1.4 of the Rules of the Sydney Conservatorium, as set out in the Conservatorium Handbook (Conservatorium Handbook 2001, p. 12), students enrolled in the existing Diploma of Music and the Associate Diploma in Jazz Studies may apply to transfer to the new regulations for the Diploma of Music on written application to the Conservatorium Undergraduate Studies Committee. Such applications will be approved subject to satisfactory academic record.
- (2) Credit for transferring students
Notwithstanding rule 1.4.2 of the Rules of the Sydney Conservatorium (Conservatorium Handbook 2001, p. 12), students transferring between the Diploma of Music (old regulations) or the Associate Diploma in Jazz Studies to the Diploma of Music (new regulations) may also transfer all units of study which have been successfully completed and which partially fulfil the requirements for the course into which they are transferring.

Amendment of the Resolution of the Senate and adoption of new Resolutions

Resolutions of the Senate

Bachelor of Education

The Faculty of Education recommends that the Resolutions of the Senate relating to the degree of Bachelor of Education (pp121 and 236-241, *Calendar 2001*) are rescinded and replaced by the following new Resolutions with effect from 1 January 2002:

BACHELOR OF EDUCATION

1. These Resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000, which set out the requirements for all undergraduate courses, and the relevant Faculty Resolutions.

2. Requirements for the Pass degree

To qualify for award of the pass degree candidates must

- (1) unless otherwise stated in these resolutions, complete successfully units of study giving credit for a total of 192 credit points; and
- (2) satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University

3. Streams

The degree of Bachelor of Education will be awarded in the following specialisations:

Primary Education

- (1) Secondary Education: Humanities and Social Sciences
- (2) Secondary Education: Human Movement and Health Education
- (3) Secondary Education: Mathematics
- (4) Secondary Education: Science
- (5) Secondary Education: Design and Technology
- (6) Secondary Education: Aboriginal Studies

The degree of Bachelor of Education will also be awarded as a combined course with the degrees listed as follows:

- (1) Secondary Education: Humanities and Social Sciences/Bachelor of Arts
- (2) Secondary Education: Science/Bachelor of Science
- (3) Secondary Education: Mathematics/Bachelor of Science
- (4) Secondary Education Bachelor of Arts (Psychology)
- (5) Secondary Education /Bachelor of Science (Psychology)

4. Requirements for the Honours degree

To qualify for award of the honours degree candidates must complete the honours requirements published in the Faculty resolutions relating to the course.

5. Requirements for the Combined Degrees

To qualify for award of the two degrees in a combined degree course, candidates must complete the requirements published in these and other relevant faculty resolutions relating to the course.

RESOLUTIONS OF THE FACULTY OF EDUCATION RELATING TO THE BACHELOR OF EDUCATION AND COMBINED DEGREES

Section 1

1. Definitions

In these resolutions, unless a contrary intention appears—

‘area’ means a specialised curriculum area within a field of study in education (mathematics, humanities and social sciences, human movement and health, and technological and applied studies);

‘candidate’ means a candidate for the degree of Bachelor of Education;

‘degree’ means the degree of Bachelor of Education;

‘field of study’ means the field in which the degree is studied (primary education and/or secondary education);

‘Faculty’ means the Faculty of Education;

‘non-professional subject’ means a subject not offered by the Faculty of Education;

‘program of study’ means a program of study established under resolutions specified within each field of study in education;

‘requirements’ means the coursework requirements for award of the degree of Bachelor of Education;

a ‘unit of study’ shall consist of such seminars, lectures, tutorial instruction, essays, exercises and practical work as may be prescribed by the Faculty. In these resolutions ‘to complete a unit of study’ and derivative expressions means:

(1) to attend the lectures and the meetings, if any, for seminars or tutorial instruction;

(2) to complete satisfactorily the essays, exercises and the practical work, if any; and

(3) to pass the examinations of the unit of study;

‘year’ means the chronological year in which specified requirements for candidature for the degree must be undertaken and/or completed.

‘professional experience’ means school observations, practicum, practice teaching or internship in a school or other educational context

2. Pass degree and degree with Honours

(a) The degree of Bachelor of Education shall be awarded in two grades, namely, the Pass degree and the degree with Honours.

(b) There shall be three classes of Honours, namely, Class I, Class II and Class III and within Class II there shall be 2 divisions, namely division 1 and division 2.

(c) Candidates for the Honours degree may be awarded the Pass degree.

3. Units of study of enrolment undertaken in other faculties

A candidate for the degree who enrolls, in accordance with these resolutions, in a unit of study prescribed for a degree offered by the Faculties of Arts, Science or Economics and Business shall satisfy the prerequisites, corequisites and other requirements prescribed for such unit of study for that other degree.

4. Transitional provisions

(1) These resolutions shall apply to:

(a) persons who commence their candidature after 1 January 2002; and

(b) persons who commenced their candidature prior to 1 January 2002 and who, with permission of Faculty, elect to proceed under these resolutions.

(2) A candidate for the degree who commenced candidature prior to 1 January 2002 may complete the requirements in accordance with the resolutions of the Senate in force at the time the candidate commenced, provided that the candidate shall complete the requirements by 1 January 2006 or such later date as the Faculty may, in special circumstances, approve.

Programs of study

Pass degree

5. Primary Education

Except with the permission of the Faculty, a candidate for the degree in Primary Education shall complete the following program of units of study:

Year I

(1) EDUF 1011 and EDUF 1012;

(2) Science Foundations A and Science Foundations B;

(3) Junior, 100 level, units of study comprising a full year of study in a subject area with a total value of 12 credit points, offered by a department or school within the Faculty of Arts; and

(4) Either:

(a) Junior, 100 level, units of study, comprising a full year of study in a subject area, with a total value of 12 credit points, offered by a department or school within the Faculty of Arts; or

(b) Junior units of study, comprising a full year of study in a subject area, with a total value of 12 credit points, offered by a department or school within the Faculty of Science; or

(c) First Year units of study, comprising a full year of study in a subject area, with a total value of 12 credit points, offered by a department or school within the Faculty of Economics and Business.

Year II

- (1) Senior, 200 level, units of study in Education taken from those listed in the table of units of study, with a total value of 16 credit points;
- (2) Program of 200 level units of study in Curriculum taken from those listed in the table of units of study, comprising a full year of study and with a total value of 16 credit points; and
- (3) Either:
 - (a) Senior, 200 level units of study, comprising a full year of study in a subject area, with a total value of 16 credit points, offered by a department or school within the Faculty of Arts; or
 - (b) Intermediate units of study, comprising a full year of study in a subject area, with a total value of 16 credit points, offered by a department or school within the Faculty of Science; or
 - (c) Second Year units of study, comprising a full year of study in a subject area, with a total value of 16 credit points, offered by a department or school within the Faculty of Economics and Business.

Year III

- (1) Senior, 300 level, units of study in Education taken from those listed in the table of units of study, with a total minimum value of 16 credit points; Honours students enrol in EDUF 3205 (4 credit points) and EDUF 3206 (4 credit points) as two of their four options;
- (2) Program of Senior, 300 level, units of study in Curriculum taken from those listed in the table of units of study, comprising a full year of study and with a total minimum value of 32 credit points, 12 credit points of which shall be for Professional Experience.

Year IV

- (1) Program of Senior, 400 level, units of study in Curriculum taken from those listed in the table of units of study, comprising a full year of study and with a total minimum value of 32 credit points, 12 credit points of which shall be for Professional Experience; and
- (2) Either:
 - (a) One unit or two units of study chosen from the following:
 - (i) Senior, 200 or 300 level, units of study, with a total value of 16 credit points, offered by a department or school within the Faculty of Arts; or
 - (ii) Intermediate or Senior one semester units of study with a total value of 16 credit points, offered by departments or schools within the Faculty of Science; or
 - (iii) Second or Third Year one-semester units of study with a total unit value of 16 credit points, offered by a department or school within the Faculty of Economics and Business; or
 - (b) A Special Unit of Study (Primary) selected from the table of units of study and approved by the Faculty of Education; or
 - (c) For students undertaking the Faculty of Education Honours program, Special Unit of Study Honours A (8 credit points) and Special Unit of Study Honours B (8 credit points).

Secondary Education

6. Human Movement and Health Education

Except with the permission of the Faculty, a candidate for the degree in Secondary Education in the areas of human movement and health education shall complete the following program of units of study:

Year I

- (1) EDUF 1011 and EDUF 1012 *and*
- (2) Human Bioscience and Sports Mechanics; *and*
- (3) Units of study, comprising a full year of study in two selected areas, chosen from any of the following:
 - (a) Junior, 100 level, units of study, comprising a full year of study in a subject area, with a total value of 12 credit points, offered by a department or school in the Faculty of Arts;
 - (b) Junior units of study, comprising a full year of study in a subject area, with a total value of 12 credit points, offered by a department of school within the Faculty of Science; or
 - (c) First Year level units of study, comprising a full year of study in a subject area, with a total value of 12 credit points, offered by a department of school in the Faculty of Economics and Business.

Year II

- (1) Senior, 200 level, units of study in Education taken from those listed in the table of units of study, with a total value of 16 credit points; and
- (2) Program of 200 level units of study in Curriculum, taken from those listed in the table of units of study with a total value of 16 credit points;
- (3) Units of study chosen from the following:
 - (a) Senior, 200 level, units of study, comprising a full year of study in a subject area, with a total value of 16 credit points, offered by a department or school within the Faculty of Arts; or
 - (b) Intermediate or Senior units of study, comprising a full year of study in a subject area, with a total value of 16 credit points, offered by a department or school within the Faculty of Science; or
 - (c) Second Year level units of study, comprising a full year of study in a subject area, with a total value of 16 credit points, offered by a department of school in the Faculty of Economics and Business.

Year III

- (1) Senior, 300 level units of study in Education taken from those listed in the table of units of study, with a total value of 16 credit points. [Honours students enrol in EDUF 3205 (4 credit points) and EDUF 3206 (4 credit points) as two of their four options]; and
- (2) Program of Senior, 300 level, units of study in Curriculum, taken from those listed in the table of units of study, comprising a full year of study, and with a total value of 32 credit points.

Year IV

- (1) Program of 400 level units of study in Curriculum, taken from those listed in the Table of Units of Study, comprising a full year of study, and with a total value of 48 credit points. [Honours students enrol in units of study with a total value of 40 credit points, and do not enrol in either of the option units of study.]
- (2) For students undertaking the Faculty of Education Honours program, Special Unit of Study Honours A (8 credit points) and Special Unit of Study Honours B (8 credit points).

7. Design and Technology

(1) Eligibility for admission

The Faculty may admit to candidature for the degree a person who

- (a) has successfully completed a Level 4 TAFE Certificate in either Hospitality (Catering Operations) or Information Technology (Client Support); or
- (b) has completed other qualifications deemed by the Faculty to be equivalent.

(2) Requirements for the degree

- (a) Candidature for the degree is full time.
- (b) Candidates qualify for award of the degree by completing successfully units of study giving credit for a total of 192 credit points, of which the equivalent of 88 shall be undertaken at TAFE. Successful completion of 104 credit points, as stipulated in the Resolutions of Faculty, shall be required for award of the degree.

Except with the permission of the Faculty, a candidate for the degree Design and Technology shall complete the following program of study

Year II

- (a) Design Fundamentals: Applied Studies undertaken at TAFE; and
- (b) EDUF 1011 and EDUF 1012; and
- (c) Information Processes and Technology I and II; OR
Food Science I and II; and
- (d) Teaching Technology I and II; and
- (e) Craft Knowledge and Professional Practice I; and
- (f) School Observations

Year III

- (a) Design Fundamentals: Applied Studies undertaken at TAFE; and
- (b) EDUF 2005 and EDUF 2002; and
- (c) Teaching Technology II; and
- (d) Health Issues/Sports Coaching
- (e) Professional Experience I (20 days)

Year IV

- (a) Senior, 300 level, units in Education (must include EDUF 3021); and
- (b) Teaching Design and Technology IIIA and IIIB; and
- (c) Craft Knowledge and professional Practice II; and
- (d) Teaching Technology: Hospitality I and II; or
- (e) Teaching Technology: Information Technology I and II; and
- (f) Food Science III and IV; or
- (g) Food Science III and IV; or
- (h) Software Design and Development I and II; and
- (i) Professional Experience II (40 days); and
- (j) Graduating Design Project

8. Aboriginal Studies

(1) Eligibility for admission

The Faculty may admit to candidature for the degree an Aboriginal or Torres Strait Islander person who

- (a) is qualified for the award of the Diploma in Aboriginal Assistants Education of the University of Sydney, or
- (b) has completed other qualifications deemed by the Faculty to be equivalent.

(2) Requirements for the degree

- (2) Candidates qualify for award of the degree by completing successfully units of study giving credit for a total of 96 credit points
- (b) Except with the permission of the Faculty, a candidate for the degree in Aboriginal Studies shall complete the following program of units of study:

Units of study and codes for the BEd (Secondary: Aboriginal Studies)

		<i>credit points</i>
Year 1		
EDUS 2016	Experiential Learning in History	2
EDUS 4044	Teaching World War 1	2
EDUS 4605	Teaching the Historical Environment	2
EDUF 3004	Children with Special Needs	4
EDUF 3113	Ethnic Relations and Education	4
EDUF 3131	Gender Issues in Philosophy of Education	4
KOCR 2101	Indigenous Australians: Land and Culture	8
KBED 3201	Practicum 2	4
KBED 4102	Teaching Stages 4-5 Aboriginal Studies	4
HSTY 2014	Australian Social History	8
HSTY 1043	Modern European Politics and Culture	6
		<i>total 48</i>
Year 2		
EDUF 3003	Evaluation and Measurement in Education	4
EDUF 4010	Teaching and Learning: Reflective Teaching and Curriculum Planning	4
EDUF 4012	Teaching and Learning: Learners with Special Needs	2
EDUF 4013	Teaching and Learning: Coaching School Sport	2
EDUF 4014	Teaching and Learning: Preparation for Entering the Profession	2
EDUF 4015	Teaching and Learning: Issues in School Health	2
EDUS 4041	Teaching Ancient History	2
EDUS 4042	Teaching Modern History	2
KBED 4101	Practicum 3A	2
KBED 4103	Teaching Stage 6 Aboriginal Studies	2
KBED 4201	Practicum 3B	2
KBED 4202	Aboriginal Studies Research Project	2
KBED 4203	Racism in Education	4
HSTY 2042	Indigenous Experiences of Decolonisation	8
KOCR 2102	Indigenous Australians: Policy and Power	8
		<i>total 48</i>

9. Combined courses: Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts, Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Economics (Social Sciences), Bachelor of Education (Secondary: Mathematics)/Bachelor of Science, Bachelor of Education (Secondary: Science)/Bachelor of Science, Bachelor of Education (Secondary)/Bachelor of Science (Psychology), Bachelor of Education (Secondary)/Bachelor of Arts (Psychology)

- (1) Candidature for the degrees in the combined courses is full-time.
- (2) Candidates qualify for the award of the degrees in the combined course by completing 240 credit points, except for the BEd/BA and BEd/BSc (Psychology) for which completion of 244 credit points is required.
- (3) Candidates may, after two years of candidature in the combined course, abandon the combined course and elect to complete either degree in the combined course in accordance with the Resolutions of Senate governing that degree.
- (4) Candidates will be under the supervision of the Faculty of Education for the duration of the combined course. If a candidate elects to abandon the combined course and elects to complete the degree in the other Faculty, he/she will then be under the supervision of the other Faculty.
- (5) Candidates who qualified for either/or both of the degrees and who are otherwise qualified to do so may complete the degree with Honours, according to the Resolutions of the Senate governing that degree.
- (3) The Deans of both Faculties shall jointly exercise authority in any matter concerning the combined course program not otherwise dealt with in the Resolutions of Senate or these Resolutions.

Combined degree programs of study

10. Humanities and Social Sciences

Year I

- (1) EDUF 1011 and EDUF 1012; and
- (2) Junior units of study offered by the Faculty of Arts, equivalent to 12 credit points, in approved teaching area, selected from Table A or Table B; and
- (3) Junior units of study offered by the Faculty of Arts, equivalent to 12 credit points, in approved teaching area, selected from Table A; and
- (4) Junior units of study offered by either of the Faculty of Arts, Faculty of Science or Faculty of Economics and Business, equivalent to 12 credit points selected from Table A or Table B.

Year II

- (1) EDUF 2005 and EDUF 2002; and
- (2) Senior units of study, 16 credit points, offered by the Faculty of Arts, in selected teaching area from Table A, being the Major Sequence; and
- (3) Senior units of study, 16 credit points, offered by either of the Faculty of Arts, Faculty of Science or Faculty of Economics or Business, in selected teaching area from Table A or Table B, being the Minor Sequence.

Year III

- (1) Senior units of study in Teaching and Learning, 16 credit points; and
- (2) Senior units of study in Curriculum, 16 credit points; and
- (3) Two 300 level, Senior, units of study in Education, 8 credit points; and
- (4) In Semester II, Senior units of study, 8 credit points, offered by the Faculty of Arts, in selected teaching area from Table A, being the Major Sequence.

Year IV

Either:

- (1) Two 300 level, Senior, units of study in Education, 8 credit points; or
- (2) For Honours students who have qualified for admission to the Honours program under Section 18, specified honours units, 8 credit points; and
- (3) Senior units of study in Teaching and Learning, including Professional Practice, 24 credit points; and
- (4) Senior units of study, 8 credit points, offered by the Faculty of Arts, in selected teaching area from Table A, being the Major Sequence.

Year V

Either:

- (1) Curriculum, 16 credit points; or
- (2) Honours Thesis, 16 credit points; or
- (3) Advanced Teaching, 16 credit points; and
- (4) Internship of 40 days, 8 credit points; and
- (5) Senior units of study, 24 credit points, in the major sequence to complete requirements for award of the Bachelor of Arts

11. Mathematics

- (1) EDUF 1011 and EDUF 1012; and
- (2) Junior units of study in Mathematics, offered by the Department of Mathematics and Statistics in the Faculty of Science, equivalent to 12 credit points; and
- (3) Junior units of study offered by the Faculty of Science, equivalent to 12 credit points, in an approved teaching area, selected from Science Table 1; and
- (4) Junior units of study offered by either of the Faculty of Arts, Faculty of Science or Faculty of Economics and Business, and approved by the Faculty of Education, equivalent to 12 credit points selected from Science Table 1 or Arts Table A or Table B.

Year II

- (1) EDUF 2005 and EDUF 2002; and
- (2) Intermediate units of study, 16 credit points, in Mathematics; and
- (3) Intermediate units of study offered by the Faculty of Science, 16 credit points, in the second approved teaching area selected from Science Table 1.

Year III

- (1) Senior units of study in Teaching and Learning, 16 credit points; and
- (2) Senior units of study in Curriculum, 16 credit points; and
- (3) Senior, 300 level, units of study in Education, 8 credit points; and
- (4) Senior units of study in Mathematics and Statistics, 8 credit points, offered by the Faculty of Science.

Year IV

Either:

- (1) Senior, 300 level, units of study in Education, 8 credit points; or
- (2) For Honours students who have qualified for admission to the Honours program under Section 18, specified honours units, 8 credit points; and
- (3) Senior units of study in Teaching and Learning, including Professional Experience, 24 credit points; and
- (5) Senior units of study in Mathematics and Statistics, 8 credit points, offered by the Faculty of Science.

Year V

Either:

- (1) Curriculum and Teaching and Learning, 16 credit points; or
- (2) Honours Thesis, 16 credit points; or
- (3) Advanced Teaching, 16 credit points; and
- (4) Professional Experience, 40 days, 8 credit points; and
- (5) Senior units of study, 24 credit points, in the major sequence, to complete requirements for award of the Bachelor of Science

12. Science

- (1) EDUF 1011 and EDUF 1012; and
- (2) Junior units of study in Mathematics, offered by the Department of Mathematics and Statistics in the Faculty of Science, equivalent to 12 credit points; and
- (3) Junior units of study offered by the Faculty of Science, equivalent to 12 credit points, in an approved teaching area, selected from Science Table 1; and
- (4) Junior units of study offered by the Faculty of Science in an approved teaching area, equivalent to 12 credit points selected from Science Table 1.

Year II

- (1) EDUF 2005 and EDUF 2002; and
- (2) Intermediate units of study in the minor sequence, 16 credit points, offered by the Faculty of Science selected from Science Table 1; and
- (3) Intermediate units of study in the major sequence, 16 credit points, offered by the Faculty of Science selected from Science Table 1.

Year III

- (1) Senior units of study in Teaching and Learning, 16 credit points; and
- (2) Senior units of study in Curriculum, 16 credit points; and
- (3) Senior, 300 level, units of study in Education, 8 credit points; and
- (4) Senior units of study in major sequence, 8 credit points, offered by the Faculty of Science, selected from Science Table 1.

Year IV

Either:

- (1) Senior, 300 level, units of study in Education, 8 credit points; or
- (2) For Honours students who have qualified for admission to the Honours program under Section 18 specified honours units, 8 credit points; and
- (3) Senior units of study in Teaching and Learning, including Professional Experience, 24 credit points; and
- (4) Senior units of study in the major sequence, 8 credit points, offered by the Faculty of Science, selected from Science Table 1.

Year V

Either:

- (1) Curriculum, 16 credit points; or
- (2) Honours Thesis, 16 credit points; or

- (3) Advanced Teaching, 16 credit points; and
- (4) Professional Experience, 40 days, 8 credit points; and
- (5) Senior units of study, 24 credit points, in the major sequence, to complete requirements for award of the Bachelor of Science

(b) School Counselling/Science

Candidates in the combined course qualify for the degrees of B Ed (Secondary Education)/B Science (Psychology) by completing the following:

Years I to III

- (1) 36 Junior credit points in Science, of which 12 must be in Mathematics, 12 in Psychology and 12 in either Chemistry or Physics; and
- (2) 32 Intermediate credit points in Science of which 16 must be in Psychology and 16 in Mathematics, Physics or Chemistry; and
- (3) 32 Senior credit points in Psychology; and
- (4) At least 48 credit points in Education, taken in accordance with the Resolutions of the Bachelor of Education (Secondary Education: Science); and

Years IV and V

- (1) IVth year Psychology (honours equivalent/Graduate Diploma in Science); and
- (2) 16 credit points in School Counselling; and
- (3) 16 credit points in Education, taken in accordance with the Resolutions of the Bachelor of Education (Secondary Education: Science); and
- (4) 16 credit points in Science in either Mathematics, Physics or Chemistry

14. School Counselling/Arts

Candidates in the combined course qualify for the degrees of B Education (Secondary)/B Arts (Psychology) by completing the following:

Years I to III

- (1) 60 credit points in Psychology, of which 12 must be Junior, 16 Intermediate and 32 Senior credit points; and
- (2) A major (at least 32 credit points) in one subject area offered by the Faculty of Arts, taken from Part A of the Table of Units of Study for the Bachelor of Arts. The major should be the proposed teaching subject and may comprise English, History, a language that is taught in NSW Secondary Schools, Linguistics, Performance Studies or Fine Arts; and
- (3) At least 12 additional Junior credit points in Arts, taken from Part A of the Table of Units of Study for the Bachelor of Arts; and
- (4) 48 credit points in Education, taken in accordance with the Resolutions of the Bachelor of Education (Secondary: Humanities and Social Sciences).

Years IV and V

- (1) IVth year Psychology (honours equivalent/Graduate Diploma in Science); and
- (2) 16 credit points in School Counselling; and
- (3) 16 credit points in Education, taken in accordance with the Resolutions of the Bachelor of Education (Secondary: Humanities and Social Sciences) and
- (4) 16 credit points in Arts taken from Part A to complete the major area of study other than Psychology.

Requirements for award of the Bachelor of Education with Honours

15. Subject areas for award of degree with Honours

- (1) The Honours degree may be awarded in respect of :
 - (a) a unit of study pursued in the Faculty of Education; and/or
 - (b) a unit of study pursued in the Faculty of Arts, Science or Economics and Business
- (2) For the purposes of these resolutions students pursuing Honours as a unit of study in the Faculty of education shall be enrolled in one of the following professional degrees:
 - (a) Primary Education;
 - (b) Secondary Education (Human Movement and Health Education);
 - (c) Bachelor of Education (Secondary Education: Humanities and Social Sciences)/ Bachelor of Arts
 - (d) Bachelor of Education (Secondary Education: Science)/ Bachelor of Science
 - (e) Bachelor of Education (Secondary Education: Mathematics)/ Bachelor of Science
- (3) The testamur for the degree awarded with Honours shall specify the professional unit of study and/or the unit of study undertaken in the Faculties of Arts, Science or Economics and Business in which the degree has been undertaken together with the class of Honours in each unit of study.

Admission to the Honours programs

Pre-requisites for Year III

16. Candidates eligible for the Honours Program

Suitably qualified candidates for a degree in one of Primary Education, Secondary Education (Humanities and Social Sciences), Secondary Education (Human Movement and Health), Secondary Education (Science) and Secondary Education (Mathematics), as well as approved candidates from other faculties.

- (1) (a) An applicant for admission to candidature for the Honours degree shall normally:
 - (i) have achieved average-grade result of Credit or higher across Education Level 200; and
 - (ii) have achieved a result of Credit average or in some other coherent set of 16 credit points (eg English 200 level professional units of study).
- (b) An applicant for admission to candidature for the Honours degree enrolled in a unit of study in any of the degrees of Bachelor of Arts, Bachelor of Arts (Asian Studies), Bachelor of Science, Bachelor of Economics or Bachelor of Economics (Social Sciences) shall be qualified for such admission in accordance with the resolutions of the Senate relating to those degrees.
- (c) An applicant for admission to candidature for a joint Honours degree in Education and in a subject offered by any of the Faculties of Arts, Science and Economics and Business, shall satisfy the requirements for each relevant subject area as outlined in sections 8 and 9.

Progress within the Honours programs

17. Required level of achievement for Honours

- (1) A candidate undertaking the Honours Program shall achieve:
 - (a) a grade result of Credit average or higher across Education 300 of the degree program; and
 - (b) a grade result of Credit or higher for enrolment in the units of study EDUF3205; and
 - (c) a result of Satisfactory in the practice teaching component of the professional unit of study undertaken in Year III of the degree program; and
 - (d) Supervisor recommendation of candidature in Year IV progress report; and
 - (e) enrol in the unit of study Special Course Honours in Year IV of the degree program.
 - (f) To withdraw from the entire Honours Program without penalty, such withdrawal must be effected prior to the census date in Semester 1.

18. There shall be no re-examination for award of the degree with Honours.

19. Award of degree with Class I Honours

Faculty would normally expect candidates recommended for award of the degree with Class I Honours to have achieved:

- (a) a result of Satisfactory in the practice teaching component of the professional unit of study undertaken in Year IV of the degree program;
- (b) a result at Class I Honours level for the honours thesis undertaken within Special Course Honours; and
- (c) an average grade of Distinction or higher in the-honours coursework undertaken in Year III of the degree program.

20. Award of University Medal

If a candidate is awarded the degree with Class I Honours and attained High Distinction for combined Honours coursework in Year III as well as in Education 300, and if the Faculty is of the opinion that the work of the candidate is of sufficient merit, the candidate will be considered for award of a bronze medal.

21. Time limitations

Except with the permission of the Faculty, a candidate shall not be eligible for award of the Honours degree unless the candidate completes all the requirements for the degree:

- (1) in the case of Honours candidates for the Bachelor of Education degree, in not more than five years of enrolment; and
- (2) in the case of Honours for approved candidates from other faculties, in not more than six years of enrolment.

22. Subsequent award of degree with Honours for Bachelor of Education Pass graduates

- (1) A person who has been awarded the Pass degree of Bachelor of Education may, with the permission of the Faculty, be admitted to candidature for the Honours degree in an area of study offered by a Department or School in one of the Faculties of Arts, Science or Economics and Business
- (2) A candidate admitted to candidature for the Honours degree in accordance with section 22 (1) may, subject to section 21(2), qualify for the Honours degree in the Faculty concerned by fulfilling such requirements of that Faculty for award of its degree as have not already been met.

Section 2

23. Enrolment in more/less than minimum load

- (1) A candidate may not enrol in more than a total of 48 credit points, which must be Junior credit points, in the first two semesters of study, unless advanced standing or credit has been granted to permit enrolment in senior units.
- (2) Except with the permission of the Faculty, candidates for the degree may not enrol in additional units of study once the degree requirements, as stated in the resolutions relating to the particular course, have been satisfied.

24 Repeating a unit of study

- (1) Where a student enrolls in a unit of study offered by the Faculty of Education which is the same as, or has a substantial

amount in common with, a unit of study previously attempted but not completed at the grade of Pass or better, the Faculty may exempt the student from certain requirements of the unit of study if satisfied that the relevant competence has been demonstrated.

- (2) A student who has been awarded a Pass (Concessional) in a unit of study may repeat that unit, but if subsequently awarded a grade of Pass or better, no further credit points will be gained unless the unit of study previously had not been credited to the degree of Bachelor of Education or, in respect of a combined degree, under resolutions relating to the Bachelor of Science or the Bachelor of Arts.
- (3) A student who has already passed a unit of study which has been credited to the course may not re-enrol in it in order to gain a better grade.

25. Cross-institutional study

Provided that permission has been obtained in advance, the Faculty may permit a student to complete a unit of study at another institution and have that unit credited to his/her course requirements provided that either:

- (1) the unit of study content is material not taught in any corresponding unit of study in the University; or
- (2) the student is unable, for good reason, to attend a corresponding unit of study at the University.

26. Restrictions on courses of enrolment

- (1) The Faculty of Education has prescribed the following courses as mutually exclusive in satisfying the requirements for award of the degree: Life Sciences Mathematics A and Life Sciences Mathematics B (with normal units of junior Mathematics in Year 1); and Economics 1001,1002 with Economics as a Social Science (ECOP1001) and Structure and Change in Modern Economics (ECOP1002)
- (2) (a) Except with the permission of the Faculty, candidates for the degree shall not:
 - (i) enrol in more than 48 credit points each year;
 - (ii) proceed to the units of study prescribed for Year III until the candidate has fulfilled the requirements of Years I and II;
- (3) Except with the permission of the Faculty a candidate may not take a higher unit of study in any unit of study without having previously completed the lower unit(s) of study in the same unit of study or some other unit(s) of study allowed by the Faculty to count as equivalent.

27. Satisfactory progress

- (1) If a candidate for the degree fails or discontinues enrolment in one unit of study twice, a warning will be issued that if the unit is failed a third time, the candidate may be asked to show good cause why he or she should be permitted to re-enrol in that unit of study.
- (2) If a candidate for the degree fails to pass a minimum of 50% (equivalent to 24 credit points) of the program of enrolment in each of any two consecutive years of candidature he or she shall be deemed not to have made satisfactory progress in the degree.

28. Credit transfer policy

- (1) A candidate who has completed work or a unit(s) of study towards a degree at this or another university, or towards an equivalent qualification at an appropriate institution, or as a non-award student, may be granted credit towards the degree of Bachelor of Education for up to half of the overall coursework requirements (96 credit points) provided that the content of the work or unit(s) of study is considered by the Faculty on the recommendation of the head of the school or department concerned to be equivalent to a unit(s) of study prescribed in sections 5 to 14 inclusive.
- (2) A candidate granted credit toward the degree under Section 28 (1) shall :
 - (a) count towards the degree all units of study so credited subject to the provisions of these resolutions;
 - (b) not count toward the degree any unit(s) of study completed subsequently within the University of Sydney which overlaps substantially in content with the work or unit(s) of study upon which grant of credit was based;
 - (c) complete all necessary qualifying units of study for the degree within such period of time and such number of years of candidature as the Faculty may determine having regard to the number of units of study credited, the length of time over which the unit(s) of study concerned were completed and the time limits for the completion of the degree prescribed under these resolutions.
- (3) Credit may be granted as specific or specified credit if the unit of study is considered to be directly equivalent to a unit of study in the Table of Units of Study for the Bachelor of Education or, in the case of the combined degrees, equivalent to a unit of study available for one of the degrees, or as non-specific or non-specified credit.
- (4) Unless otherwise permitted by Faculty a candidate shall not be granted credit towards the degree for or on the basis of any unit(s) of study:
 - (a) completed more than five years prior to admission or re-admission to candidature; or
 - (b) equivalent to more than 48 credit points upon which the candidate has relied or intends to rely in order to satisfy requirements for award of another degree or qualification.

29 Time limits

Unless otherwise permitted by Faculty a candidate shall complete all the requirements for award of the degree within eight calendar years of admission or re-admission to candidature.

30. Suspension of candidature

- (1) Unless suspension of candidature has been approved by Faculty, a candidate for the degree is required to re-enrol each calendar year.
- (2) Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

31 Lapse of candidature

- (1) Unless the Faculty otherwise determines in any particular case, candidature for the degree will be deemed to have lapsed if a candidate has:
 - (a) not completed all the requirements for award of the degree in accordance with resolutions 18 and 20; or
 - (b) not re-enrolled for the degree as required in accordance with resolution 21.
- (2) A candidate whose candidature has been deemed to have lapsed in accordance with subsection (1) shall not re-enrol as a candidate for the degree unless again selected for admission.

32. Assessment Policy

- (1) Students may be tested by written and oral examinations, exercises, essays or practical work, or any combination of these as Faculty may determine.
- (2) Where a unit of study is offered at different levels of difficulty, the performance of students will be matched so that a grad obtained at one level indicates a quality of work comparable with that required for the same grade at the other level(s).
- (3) Faculty may arrange for further testing in cases of special consideration, in accordance with Academic Board policy governing illness and misadventure.
- (4) The award of a Pass (Conditional) in a unit of study is limited to subject areas from the Faculty of Science and entitles the student to be credited with the full number of credit points for that unit of study, provided that the limit of the total credit value specified for each award course is not exceeded.

AGENDA ITEM 10

Report of the Graduate Studies Committee

10.2 Report of the Graduate Studies Committee meeting held on 15 October 2001

The Committee met on 15 October 2001 when there were present: The Alternative Chair (Associate Professor A F Masters) presiding, Professors C Adam, A Brewer, L Field, G Gill and P Ramsden, Associate Professors P McCallum, F Nicholas, M Prosser and D Rothwell, Drs B Adamson, M Boughton and R Walker and Mr K Barlow. Miss K Neveldsen was in attendance.

10.2.1 Receipt of report

The Committee **recommends** that the Board receive and note the following report of its meeting held on 15 October 2001.

10.2.2 Amendment of the Resolutions of the Senate

(1) Faculty of Education: Graduate Diploma in Educational Studies and Graduate Certificate in Educational Studies

The Committee **recommends** approval of the proposal from the Faculty of Education for the amendment of the Resolutions of the Senate relating to the Graduate Diploma in Educational Studies and Graduate Certificate in Educational Studies.

The Committee notes that the proposal amends the number of units of study and credit points required for the Graduate Diploma and Graduate Certificate in an attempt to bring the courses in line with the Academic Board's policy regarding credit point value for postgraduate coursework courses.

Recommendation

That the Academic Board recommend that Senate amend the Resolutions of the Senate relating to the Graduate Diploma in Educational Studies and Graduate Certificate in Educational Studies in the Faculty of Education, as set out in the report presented.

10.2.3 Proceedings of the Committee

(1) Report of the Chair

(a) Show Cause

The Committee noted the working party established by the Undergraduate Studies Committee to consider issues relating to Show Cause and agreed that the Chair would facilitate the participation of the Graduate Studies Committee.

(2) Report of the PhD Award Sub-Committee

The Committee received the report of the PhD Award Sub-Committee meeting of 2 October 2001 and noted in particular that if examiners' reports contained corrections and/or annotations, the faculties should inform the PhD Award Sub-Committee whether the corrections and/or annotations were present on receipt of the report, or added subsequently and if so, why.

(3) Reports of Working Parties appointed to consider proposals for new or amended courses

The Committee noted the report of the working party to consider a proposal from the Faculty of Engineering for the introduction of a new course, Doctor of Engineering Practice, and that the working party would further consider the proposal following receipt of revised Resolutions of the Senate.

(4) Annual Progress Reports

The Committee discussed annual progress reports for research candidates and the merits of a centrally designed form, noting that while the Academic Board prescribed the process to be followed, faculties further developed this to suit the various disciplines. It was acknowledged that there could be increased communication between faculties to share knowledge and developments but that many details would necessarily be faculty specific.

Amendment of the Resolutions of the Senate and adoption of new Resolutions

Resolutions of the Senate

Faculty of Education

Graduate Diploma in Educational Studies

Section 10 of the Resolutions of the Senate relating to the Graduate Diploma in Educational Studies (all designations except the Teaching English as a Foreign Language for which completion of the additional units of study be required from 1 January 2003) offered by the Faculty (page 251, *Calendar 2001*) is amended as follows with effect from 1 January 2002:

Requirements for the diploma

10. (1) To qualify for award of the diploma, candidates must complete ~~four~~ six units of study, as set out in the Table of Units of Study, to the value of 24 36 credit points, which must include at least three units of study from an individual program of studies. The program of study must include core unit(s) of study specified for the designated area in which the candidate is enrolled.
- (2) ~~Normally, one unit of study must be a foundation unit, two units of study must be co-requisite units and one unit of study must be an advanced unit. An advanced unit of study may not be undertaken concurrently with a foundation unit of study.~~

Graduate Certificate in Educational Studies

Section 10 of the Resolutions of the Senate relating to the Graduate Certificate in Educational Studies (all designations except 'Higher Education' for which completion of the additional units to be required from 1 January 2003) offered by the Faculty (page 253, *Calendar 2001*) is amended as follows with effect from 1 January 2002:

Requirements for the certificate

10. (1) To qualify for award of the certificate, candidates must complete ~~two~~ four units of study from a designated degree program of studies, as set out in the Table of Units of Study, to the value of ~~12~~ 24 credit points. The program of study must include specified core unit(s) of study.
- (2) ~~The two units of study will be a foundation unit of study and a co-requisite unit of study.~~

AGENDA ITEM 11

Report of the Teaching and Learning Committee

11.2 Report of the Teaching and Learning Committee meeting held on Thursday 18 October 2001

The Committee met on 18 October 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 Professors S Carlile, J Kay, and M Prosser, Drs D Airey, K Ginn, G Hendry and M Edmond, Mr K Barlow, Ms A Forster and Ms J Jones. Miss K Neveldsen and Ms S Paynter were in attendance.

11.2.1 Receipt of Report

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

11.2.2 Academic Board Resolutions: Academic Honesty in Coursework

[Blue enclosure](#)

The Committee considered the draft Academic Board resolutions: *Academic Honesty in Coursework* and noted in discussion the amendments to the document following a second round of consultation with members of the University community. The Committee noted the working party had considered all feedback received and responded directly to contributors. Much of the feedback led to clarification of aspects of procedures relating to academic dishonesty. The working party reported that the feedback also indicated some confusion in relation to responsibilities and identification of "intention to deceive."

The Committee expressed its appreciation to members of the Working Party, in particular Professors P Parkinson and A Brew, for a well-considered, coherent and effective policy.

Recommendation

That the Academic Board:

- (1) *receive and note the report of the Plagiarism Working Party;*
- (2) *rescind Part 7, Academic Honesty, of the Academic Board Resolutions: Assessment and Examination of Coursework;*
- (3) *adopt the Academic Board Resolutions: Academic Honesty in Coursework; and*
- (4) *recommend that Senate amend the University of Sydney (Coursework) Rule 2000, as set out in the report presented.*

11.2.3 First Year Orientation and Transition: Present and Future

[41](#)

The Director, Institute for Teaching and Learning, and the Director, Student Services, advised the Committee on developments relating to the Student Welcome, Orientation and Transition (SWOT) program. The Committee noted the principles relating to the First Year Experience and agreed to endorse the proposed strategies for implementation. During the discussion the Committee encouraged the referral of the SWOT program principles to VCAC for further endorsement, noting the need to implement the SWOT program in all faculties, to ensure first year students were happy, for quality assurance purposes and to encourage a higher retention rate.

Recommendation

That the Academic Board:

- (1) *adopt the four principles relating to the First Year Experience; and*
- (2) *endorse the strategies proposed in relation to the First Year Orientation, as set out in the report presented.*

11.2.4 Special Consideration

On the recommendation of the Chair, the Committee agreed to establish a working party to review the University's policy relating to Special Consideration, in response to issues raised in the Ombudsman's report.

Recommendation

That the Academic Board note the establishment of a working party to review the University's policy relating to Special Consideration.

11.2.5 Alignment of University Review Processes and Quality Assurance Issues

The Committee noted the variety of reviews that faculties need to undertake and the apparent lack of alignment in quality review processes. It was agreed that the review procedures needed to be clearly articulated to emphasise quality as a core value of the University. Accordingly, the Committee agreed to establish a working party to consider the issue of reviews and Quality Assurance issues further.

Recommendation

That the Academic Board note the establishment of a working party to review the alignment of University review processes and Quality Assurance issues.

11.2.6 Proceedings of the Committee

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

The Pro Vice-Chancellor (Teaching and Learning) provided the Committee with a report outlining developments in Teaching Improvement Fund, Scholarship Index, Guidelines for Good Practice in Teaching and Learning and the AUQA audits.

(2) Report of the Assistant Pro Vice-Chancellor (Information Technology)

The Assistant Pro Vice-Chancellor (Information Technology) updated the Committee on the success of the WebCT program, the development of web-based learning and the need for increased technical support. The Committee discussed issues of quality assurance and security in relation to web-based information, and recognised the improvements, positive feedback and continued striving towards quality in relation to Information Technology within the University.

(3) Report of the Institute for Teaching and Learning

The Director of the Institute for Teaching and Learning provided the Committee with a report outlining developments in the SCEQ and the units of study evaluation system, and noting the success of the Vice-Chancellor's Showcase of Scholarly Inquiry in Teaching and Learning.

First Year Orientation and Transition: Present and Future

Principles for First Year Orientation and Transition

- Students will be familiarised with the University's physical environment, Academic culture and support services.
- Students' sense of purpose and direction will be developed by promoting their understanding of what their courses involve; where their courses will lead them; and what their learning in those courses will involve.
- Students' engagement with the university, including with their peers, will be promoted and supported.
- Students' learning skills will be enhanced by developing their knowledge and skills, including generic skills, and by taking into account students' diverse backgrounds and abilities.

These principles are being used by the University to help structure the University's activities in the orientation and transition of its first year students. Strategic developments have taken place in the Faculties and Central Services, facilitated by the ITL and Student Services. The Student Welcome, Orientation and Transition (SWOT) program is providing orientation and transition support at enrolment and throughout the first year on campus. Similar activities are being developed on other campuses. Each of the Faculties is providing, or are in the process of developing, orientation and transition programs at the Faculty level designed to coordinate with the central campus-based programs. A number of Faculties have incorporated specific orientation and transition activities into core first year units of study.

While a start has been made, substantial further development is needed if we are to address each of the endorsed principles. The key to this will be the perceived commitment to the importance of orientation and transition by the Vice-Chancellor, Pro-Vice-Chancellors of Colleges and Faculty Deans as perceived by academic staff within the Faculties. Without this perceived commitment it is unlikely that a more systematic and comprehensive approach to orientation and transition will be developed by Faculties and Central Services. The importance of this perceived level of commitment is strongly supported by the First Year Experience Working Group in which all the Faculties, the Library and Student Services are represented.

In order to facilitate this, it is recommended that a more strategic approach to first year academic orientation and transition be adopted. Based upon experience elsewhere, and consistent with the University's present approach to strategic planning, the ITL and Student Services are suggesting that they work with the Central Units and the Faculties to develop a strategic plan for first year orientation and transition. The Plan would aim to bring together and extend Central University strategies and Faculty based strategies for orientation and transition in one document.

AGENDA ITEM 12

Report of the Research Committee

12.2 Report of the Research Committee meeting held on 9 October 2001

The Research Committee met on 9 October 2001 when there were present: Professor G Gill, *Alternate Chair Research Committee (Presiding Member)*, Professors J Carter, L Field, M Harris and D Melrose, Associate Professor C Pollock, and Dr J Lingard, and Mr K Barlow. Dr L Poladian, Dr C Baxter, Mr W Dawson, Ms M Robb, Mr E Micallef were in attendance.

12.2.1 Receipt of Report

The Committee **recommends** that the Board receive and note the following report of its meeting held on 9 October 2001.

12.2.2 Proceedings of the Committee

(1) Golden List

The Pro Vice-Chancellor (Research) noted that Industrial Relations is now looking at Research only staff, and it is likely that our issues will be taken up then.

(2) Intellectual Property Rule

The Pro Vice-Chancellor (Research) distributed documents relating to the proposed Intellectual Property Rule:

- (a) Intellectual Property Rule – A Guide;
- (b) University of Sydney Amendment (Intellectual Property) Rule 2001; and
- (c) National Principles of Intellectual Property Management for Publicly Funded Research.

The Pro Vice-Chancellor (Research) noted that he has incorporated the central theme of the National Principles and that the first two documents incorporate the issues previously raised by the Committee. It was noted that the second of the National Principles is an onerous condition on Universities and that Heads of Department and researchers may need training/education programs to ensure there is accessibility and knowledge with respect to intellectual property and commercialisation. The Pro Vice-Chancellor (Research) requested that any further comments on these documents be emailed to him by 15 October, for incorporation into the final document to be referred to the November meeting of the Academic Board. Outstanding issues including closure on student intellectual property for students who do not nominate the University as the owner and electronic teaching material put together by groups of researchers needed to be addressed by the new rule. The Pro Vice-Chancellor (Research) agreed to circulate the final draft Rule to Committee members for comment prior to referral to Academic Board.

(3) Institutional Biosafety Committee

This Committee will monitor and approve the way the University handles research involving genetically modified material, including record keeping, processes and procedures. The Committee will be located with Risk Management and report to the Pro Vice-Chancellor (Research). An advertisement is being placed to recruit an administrator (qualified in Biology/Biochemistry) to look after University facilities and the Committee.

(4) Small Grants Audit Report

The Director of the Research Office distributed his response to issues raised by the Auditors in reviewing the administration of the Small Grant Scheme. The recommendations of the Auditors were not well received by the Committee who were concerned that researcher's expenditure is not micro-managed. However, it is recognised that we were exposed with respect to quality assurance on aspects of financial accountability. *Auditor's concerns* with possible solutions are:

- (a) *One-line-budget –v- Expenditure lines*: an option would be to get researchers to recast their budgets when they accept a grant, based on lines-of-expenditure. Any major variation to approved lines-of-expenditure will need to be approved by the PVC(R);
- (b) *Focus on reporting and monitoring outcomes*: this can be done with the completion of progress/final reports attached to subsequent grant applications, to be reviewed by appropriate committee;
- (c) Clearing unspent funds rather than netting funds to zero: to be resolved by liaison with College Accountants.

The Committee felt that expending funds by 31 December of the year of the grant is sometimes difficult resulting in requests for carry forward of funds or zero balancing of accounts. To overcome this, consideration can be given to automatic carry forwards until 31 March the following year on the basis that the funds were committed by 31 December the previous year. Discussion centred on the possibility of centralising any unspent funds for reallocation. The Pro Vice-Chancellor (Research) noted that carry forward of funds is becoming a problem with the Colleges (eg, carry forward of RIBG) and the concern is that DETYA may look at the balance of carry forwards when determining the following year's allocation. The Pro Vice-Chancellor (Research) noted that he would report back to the meeting on the issue of carry forwards.

(5) Reports

(a) Professor Les Field, Pro Vice-Chancellor (Research) (Acting)

- (a) *ARC outcomes*: The University of Sydney has the highest share of funding for the third year in a row. This substantial performance builds itself into the Research Performance Indicators. The Pro Vice-Chancellor (Research) asked the Committee to report to him any views they have on strategies to enhance applications.
- (b) *Linkage Programs*: These will move from the Business Liaison Office to the Research Office. Industry Partner agreements will still be reviewed by the Business Liaison Office and there will need to be close liaison between the offices in the administration of this scheme.
- (c) *Group of Eight (Go8) meeting*:
 - The Pro Vice-Chancellor (Research) circulated a Memo from the Go8 which provided a quick analysis of the ARC outcomes for Go8 universities;
 - Agreed that intellectual property principles had to come under a national framework;
 - Will develop a brochure on success stories relating to research and commercialisation, under the GO8 logo, to entice more private investors;
 - Research Training Scheme and the Institutional Grants Scheme: happy with the way it is with the exception of the allocation of APAs, IPRs, (currently by research higher degree load and student numbers rather than the RTS formula) – the GO8 prefers the RTS formula.
- (d) *Sesqui R & D*: The Pro Vice-Chancellor (Research) circulated the budget for the Sesqui R&D, NSSS and Major Equipment Scheme

and noted an increase in allocation over last year and College Committees are expected to report recommendations by 17 October. The Sesqui Near Miss Scheme will be handled centrally this year.

- (e) *Sesqui Fellowship Scheme*: This Scheme is now closed with numbers dramatically down this year. This may be because applicants are self-selecting and so although the numbers are down the quality may be up. Approximately 25% of the applicants are from Arts, 25% from Science and the rest from other Faculties. Faculties have been asked to short list applicants.
- (f) *Postgraduate Support Scheme*: Issue raised by SUPRA in relation to performance and review of the scheme. It was noted that the old scheme gave \$600 to each student whereas the new scheme allocates budget to a Department which allocates money to students based on guidelines and reports to the Pro Vice-Chancellor (Research) on how the money is spent. Unallocated funds are returned centrally for allocation in the following year. Concern was expressed that it can be difficult to rank students and so all students are given \$300 each thus students are worse off. The Pro Vice-Chancellor (Research) agreed to review the scheme next year, following receipt of Department reports.

(b) Mr Warwick Dawson, Director, Research Office

- (a) *ARC outcomes*: still waiting on official notification (roll-up, 50:50 fellowships, teaching relief, special conditions);
- (b) *NHMRC*: results likely to be received in first week of November;
- (c) *SII*: Still no word on when outcomes will be notified;
- (d) *New Information Management System*: this is progressing. College user groups met last week to build in their agreement.

(c) Ms Merrilee Robb, Director of Research Development

- (a) *ARC results*: The University produced excellent results for ARC for the third year in a row. It would not be easy to be on top for a fourth year (because of the limit of awards/applications researchers can have). However, in 2003, if we were to look at carry forward funding received (ie, funds from 2001/2002/2003; 2002/2003/2004; and 2003/2004/2005) it is likely that we will still be the top research institution in the country based on ARC funding.
- (b) *Fellowship results*: We did not do as well in Fellowships this year as we have done in previous years. We need to look at Postdoctoral Fellowships and research why applications are down.
- (c) *Infrastructure grants*: Our success in dollars was due to two very large grants, without which our results were average. We did do very well last year and can't expect to always do well. There are sufficient SII applications this year, which could be repackaged, to LIEF applications next year.
- (d) *SPIRT*: Our results were poor and we need to develop strategies to encourage more applications next year.
- (e) *Federation Fellowships*: The University of Sydney got 20%. The ARC gave out 15 instead of 25. Seemed to be looking at bringing back overseas researchers. Taking on a Federation Fellowship means you have to resign your position and so many of our Directors of Key Centres did not apply.
- (f) *ARC process*: concern has been expressed with the integrity of the process. Many unsuccessful applicants were assessed by peers who were not experts in the field.

AGENDA ITEM 13.1 General Business

13.1 Report on the Promotion of Academic Staff from Level B to Level C in 2001

Forty-seven applications for promotion to Level C were received and considered by a Committee comprising: Professor K Eltis (Chair), Professor J Sachs (Chair, Academic Board), Professor A Johnson (external – University of Technology Sydney), Dr J Kitay (nominee of the Pro Vice-Chancellor, College of Humanities and Social Sciences), Associate Professor J Small (nominee of the Pro Vice-Chancellor, College of Sciences and Technology), Associate Professor R Mason (nominee of the Pro Vice-Chancellor, College of Health Sciences), Associate Professor J Crosbie (Physiotherapy), Associate Professor J Keene (Geology and Geophysics) and Associate Professor P Gay (English).

Level C

On the advice of the Committee, the Vice-Chancellor approved the following 36 promotions to Level C, effective from 1 January 2002.

Dr Catherine Dauvergne	Law
Ms Miranda Kaye	Law
Ms Rebecca Cummins	Sydney College of the Arts
Mr Geoffrey Weary	Sydney College of the Arts
Mr John Conomos	Sydney College of the Arts
Ms Kristine Sodersten	Planning & Allied Arts
Dr Simon Hayman	Architectural & Design Science
Dr Malcolm France	Laboratory Animal Services
Dr Craig Campbell	School of Policy & Practice
Dr Christine Asmar	Institute for Teaching and Learning
Dr Margaret McConchie	Crop Sciences
Dr Stephen Cattle	Agricultural Chemistry & Soil Science
Dr Harbans Bariana	Plant Breeding Institute
Dr Bronwyn Winter	French Studies
Dr Karen Healy	Social Work
Dr Souchou Yao	Anthropology
Dr David Braddon-Mitchell	Philosophy
Dr Cameron Kepert	Chemistry
Dr William Pritchard	Geosciences
Dr Richard Roberts	Psychology
Dr Alexander Molev	Mathematics & Statistics
Dr Susan Franklin	Biological Sciences
Dr Lyn Carson	Government & International Relations
Dr Darryl Jarvis	Government & International Relations
Dr Janet Martin	Kolling Institute of Medical Research
Dr Frances Boyle	Medicine
Dr Bing Yu	Medicine
Dr Martin Kluckow	Obstetrics & Gynaecology
Dr Simon Willcock	General Practice
Dr Miriam Frommer	Physiology
Dr Marjorie Valix	Chemical Engineering
Dr Swamidoss Sathiakumar	Electrical & Information Engineering
Dr Mauren Boughton	Family & Community Nursing
Ms Christine Johnston	Family & Community Nursing
Dr Mairwen Jones	Behavioural & Community Health Sciences
Dr Kerrie Lee	Communication Sciences & Disorders

The following statistical details on faculty distribution are provided for the information of the Board:

Faculty	Applications received			Recommendations made		
	Male	Female	Total	Male	Female	Total
Agriculture	2	1	3	2	1	3
Arts	3	3	6	2	2	4
Education	1	2	3	1	1	2
Law	-	2	2	-	2	2
Medicine	5	4	9	3	3	6
Engineering	1	1	2	1	1	2
Science	5	1	6	4	1	5
Architecture	2	1	3	1	1	2
Economics & Business	2	1	3	1	1	2
Health Sciences	-	3	3	-	2	2
Veterinary Science	1	-	1	1	-	1
Sydney College of the Arts	2	2	4	2	1	3
Nursing	-	2	2	-	2	2
Totals	24	23	47	18	18	36

AGENDA ITEM 13.2 General Business

13.2 Membership of the Academic Board

13.2.1 Elections Outcomes

Nominations closed for election to various categories of membership of the Academic Board at 4.00 pm on Friday, 12 October 2001, as detailed below.

(1) **Two professorial members of the Academic Board**

At the close of nominations, one nomination had been received for the election of two professorial members of the Academic Board, for a term of office commencing 1 January 2002. In accordance with Rule 28(1) of the Academic Governance Rules relating to the Academic Board, the following candidate was accordingly declared elected:

EBIED, Professor Rifaat.

(2) **Two members of the Academic Board who are head of departments**

At the close of nominations, no nominations had been received for the election of two members of the Academic Board who are head of departments, for a term commencing 1 January 2002.

(3) **Two non-professorial members of the Academic Board**

At the close of nominations, no nominations had been received for the election of two non-professorial members of the Academic Board, for a term commencing 1 January 2002.

(4) **One undergraduate student member of the Academic Board**

At the close of nominations, one nomination had been received for the election of one undergraduate student member of the Academic Board, for a term commencing 1 January 2002. In accordance with Rule 28(1) of the Academic Governance Rules relating to the Academic Board, the following candidate was hereby declared elected:

WONG, Gigi Chin Yan

(5) **One postgraduate student member of the Academic Board**

At the close of nominations, no nominations had been received for the election of one postgraduate student member of the Academic Board, for a term commencing 1 January 2002.

Recommendation

That the Academic Board note:

- (1) *the report on outcomes of 2001 Academic Board elections; and*
- (2) *that terms of office of newly elected members may be affected by the outcomes of the Review of the Academic Board and Academic Forum.*

13.2.2 Filling of casual vacancies

Following recent elections to membership of the Academic Board, casual vacancies occur in the following categories of membership:

- (a) **Five professorial members:**
One casual vacancy for a male or female.
- (b) **Five head of departments:**
Two casual vacancies, one of whom must be a male.
- (c) **Five non-professorial members:**
Two casual vacancies, one of who must be a male.
- (d) **One postgraduate student member:**
One casual vacancy.

In addition to the casual vacancies arising from the elections detailed in 13.2.1 above, casual vacancies also occur in the category of membership of one academic staff member elected from the academic staff members of each faculty for the following faculties:

- Faculty of Engineering
- Faculty of Law
- Faculty of Medicine
- Faculty of Pharmacy
- Faculty of Rural Management
- Sydney Conservatorium of Music

At its meeting of 12 September 2001, the Board resolved to retain casual vacancies in the category of academic staff members elected from the academic staff members of each faculty pending consideration of the recommendations arising from the Review of the Academic Board and the Academic Forum.

Following receipt of the report of the Review of the Academic Board and the Academic Forum the Chair of the Board, in consultation with the Registrar, recommends the appointment of members to fill all casual vacancies to ensure the Board is properly constituted, regardless of any future transitions which may occur.

Recommendation

That the Academic Board note:

- (1) *the report on casual vacancies on the Academic Board as at 1 January 2001;*
- (2) *the Chair of the Board will consult with the relative persons/bodies as prescribed by the Academic Governance Rules, and will present recommended nominations to fill casual vacancies to the next meeting of the Board; and*
- (3) *that terms of office of members appointed to fill casual vacancies may be affected by the outcomes of the Review of the Academic Board and the Academic Forum.*