



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 12 June 2002** 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

5 June 2002

AGENDA

Pages

- ★ 1. **Apologies**
The following apologies have been received:
Associate Professor D Dragovich and Mr M Hall.

- 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 15 May 2002 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 3 June 2002

[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 3 June 2002.

5.2 General report

5.2.1 Guidelines for Faculties to Elect Academic Staff Members of the Academic Board

[10](#)

Recommendation

That the Academic Board

- (1) note the report of the Chair of the Academic Board relating to feedback from faculties on the draft Guidelines;*
- (2) approve the Guidelines for Faculties to Elect Academic Staff Members of the Academic Board; and*
- (3) recommend the Guidelines to Senate for approval, as set out in the report presented.*

5.2.2 Report of the Academic Board of the Australian Graduate School of Management

[10, 12](#)

Recommendation

That the Academic Board note the report of the Chair of the Academic Board relating to the report of the Academic Board of the Australian Graduate School of Management, as set out in the report presented.

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

[11, 13-16](#)

Recommendation

That the Academic Board note the report of the Chair of the Academic Board relating to the New South Wales Committee of Chairs of Academic Boards/Senates meeting, as set out in the report presented.

5.2.4 Update on Working Parties

[11](#)

Recommendation

That the Academic Board note the report of the Chair of the Academic Board relating to Update on Working Parties, 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 3 June 2002.

[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 3 June 2002.

6.2 General report

Recommendation

That the Academic Board noted 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 27 May 2002

[17-19](#)

7.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Academic Forum meeting held on 27 May 2002.

7.2.2 Forum focus: The E-Library – For Better or For Worse?

[17-19](#)

Recommendation

That the Academic Board note the Forum Focus of the Academic Forum meeting held on 27 May 2002, as set out in the report presented.

7.2.3 Proceedings of the Forum

[19](#)

Recommendation

That the Academic Board note the proceedings of the Academic Forum meeting held on 27 May 2002, as set out in the report presented.

8. Report of the Undergraduate Studies Committee

(Associate Professor Peter McCallum)



8.1 Oral report of the Chair

Recommendation

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

8.2 Report of the meeting held on 14 May 2002

[20-38](#)

8.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 14 May 2002.

8.2.2 Proposals for new and amended courses

(1) Faculty of Pharmacy: Bachelor of Pharmacy (Rural) [20-21](#), [34-38](#)

Recommendation

That the Academic Board:

- (1) *recommend that Senate approve:*
 - (a) *the proposal from the Faculty of Pharmacy for the introduction in 2003 of the new course, the Bachelor of Pharmacy (Rural),*
 - (b) *the amendment of the Resolutions of the Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Pharmacy, with effect from 1 January 2003, as set out in the report presented, and*
 - (c) *the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 1 January 2003, as set out in the report presented; and*
- (2) *note the Resolutions of the Faculty relating to this 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, the honours degree and award of the degree, as set out in the report presented.*

- (2) **Faculty of Education: Bachelor of Education (Primary); Bachelor of Education (Human Movement and Health Education); Bachelor of Education (Secondary: Humanities and Social Sciences) / Bachelor of Science; Bachelor of Education (Secondary: Sciences) / Bachelor of Science; Bachelor of Education (Secondary: Maths) / Bachelor of Science; Bachelor of Education (Secondary) / Bachelor of Arts (Psychology); Bachelor of Education (Secondary) / Bachelor of Science (Psychology); Bachelor of Education (Secondary: Economics) / Bachelor of Economics; Bachelor of Education (Secondary: Design and Technology)** [21, 23-33](#)

Recommendation

That the Academic Board:

- (1) *note the amended Resolutions of the Faculty relating to undergraduate degrees in the Faculty of Education, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (2) *approve the amended faculty requirements relating to admission, units of study, the pass degree, the honours degree and award of the degree,*
- as set out in the report presented.*

- (3) **Faculty of Economics and Business: Bachelor of Commerce, Bachelor of Economics and Bachelor of Economic and Social Sciences** [22](#)

Recommendation

That the Academic Board note the report relating to the Faculty Resolutions relating to the Bachelor of Commerce, Bachelor of Economics and Bachelor of Economic and Social Sciences, as set out in the report presented.

8.2.3 Proceedings of the Committee [22](#)

Recommendation

That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 14 May 2002, as set out in the report presented.

9. Report of the Graduate Studies Committee

(Associate Professor Russell Ross)



9.1 Oral report of the Chair

Recommendation

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

9.2 Report of the meeting held on 6 May 2002 [39-45](#)

9.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 6 May 2002.

9.2.2 English Language Requirements: Faculty of Health Sciences [39](#)

Recommendation

That the Academic Board approve the English Language Requirement for admission and the overall IELTS band of 7.0 for the Doctor of Health Science, with effect from 1 January 2003, as set out in the report presented.

9.2.3 Submission of Doctor of Philosophy Theses Containing Predominately Published Work [39-40, 42](#)

Recommendation

That the Academic Board approve the policy "Submission of Doctor of Philosophy Theses Containing Predominantly Published Work", with immediate effect, as set out in the report presented.

9.2.4 Guidelines for Examiners of Doctor of Philosophy Theses [40, 43-45](#)

Recommendation

That the Academic Board note that the Graduate Studies Committee approved the "Guidelines for Examiners of Doctor of Philosophy Theses", as set out in the report presented.

9.2.5 Proceedings of the Committee [40-41](#)

Recommendation

That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 6 May 2002, as set out in the report presented.

9.3 Report of the meeting held on 3 June 2002 [46-56](#)

9.3.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Graduate Studies Committee meeting held on 3 June 2002.

9.3.2 Amendment of the *University of Sydney (Amendment Act) Rule 1999* (as amended)

- (1) **Doctor of Philosophy: Requirement to complete candidature within the University** [46](#)

Recommendation

*That the Academic Board recommend that the Senate amend the *University of Sydney (Amendment Act) Rule 1999* (as amended), as set out in the report presented.*

9.3.3 Amendment of the Resolutions of the Senate and the Academic Board

- (1) **Resolutions of the Academic Board relating to the Examination Process of the Degree of Doctor of Philosophy: Appointment of Additional Examiner as Assessor** [47, 50-51](#)

Recommendation

That the Academic Board:

- (1) *endorse the “Appointment of Additional Examiner as Assessor”; and*
- (2) *amend the Resolutions of the Academic Board relating to the Examination Process for the Degree of Doctor of Philosophy,*
as set out in the report presented.

9.3.4 Proposals for new and amended courses

- (1) **Faculty of Engineering: Graduate Certificate in Automation in Field Robotics** [47, 52-56](#)

Recommendation

That the Academic Board recommend that Senate approve:

- (1) *the proposal from the Faculty of Engineering for the introduction in 2003 of the new course, the Graduate Certificate in Automation in Field Robotics;*
- (2) *the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certificates in the Faculty of Engineering, with effect from 1 January 2003, as set out in the report presented; and*
- (3) *the amendment of the Resolutions of the Senate relating to the above course, with effect from 1 January 2003;*
as set out in the report presented.

- (2) **Faculty of Health Sciences: Master of Health Science** [48](#)

Recommendation

That the Academic Board approve the additional mode of delivery for the Master of Health Science, as set out in the report presented.

9.3.5 Treatise containing published work

[48-49](#)

Recommendation

That the Academic Board endorse the policy that:

- (1) *faculties may determine whether a treatise as part of a Master's by coursework may be submitted containing all or part of published work;*
- (2) *faculties who permit submission of a treatise as outlined above are required to determine the acceptability of sole or multi-authored work,*
- (3) *the published work submitted as all or part of a treatise must come from a refereed publication and is still required to be examined independently; and*
- (4) *the Graduate Studies Committee will monitor submission of treatise in this manner on an annual basis.*

9.3.6 Proceedings of the Committee

[49](#)

Recommendation

That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 3 June 2002, as set out in the report presented.

10. Report of the Teaching and Learning Committee

(Professor Judyth Sachs)



10.1 Oral report of the Chair

Recommendation

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

10.2 Report of the meeting held on 23 May 2002

[57](#)

10.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 23 May 2002.

10.2.2 Proceedings of the Committee

[57](#)

Recommendation

That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 23 May 2002, as set out in the report presented.

11. Report of the Academic Staffing Committee

(Associate Professor Anne Reynolds)



11.1 Oral report of the Chair

Recommendation

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

11.2 Report of the meeting held on 22 May 2002 [58](#)

11.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Academic Staffing Committee meeting held on 22 May 2002.

11.2.2 Proceedings of the Committee [58](#)

Recommendation

That the Academic Board note the proceedings of the Academic Staffing Committee meeting held on 22 May 2002, as set out in the report presented.

12. General Business

12.1 Membership of the Academic Board

12.1.1 Election of a Deputy Chair to fill a casual vacancy [59](#)

Recommendation

That the Academic Board note that Associate Professor Deirdre Dragovich was declared elected unopposed as Deputy Chair of the Academic Board, to fill a casual vacancy for a term of office to 31 December 2002, as set out in the report presented.

12.2 Cancellation of the July Academic Board meeting [60](#)

Recommendation

That the Academic Board:

- (1) *cancel the meeting of the Academic Board scheduled to be held on 10 July 2002; and*
- (2) *authorise the Chair of the Academic Board to act on its behalf in respect of any urgent matters that may arise between the Board meetings of 12 June 2002 and 14 August 2002, as set out in the report presented.*

AGENDA ITEM 5 Report of the Chair

5.2 General report

5.2.1 Guidelines for Faculties to Elect Academic Staff Members of the Academic Board

The Academic Board and Senate have agreed that membership of the Academic Board following the Review will include academic staff elected from each faculty. It has been agreed that faculties will determine who is eligible to elect academic staff to the Academic Board, subject to approval by the Academic Board, within guidelines set by the Academic Board and Senate.

At its May meeting the Academic Board resolved that the draft Guidelines lie on the table to provide additional time for consultation with faculties. Responses have been received from all faculties relating to the draft Guidelines and feedback has been incorporated into the Guidelines set out below.

I therefore proposed that the Academic Board adopt the following guidelines and recommended them to Senate for approval:

Guidelines for Faculties to Elect Academic Staff Members of the Academic Board

Pursuant to the *University of Sydney (Academic Governance) Rule 2002*, the Academic Board and Senate establish the following guidelines for the purpose of elections to the Academic Board under Rule 5(1)(d):

- (1) All elections must be conducted in accordance with the *University of Sydney (Academic Governance) Rule 2002*.
- (2) Particular regard should be given to encouraging participation, and equity issues relating to gender, discipline and expertise.
- (3) At least one elected representative should be a professor. The Academic Board acknowledges that in some faculties the number of professors prohibits this. Where this is not possible, senior level academic staff should be encouraged to participate.
- (4) A faculty may, from time to time, but no later than three months prior to an election, recommend who is eligible to vote in an election of academic staff members of that faculty to the Academic Board, for approval by the Academic Board.
- (5) A faculty, in considering who is eligible to vote in an election of academic staff members of that faculty to the Academic Board, should take into account what will best suit the needs of the faculty while ensuring maximum opportunity for participation.

5.2.2 Report of the Academic Board of the Australian Graduate School of Management

At its meeting of 18 April 2002, the Academic Board of the Australian Graduate School of Management considered a report relating to the relationship of the AGSM and UNSW Academic Boards with the AGSM Standing Committee and resolved to adopt report procedures outlined in the document (attached for the information of members).

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

[13-16](#)

I attended a meeting of Chairs of Academic Boards/Senates at the Australian National University (ANU) during May. A key topic of discussion was performance indicators as they relate to the performance of Academic Boards. This included such issues as the length of time required for policy development, processes established to ensure compliance with policies, the relevance of the Academic Board to broader institutional activities, and staff engagement with, and knowledge of, activities of Academic Boards.

The Committee discussed the 2003 HSC Examination Committees call for nominations. Attached is further information regarding the examination committees and courses and I invite expressions of interest in participating in this.

Also enclosed for information is a paper outlining the relationship between the new HSC marks and UAI's.

5.2.4 Update on Working Parties

(1) Admissions Working Party

The Admissions Working Party, a precursor to the Sub-Committee to be established as a result of the Review of the Academic Board and the Academic Forum, has met noting that the area of admissions had lapsed as an active area of the Academic Board's considerations.

The Working Party discussed the types of issues that will be considered by the Sub-Committee and identified a number of key areas for policy development and review. It was agreed that there was a role for more careful documentation and monitoring of admissions pathways and policies to ensure consistency of application and that the policies are relevant and up to date.

(2) ICT in Pedagogy Reference Group

At its meeting of October 2001, the Academic Board noted the proposed development of a working party to develop Guidelines for Good practice in the Use of Information Technology in Teaching and Learning.

Further development of associated issues led to the establishment of an Information and Communication Technology in Pedagogy Reference Group which has developed a discussion paper centred on issues of quality in teaching and learning as they relate to the use of information and communication technologies.

Consultation with key stakeholders during the development of the discussion paper has shaped its focus and direction. The paper aims to act as a catalyst for university wide discussion in this area and will be further developed in consultation with the Senior Executive Group, Teaching and Learning Committee and Information Technology Committee before being referred to the Academic Board.

Report of the Academic Board of the Australian Graduate School of Management: Relationship of AGSM and UNSW Academic Boards with AGSM Standing Committee

The issue has arisen about the appropriate relationship between the Academic Boards of AGSM and UNSW, and the Standing Committee of AGSM.

A recent meeting of the Standing Committee of AGSM adopted the recommendation as set out below, signifying that it is comfortable with the proposed procedure. However, it is a matter for the AGSM Academic Board to decide what procedure it favours. Therefore AGSM Academic Board may wish to discuss this and make its determination. The recommendation is to accept the procedure as set out below.

Background

Traditionally, UNSW Academic Board makes decisions and then passes them down to UNSW Faculties. Some become items on the agendas of the Faculty committees, i.e., Faculty Boards or their Standing Committees, for noting and/or for discussion. Presently, AGSM committees continue to receive such items. However, now that the AGSM has its own Academic Board, it might seem more logical for the AGSM committees to receive their advice from it. Thus advice from the UNSW Academic Board would first go to the AGSM Academic Board, to give that body the opportunity to discuss and determine it, before then going to the AGSM committee (usually the Standing Committee). However, following consultation with UNSW and discussion in AGSM (at the Faculty Board, 26th February, and Standing Committee, 26th March) the following procedure is viewed as being the most sensible:

Recommended Procedure

As at present, decisions of the UNSW Academic Board (and Council) should continue to be transmitted to the AGSM Standing Committee. It can then decide whether to note the decisions - this would result in the new policy also becoming AGSM policy - or it could favour something different. In this event, a recommendation from the AGSM Standing Committee would move to the AGSM Academic Board for approval.

Reasons

To have all UNSW Academic Board referrals proceed in first instance to AGSM Academic Board would unnecessarily delay matters because:

- (a) the AGSM Academic Board meets only twice a year, and
- (b) the AGSM Academic Board would probably wish to refer the item to the AGSM Standing Committee for a recommendation, before making its determination.

Recommendation

Adopt the procedure as set out above.

2003 HSC examinations and School Certificate tests – expressions of interest for Chief Examiners and members of examination committees, and assessors of examinations

The Board invites expressions of interest from suitably qualified teachers and academics wishing to serve as Chief Examiners or members of examination committees for the 2003 HSC examinations and School Certificate tests, or to assess the draft 2003 examination and test papers.

The Board's examinations are prepared by committees comprising teachers and academics, with representation from city and country areas as well as government and non-government schools. As part of the development process, the draft examinations are assessed by practising teachers. The Chief Examiner is a new role in the Board's examination development process. The Chief Examiner chairs the examination committee and has further responsibilities in the marking and standards-setting processes.

Members of examination committees and assessors must have superior knowledge of the relevant syllabus, and may not be teaching students sitting the relevant examination in 2003. Further information about requirements and conditions regarding participation is available with the application forms.

The task of each committee is to develop the examination paper(s) and marking guidelines for the course(s) for which it is responsible. The first meetings of the committees will take place in Term 4 this year, and members will need to be available until about May 2003. There will be a minimum of six one-day meetings during this time. Prior to this, the Chief Examiner will be required to take part in the planning of the examination and the selection of the examination committee. The Chief Examiner also has a further role in the finalising of the examination and marking guidelines, and oversees the implementation and refining of marking guidelines during the marking process.

Assessors perform a vital role in the preparation of the Board's examinations. The assessor works the draft examination paper and provides advice to the examination committee about appropriateness of examination questions. Assessing an examination usually takes one day, and will generally be in Term 1, 2003.

Application forms, as well as further information about committee organisation and assessing, and conditions regarding participation in the examination program, have been sent to all NSW secondary schools and Institutes of TAFE. In addition, each person who applied for the 2002 committees or to assess the 2002 examinations has been sent an application form. Forms are also available from the Board's website, or by contacting Rhondda Lidgard at Assessment Branch at the Office of the Board of Studies.

Applications for Chief Examiners must be submitted no later than Friday 19 July 2002. For committee member and assessor applications, the closing dates are slightly later. Please see the application form for details.

Contact: Rhondda Lidgard
Administrative Officer
9367 8173
lidgard@boardofstudies.nsw.edu.au

Examination committees and courses

<i>Committee</i>	<i>Course</i>		
HSC examination committees			
Non-language			
Aboriginal Studies	Aboriginal Studies	Primary Industries (VET)	Primary Industries
Agriculture	Agriculture	Retail Operations (VET)	Retail Operations
Ancient History	Ancient History	Senior Science	Senior Science
Development		Society and Culture	Society and Culture
Biology	Biology	Software Design and	Software Design and
Business Services (VET)	Business Services - Office Administration	Development	
Business Studies	Business Studies	Studies of Religion	Studies of Religion I Studies of Religion II
Operations		Textiles & Design	Textiles and Design
Chemistry	Chemistry	Tourism (VET)	Tourism - Sales/Office
Community & Family Studies	Community and Family Studies	Visual Arts	Visual Arts
Comparative Literature	Comparative Literature	Languages	
Construction (VET)	Construction	Arabic	Arabic Continuers Arabic Extension
Cosmology	Cosmology	Arabic Beginners	Arabic Beginners
Dance	Dance	Armenian	Armenian
Design & Technology	Design and Technology	Chinese	Chinese Continuers Chinese Extension
Drama	Drama	Chinese Background	Chinese Background
Earth and Environmental Science	Earth and Environmental Science	Speakers	
Speakers		Chinese Beginners	Chinese Beginners
Science		Classical Greek	Classical Greek Classical Greek
Economics	Economics	Classical Hebrew	Classical Hebrew Classical Hebrew
Engineering Studies	Engineering Studies	Croatian	Croatian
Continuers		Czech	Czech
Extension		Filipino	Filipino
English	English (Advanced) English (Standard)	French	French Continuers French Extension
Continuers		French Beginners	French Beginners
Extension		German	German Continuers German Extension
English (ESL)	English (ESL)	German Beginners	German Beginners
English Extension	English Extension 1 English Extension 2	Indonesian	Indonesian Continuers Indonesian Extension
Food Technology	Food Technology	Indonesian Background	Indonesian
General Mathematics	General Mathematics	Speakers	
Geography	Geography	Indonesian Beginners	Indonesian Beginners
History Extension	History Extension	Italian	Italian Continuers Italian Extension
Hospitality (VET)	Hospitality Operations	Italian Beginners	Italian Beginners
Industrial Technology	Industrial Technology	Japanese	Japanese Beginners Japanese Continuers
Information Processes and Technology	Information Processes and Technology		
Information Technology (VET)	Information Technology		
Background Speakers			
Legal Studies	Legal Studies		
Mathematics	Mathematics Mathematics Extension 1 Mathematics Extension 2		
Metal and Engineering (VET)	Metal and Engineering		
Modern History	Modern History		

Music	Music 1		Japanese Extension
Speakers	Music 2	Japanese Background	Japanese Background
		Speakers	
PDHPE	Music Extension		
	Personal Development, Health and	Korean	Korean Beginners
	Physical Education		Korean Continuers
Philosophy	Philosophy	Korean Background	Korean Background
Speakers		Speakers	
Physics	Physics	Latin	Latin Continuers

Examination committees and courses

<i>Committee</i>	<i>Course</i>
Latin	Latin Extension
Modern Greek	Modern Greek Continuers Modern Greek Extension
Modern Greek Beginners	Modern Greek Beginners
Modern Hebrew	Modern Hebrew Continuers
Russian	Russian Background Speakers (CCAFL)
Serbian	Serbian
Slovenian	Slovenian
Spanish	Spanish Continuers Spanish Extension
Spanish Beginners	Spanish Beginners
Turkish	Turkish
Vietnamese	Vietnamese Continuers

SC test committees

Computing Skills Assessment in Year 10	Computing Skills Assessment
SC Aust Hist, Geog, Civics & Citizenship	Australian History, Geography, Civics & Citizenship
SC English	English
SC Mathematics	Mathematics
SC Science	Science

Why is my UAI so low when my HSC marks are high?

This was the question asked by many students at the end of 2001 when they received their HSC marks and their UAIs. The answer to the question is simple - the method of calculating the UAIs did not change but the HSC marks students received in 2001 were different from what they would have been in previous years.

Prior to 2001, HSC marks were standardised to conform to a set distribution, irrespective of the difficulty of a course or the actual performance of students. The middle mark in most 2 unit courses was set at 60, few students were given marks greater than 90, and 25% of students received marks less than 50.

In 2001, there was a shift to outcomes-based reporting. Course marks were not constrained to a set distribution but students were judged against pre-determined standards. Students demonstrating the highest level of achievement in a 2 unit course were placed in band 6 and received a HSC mark greater than 90. On the other hand, the only students who received a HSC mark less than 50 were those who did not demonstrate the level of achievement required for band 2. Consequently in 2001, compared to previous years, more students received marks greater than 90 and far fewer students (less than 10%) received marks less than 50. This impacted on the average HSC mark. For most 2 unit courses it was between 70 and 80.

Obviously many students who received these higher HSC marks in 2001 anticipated that their UAIs would also be higher since they were aware of the pattern of HSC marks in earlier years. But this is not the case - if all marks in a course are increased, for example, the relative positions of individual students are not affected and position is what the UAI is all about.

The UAI is not a mark, but a number that indicates the position (or rank) of a student relative to their age cohort. Their age cohort includes not only the approximately 50,000 students who received a UAI, but also those who chose not to complete year 12. Students who perform well enough to be placed in the middle of their HSC cohort receive a UAI of approximately 65, not the 50 that many assume.

In previous years there was some correspondence between average HSC marks and the UAI, since students who received HSC marks in the 60s (around the course average) were also in the middle of the HSC cohort (a LIAI around 65). In 2001 this did not apply. To be in the middle of their HSC cohort (and obtain a UAI in the 60s) students still needed to have HSC marks around the average of their courses, but in 2001 these marks were higher, in the 70s rather than the 60s.

What are the implications of the 2001 experience?

It is obvious that teachers, students and parents need to be educated about the relationship between HSC marks and the UAI. Many students still perceive it as a mark, and some see it as the average of their HSC marks. Neither perception is correct.

They also need to be reminded that, despite the concern expressed by many students in 2001, the advice that has been given to students by good teachers for years - "choose what you are interested in, what you do well in, and what will provide a strong base for your future career" – still applies. Students should be advised not to try to "work the system" - they are likely to get it wrong.

It is also a timely reminder of the implications for students of universities having quotas in certain courses. While there are more qualified applicants who desire entry into certain courses than there are places available, there will always be stress associated with the selection measure, irrespective of whether it is the UAI or another index.

Consequently there is a need for teachers and career advisers to provide clear advice on career and study options to their students. Students need to be provided with a set of flexible pathways to allow them to achieve their career aspirations.

AGENDA ITEM 7 Report of the Academic Forum

7.2 Report of the Academic Forum meeting held on 27 May 2002

7.2.1 Receipt of report

The Forum **recommends** that the Board receive and note the following report of the meeting held on 27 May 2002.

7.2.2 Forum focus: The E-Library – For Better or For Worse?

Mr J Shipp (University Librarian), Associate Professor D Ridley (School of Chemistry) and Professor I Curthoys (Head of School, Department of Psychology) spoke to the Forum on this issue (the PowerPoint presentations used during the Forum Focus may be accessed at <http://www.usyd.edu.au/su/af/docs/2002.html>).

Mr Shipp made the following comments:

- the major issues facing the University of Sydney Library were the future of libraries in general, the rise of the e-library, the role of publishers, the implications for authors and scholars and the changing role of librarians;
- the University of Sydney Library had the largest academic collection in Australia (almost 5 million books), multiple libraries and growing electronic resources (30,000 out of 45,000 journals held by the library were in electronic format);
- the challenges facing the library included inflation in costs and the devaluation of the Australian dollar, the volume of publishing (there had been an exponential increase, particularly in the sciences), the commercialisation of publishing (most scientific and technical publishing was now done by commercial publishers), changes in publication formats and copyright issues (eg the Copyright Agency Limited could now charge per use on electronic formats);
- in the future the library was planning on reducing the number of physical libraries (a major Science library, major Arts & Humanities library and major Medicine library were all planned for the Camperdown campus), an emphasis on electronic resources while continuing the print collections, continuation of its digitisation programs (particularly of historic material) and collaboration with other universities (eg reciprocal borrowing rights, the Group of Eight universities are discussing the possibility of a common library);
- innovations contemplated by the library included e-prints (academic staff could “publish” on site), the University of Sydney Press, online course resources (this had started and minor technical problems were being resolved), information services (eg a virtual reference service) and information literacy;
- the major problems associated with implementation of the e-library concept were cost, equity (lack of access to technology) and stability;
- in comparison with other Australian and overseas university libraries, the University of Sydney Library had the 16th highest level of spending per student of all Australian universities; amongst the Group of Eight universities it was behind only the Australian National University and the University of Queensland in spending; and it was comparable to most of the major American libraries with the exception of Harvard University; and
- both libraries and librarians would be required in the future but their role may change significantly.

Associate Professor Ridley made the following points:

- in an environment where staff and students had access to a broad range of information, the key question to ask was “how good are our information retrieval skills?”;
- the University of Sydney had arguably the best e-library in the Southern Hemisphere, but it was questionable as to whether both staff and students were receiving enough training about how to use its resources;
- searching for good information was difficult and involved many issues, and was perhaps best approached using a scientific method involving knowing the content and coverage of databases and of search options, running an initial search, examining and understanding the answer sets and exploring alternative search options;
- staff should collaborate with library staff in the development of training courses; and
- information literacy standards could be defined for undergraduate students (it was noted that the Faculty of Science was in the process of doing this).

Professor Curthoys raised the following issues:

- current availability of journals and databases and the level of accessibility was phenomenal but came at a cost;
- current concepts of publishing and copyright were being changed, with the definition of a “paper” now including media such as digital video;
- the nature of publishing was also changing, with many major scientific journals and publishing houses now owned by global media companies (eg “Nature” was now published by Holtzbrinck, and "Springer" was now owned by Bertelsmann);
- this shift in ownership of academic publications was due to the significant profits to be made from such publications with very little outlay, particularly as the ethos of publishing for academics was quite different to that for authors, with academics willing to provide material for free, or even to pay for publication;
- major publishing houses understood that profits could be made from universities and academics through subscriptions and the current peer-review publishing system;
- on a more positive note, a number of US Government Departments were sponsoring websites where articles could be accessed freely, eg PubMed Central; and
- further information on the changes to the academic publishing industry could be found at www.nature.com/nature/debates/e-access.

During discussion the following comments and questions were raised:

- in response to a query as to whether the University should produce more electronic publications, the Librarian noted that the journals currently produced by the University would have more prestige if published under a University of Sydney Press imprint and could be made available electronically;
- the Librarian advised, in response to a query regarding access to back issues if a subscription to a particular journal was cancelled, that such subscriptions provided for perpetual access to back copies regardless of the fate of the publisher or the contract, and further advised that there were a number of e-archives being established;
- members in general thanked the staff of the library for their assistance in educating students on library resources and research processes;
- in response to a question on publishers of e-publications, the Librarian responded that subscriptions would continually need to be negotiated between libraries and publishers and that there was no protection against publishers increasing subscription costs;
- regarding the use of CD-ROM backup, the Librarian advised that as technology was evolving rapidly, such recordings could become obsolete and that it would be better to establish internet archives;

- it was noted that current publishing trends amongst the University's academics showed that only 16% of papers were published in learned society journals, with 84% published in commercial journals; and
- in response to a query on the archiving of Australian publications, members noted that the National Library was the main centre for such archiving, but it did not have the capacity to archive all material, and that Australian universities had been requested to archive their own publications.

In summary it was noted that the main issues and comments raised were the role of the University of Sydney Library as a national leader and an internationally competitive library, the extent of the Library's involvement in publication, user education, the future directions and archiving of e-resources, the current academic publication system and secondary sources such as indexing and abstracting services.

The Chair thanked Mr Shipp, Associate Professor Ridley and Professor Curthoys for their presentations and members for their contributions.

7.2.3 Proceedings

(1) **Report of the Chair of the Academic Forum**

The Forum noted the report of the Chair on honours and distinctions.

(2) **Reports from Senate**

The Forum noted the reports from Senate tabled at the Academic Board meeting of 15 May 2002 in the reports of the Chair of the Academic Board and the Vice-Chancellor and Principal.

(3) **Report of the Vice-Chancellor**

The Forum noted the report of the Vice-Chancellor and Principal, in particular the Vice-Chancellor's recent attendance at a conference of Australian and Japanese Vice-Chancellors and official visits to the University of Beijing and the universities of the Jiang-su province of China.

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

The Forum noted the report of the Academic Board of its meetings of 15 May 2002.

AGENDA ITEM 8

Report of the Undergraduate Studies Committee

8.2 Report of the Undergraduate Studies Committee meeting held on 14 May 2002

The Committee met on 19 March 2002 when there were present: The Chair (Associate Professor P McCallum) presiding, Professors S Armitage and M Jackson, Associate Professors T Arthur, C Gillies and G Sullivan, Drs P Aslani, U Borgert, S Cumming and G Ryan, Mr D Kyriacou, Ms S Ray and Ms K Sodersten. Professor S Benrimoj and Ms M Kemmis were in attendance.

8.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 21 May 2002.

8.2.2 Proposals for new and amended courses

(1) Faculty of Pharmacy: Bachelor of Pharmacy (Rural)

[34-38](#)

The Undergraduate Studies Committee recommends the introduction of the new course in the Faculty of Pharmacy, Bachelor of Pharmacy (Rural), for delivery at the Centre for Regional Education Orange (CREO) from 2003.

In accordance with the Academic Board Resolutions: *Creation, Variation and Deletion of Award Courses and Units of Study*, the Deputy Vice-Chancellor (Planning and Resources) approved, in principle, the introduction of the new course to ensure its publication in the 2003 Universities Admission Centre (UAC) Guide.

The Committee notes that the proposal is significant in academic terms as the Bachelor of Pharmacy (Rural) will be a unique offering both nationally and internationally. The proposal establishes that there is currently no substantial pharmacy-related research in rural Australia. The position of the Faculty will be greatly enhanced by having a presence at the Orange campus and students will be advantaged by offering this degree at a rural location. The proposal will begin to address the manpower shortfall in rural and remote areas and thus the Faculty has received enthusiastic professional support both at national and local levels from all parties for this proposal. The University of Sydney, the College of Health Sciences, and the Faculty of Pharmacy will benefit from greatly enhanced reputations in rural Australia by meeting the needs of the pharmacy profession and, importantly, those of the Australian rural population.

The Committee notes that the proposed course is one of a number of new courses to be developed for delivery at the CREO and that the "Rural" designation in the course name provides a clear indication of the course's focus. The designation is also intended to highlight the fact that the course will not be a means of enrolling in the Bachelor of Pharmacy offered at the Camperdown campus. The Rural Entry Scheme, approved by the Academic Board, will apply to the course and will provide a five-point UAI advantage to course applicants.

Recommendation

That the Academic Board:

- (1) *recommend that Senate approve:*
 - (a) *the proposal from the Faculty of Pharmacy for the introduction in 2003 of the new course, the Bachelor of Pharmacy (Rural),*
 - (b) *the amendment of the Resolutions of the Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Pharmacy, with effect from 1 January 2003, as set out in the report presented, and*
 - (c) *the adoption of the new Resolutions of the Senate relating to this course, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from 1 January 2003, as set out in the report presented; and*
- (2) *note the Resolutions of the Faculty relating to this 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, the honours degree and award of the degree, as set out in the report presented.*

- (2) **Faculty of Education: Bachelor of Education (Primary); Bachelor of Education (Human Movement and Health Education); Bachelor of Education (Secondary: Humanities and Social Sciences) / Bachelor of Science; Bachelor of Education (Secondary: Sciences) / Bachelor of Science; Bachelor of Education (Secondary: Maths) / Bachelor of Science; Bachelor of Education (Secondary) / Bachelor of Arts (Psychology); Bachelor of Education (Secondary) / Bachelor of Science (Psychology); Bachelor of Education (Secondary: Economics) / Bachelor of Economics; Bachelor of Education (Secondary: Design and Technology)**

[23-33](#)

The Undergraduate Studies Committee recommends that the Academic Board note the amendments to the Faculty Resolutions relating to undergraduate degrees in the Faculty of Education.

The Faculty of Education proposes a number of amendments to existing courses necessitating amendments to Faculty Resolutions. The amendments were prompted by an extensive review of the Faculty's core units of study in a bid to rationalise units of study in degree courses, improve the first year experience and accurately reflect the requirements, in terms of work load and class hours, for units of study.

The Committee notes that the proposed changes to the combined degree courses will affect Faculty of Education units of study only, although it will potentially reduce the number of units education students will be able to undertake in other faculties.

Recommendation

That the Academic Board:

- (1) *note the amended Resolutions of the Faculty relating to undergraduate degrees in the Faculty of Education, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (2) *approve the amended faculty requirements relating to admission, units of study, the pass degree, the honours degree and award of the degree, as set out in the report presented.*

(3) Faculty of Economics and Business: Bachelor of Commerce, Bachelor of Economics, Bachelor of Economic and Social Sciences

At its May meeting, the Academic Board approved, in principle the Faculty Resolutions relating to the Bachelor of Commerce, Bachelor of Economics and Bachelor of Economic and Social Sciences.

The Academic Board requested that the Chair of the Undergraduate Studies Committee liaise with the President of the Students Representative Council (SRC) to address concerns raised at the meeting.

The Chair, representatives of the Faculty of Economics and Business and the President of the SRC addressed the concerns identified and no amendments were made to the Faculty Resolutions as a result of the discussions.

Recommendation

That the Academic Board note the report relating to the Faculty Resolutions relating to the Bachelor of Commerce, Bachelor of Economics and Bachelor of Economic and Social Sciences.

8.2.3 Proceedings of the Committee

(1) Update on Working Parties

The Chair advised members that the Working Party on Show Cause had now met and would be assessing a trial intervention program for students at risk of failing course requirements to be conducted by the Faculty of Economics and Business. The Chair also advised that the Working Party on Honours and the Admissions Working Party would both meet in the near future.

(2) Course Proposals

The Committee noted advice on the following course proposals:

- Faculty of Arts: the Committee considered a proposal for the Bachelor of Arts (Advanced) and suggested a number of amendments to be made to the proposal prior to its submission to the Academic Board.
- Faculty of Medicine: the Committee considered a proposal for the Bachelor of Indigenous Primary Health Care (Rural and Remote) and noted concerns from the Faculties of Health Sciences and Nursing regarding consultation. As a result the Committee recommended further discussion between the faculties prior to the course proposal being submitted to the Academic Board.
- Faculty of Veterinary Science: the Chair reported on continuing liaison with the Faculty concerning their draft Faculty and Senate Resolutions.

Resolutions of the Faculty

Faculty of Education

The Faculty Resolutions relating to the Bachelor of Education and Combined Degrees in the Faculty of Education are amended from 1 January 2003 to the following effect:
(additions indicated by underline, deletions indicated by strikethrough)

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

9 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 1

- (1) ~~EDUF 1011 and EDUF 1012~~; Junior units of study in Education, as specified in the table of units of study, with a total value of 12 credit points; and

- (2) Science Foundations A 1 and Science Foundations B 2;
- (3) Junior, 100 level, units of study comprising a full year of study in a subject area in Professional Studies in Primary education, as specified for Year 1 in the table of units of study, 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.~~

Junior or First Year, 100 level, units of study comprising a full year of study in a subject area, 12 credit points, offered by a department or school within either of the Faculties of Arts, Science or Economics and Business.

Year II

- (1) Senior, 200 level, units of study in Education taken ~~from those listed as specified~~ in the table of units of study, ~~with a total value of 16~~ total of 12 credit points; and
- (2) Program of 200 level units of study in Curriculum and Professional Studies in Primary Education as specified in the table of units of study, ~~16 credit taken from those listed in the table of units of study, comprising a full year of study and with a total value of 20 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, including specified units, 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~~]; and
- (2) Program of Senior, 300 level, units of study in Curriculum and Professional Studies in Primary Education taken from those listed in the table of units of study, including specified units, comprising a full year of study and with a total minimum value total 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 and Professional Studies in Primary Education taken from those listed in the table of units of study, including specified units, comprising a full year of study and with a total minimum value total 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 a department or school 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, 8 credit points; or
 - (c) A program of study in Special Education, 16 credit points*; or
 - (d) 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).

*students undertaking these programs of study will need to over enrol by 8 credit points in each case.

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 Junior units of study in Education, as specified in the table of units of study, total of 12 credit points; and
- (2) Human Bioscience and Sports Mechanics; and
- (3) Junior units of study in Professional Studies in Human Movement and Health Education, as specified for Year I in the table of units of study, total of 12 credit points; and

(4) Junior of First Year, 100 level, units of study comprising a full year of study in a subject area, total of 12 credit points, offered by a department of school in either of the Faculties of Arts, Science or Economics and Business.

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 as specified~~ in the table of units of study, ~~with a total value of 16~~ 12 credit points; *and*
- (2) Program of 200 level units of study in Curriculum and Professional Studies in Human Movement and Health Education, ~~taken from those listed as specified~~ in the table of units of study, ~~with a total value of 16~~ 20 credit points; *and*
- (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, including specified units, ~~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 and Professional Studies in Human Movement and Health Education as specified, ~~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 Professional Studies in Human Movement and Health Education, taken from those listed in the table of units of study, including specified units, 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~~ 4 credit points) and Special Unit of Study Honours B (~~8~~ 4 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~~ 1012 Junior units of study in Education, as specified in the table of units of study, total of 12 credit points; *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 (5 days)

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~~ Junior units of study in Education, as specified in the table of units of study, total of 12 credit points; and
- (2) Junior units of study offered by the Faculty of Arts, total of 12 credit points, in approved teaching area, selected from Table A or Table B; *and*
- (3) Junior units of study offered by a department or school within the Faculty of Arts, equivalent to total of 12 credit points, in approved teaching area, selected from Table A; *and*
- (4) Junior units of study offered by either of the Faculties of Arts, Science or Economics and Business, equivalent to total of 12 credit points selected from Table A or Table B.

Year II

- (1) ~~EDUF 2005 and EDUF 2002~~ Senior units of study in Education, as specified in the table of units of study, total of 12 credit points; 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 in Curriculum and Professional Studies in Secondary Education, as specified in the table of units of study, total of 4 credit points; and
- (3) Senior units of study, total of 16 credit points, offered by either of the Faculty of Arts, in selected teaching area from Table A, being the major sequence; *and*
- (4) Senior units of study, total of 16 credit points, offered by either of the Faculties of Arts, Science or Economics and 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~~ Two 300 level, Senior, units of study in Education selected from the table of units of study, including specified units, total of 8 credit points; and
- (2) Senior units of study in Curriculum and Professional Studies in Secondary Education, selected from the table of units of study, including specified units, total of 32, 16 credit points; and
- (3) ~~Two 300 level, Senior units of study in Education, total of 8 credit points, offered by the Faculty of Arts, in selected teaching area, from Table A, being the major sequence; 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 Senior, 300 level, units of study in Education, selected from the table of units of study, total of 8 credit points; or
- (2) For Honours students who have qualified for admission to the Honours program under Section 18, specified honours units, total of 8 credit points; *and*

- (3) Senior units of study in Teaching and Learning Curriculum and Professional Studies in Secondary Education selected from the table of units of study, including specified units, total of 32, ~~including Professional Practice, 24~~ credit points; *and*
- (4) Senior units of study, total of 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 and Professional Studies in Secondary Education, as specified in the table of units of study, total of 16 credit points; *or*
- (2) Special Units of Study Honours A and B, 16 credit points; *or*
- (3) Advanced Teaching, 16 credit points; *and*
- (4) ~~Internship of 40~~ Professional Experience, 20 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~~ Junior units of study in Education, as specified in the table of units of study, total of 12 credit points; *and*
- (2) Junior units of study in Mathematics, offered by the Department of Mathematics and Statistics in the Faculty of Science, ~~equivalent to~~ total of 12 credit points; *and*
- (3) Junior units of study offered by the Faculty of Science, ~~equivalent to~~ total of 12 credit points, in an approved teaching area, selected from Science Table 1; *and*
- (4) Junior units of study offered by either of the Faculties of Arts, Science or Economics and Business, and approved by the Faculty of Education, ~~equivalent to~~ total of 12 credit points selected from Science Table 1 or Arts Table A or Table B.

Year II

- (1) ~~EDUF 2005 and EDUF 2002~~ 2002 Senior units of study in Education, as specified in the table of units of study, total of 12 credit points; *and*
- (2) Intermediate units of study, 16 credit points, in Mathematics; *and*
- (3) Intermediate units of study offered by the Faculty of Science, total of 16 credit points, in the second approved teaching area selected from Science Table 1.

Year III

- (1) Two senior units of study in Teaching and Learning Education, selected from the table of units of study, including specified units, ~~46~~ 8 credit points; *and*
- (2) Senior units of study in Curriculum and Professional Studies in Secondary Education taken from those listed in the table of units of study, including specified units, total of 46 ~~32~~ credit points; *and*
- (3) Senior units of study in Mathematics and Statistics, 8 credit points, offered by the Faculty of Science.

Year IV

Either:

- (1) Two Senior, 300 level, units of study in Education, selected from the table of units of study, total of 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 Curriculum and Professional Studies in Secondary Education selected from the table of units of study, including specified units, total of 32 credit points; *and*
- (4) 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 Professional Studies in Secondary Education, as specified in the table of units of study, total of 16 credit points; *or*
- (2) ~~Honours Thesis~~ Special Unit of Study Honours A and B, 16 credit points; *or*
- (3) Advanced Teaching, 16 credit points; *and*
- (4) Professional Experience, ~~40~~ 20 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 (Mathematics).

12 Science

- (1) ~~EDUF 1011 and EDUF 1012~~ Junior units of study in Education, as specified in the table of units of study, total of 12 credit points; 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~~ Senior, 200 level, units of study in Education, as specified in the table of units of study, total of 12 credit points; 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~~ Two senior, 300 level, units of study in Education, selected from the table of units of study, including specified units, total of 8 credit points; and
- (2) Senior units of study in Curriculum and Professional Studies in Secondary Education, selected from the table of units of study, including specified units, 46 total of 32 credit points; and
- (3) ~~Senior, 300 level, units of study in Education, 8 credit points;~~ and
- (3) 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) Two senior, 300 level, units of study in Education selected from the table of units of study, total of 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~~ Curriculum and Professional Studies in Secondary Education, selected from the table of units of study, including specified units, total of 32 credit points; and
- (4) Senior units of study in the major sequence, total of 8 credit points, offered by the Faculty of Science, selected from Science Table 1.

Year V

Either:

- (1) Curriculum and Professional Studies in Secondary Education as specified in the table of units of study, 16 credit points; or
- (2) ~~Honours Thesis~~ Special Units of Study Honours A and B, 16 credit points; or
- (3) Advanced Teaching, 16 credit points; and
- (4) Professional Experience, ~~40- 20~~ 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

13. 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 BEducation(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.

Resolutions of the Senate

Faculty of Pharmacy

Degrees, Diplomas and Certificates in the Faculty of Pharmacy

The Resolutions of the Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Pharmacy (p331, *Calendar 2002*) are amended from 1 January 2003 to the following effect:

Section 1 relating to the degrees in the Faculty of Pharmacy is amended by adding the following new entry:

(b) Bachelor of Pharmacy (Rural) (BPharm)(Rural)
and the subsequent re-numbering of the section

Bachelor of Pharmacy (Rural) (BPharm)(Rural)

The Resolutions of the Senate relating to the Bachelor of Pharmacy (Rural) in the Faculty of Pharmacy are adopted from 1 January 2003 as follows:

1. These Resolutions must be read in conjunction with the University of Sydney (Coursework) Rule, which sets out the requirements for all undergraduate courses, and the relevant Faculty Resolutions.
2. **Requirements for the Pass Degree**
To qualify for the award of the Pass degree students must:
 - (1) 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. **Requirements for the Honours Degree**
To qualify for the award of the Honours degree students must complete the Honours requirements published in the faculty resolutions relating to the course.

Resolutions of the Senate

Faculty of Pharmacy

Bachelor of Pharmacy (Rural)

1. These Resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000, which sets out the requirements for all coursework award courses, and the relevant Resolutions of the Senate and the definitions appended to these Faculty Resolutions.

Section 1

2. Admission

- (1) Admission to the BPharm (Rural) course is based on:
 - (a) results of the Special Tertiary Admissions Test (STAT);
 - (b) NSW HSC Universities Admissions Index (UAI) or equivalent, or a tertiary studies record; or
 - (c) the University of Sydney Rural Entry Scheme.

3. Units of Study

The units of study for the degree are set out in Table 1.

4. Requirements for the Pass degree

To qualify for the award of the Pass degree students must:

- (1) gain a minimum of 192 credit points by successfully completing all First Year, Second Year, Third Year and Fourth Year units of study as set out in Table 1. No more than 28 credit points shall be counted towards the degree total for units of study in which the grade PCON was awarded in accordance with (a) to (d) below.
 - (a) No more than 12 credit points at the First Year level shall be counted towards the degree total for units of study in which the grade PCON was awarded.

- (b) No more than 10 credit points at the Second Year level shall be counted towards the degree total for units of study in which the grade PCON was awarded.
 - (c) No more than 6 credit points at the Third Year level shall be counted towards the degree total for units of study in which the grade PCON was awarded.
 - (d) No credit points in the Fourth Year level shall be counted towards the degree with the grade of PCON.
- (2) satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University

5. Requirements for the Honours Degree

The degree of Bachelor of Pharmacy (Rural) shall be awarded in two grades, namely, Pass and Honours.

- (1) A weighted average mark (WAM) will be calculated for each candidate as an overall measure of performance in the degree. The WAM is calculated by summing the products of the marks achieved and the weighted credit point values of the units of study taken in the degree and then dividing by the sum of the weighted credit points, with all attempts at units of study being included in the calculation, except where units of study are discontinued with permission. The formula is as follows:

$$WAM = \frac{\sum (W_c \times M_c)}{\sum (W_c)}$$

Where W_c is the weighted credit point value – ie. The product of the credit point value and the level of weighting of 1, 2, 3, 4 for first, second, third or fourth year unit of study respectively; and where M_c is the greater of 45 or the mark out of 100 for the unit of study.

- (2) The degree will be awarded for the following grades:
- (a) First Class Honours: WAM of 80 or greater
 - (b) Second Class Honours, division I: WAM of 75-79
 - (c) Second Class Honours, division II: WAM of 70-74
 - (d) Pass degree
- (3) Except with the permission of the Faculty, candidates of more than four years standing in the degree shall not be awarded the degree with honours.
- (4) Honours will not normally be awarded to any student with a grade of F or AF in any unit of study
- (5) In order to be considered for the award of the University Medal, a student must obtain a WAM of 85 or greater over the entire degree, and must achieve an average mark of 90 or greater in two Advanced units of study in the same stream. The decision to award a University Medal shall be made by the Faculty Honours Board of Examiners.
- (6) To be eligible for the grade of Honours, a student must successfully complete two Advanced units of study in the same stream.

Section 2

6. Enrolment in more/less than minimum load

- (1) In the first year of attendance candidates, unless granted credit in accordance with paragraph 9, shall enrol in all the First Year units of study listed in Table 1.
- (2) Except with the permission of the Faculty, and subject to the exigencies of the timetable, candidates in subsequent years of attendance shall enrol in the maximum number of prescribed units of study for which they are qualified, provided that they may not take units of study totalling in excess of 52 credit points.

7. Restrictions on Enrolment

- (1) Except with the permission of the Faculty, candidates may not take a Second Year unit of study –
 - (a) until they have gained credit for at least 24 credit points in First Year units of study, and
 - (b) until they have completed the First Year units of study, if any, prescribed by the Faculty as qualifying units of study or prerequisites for the Second Year unit of Study, as set out in Table 1.
- (2) Except with the permission of the Faculty, candidates may not take a Third Year unit of study -
 - (a) until they have gained credit for at least 18 credit points derived from Second Year units of study, and
 - (b) until they have completed all the First Year units of study and all the Second Year units of study, if any, prescribed as qualifying units of study or prerequisites for the Third Year unit of Study, as set out in Table 1, and all the first year units of study.
- (3) Except with the permission of the Faculty, candidates may not take a Fourth Year unit of study -
 - (a) until they have gained credit for at least 18 credit points derived from Third Year units of study, and
 - (b) until they have completed all the Second Year units of study, and all the Third Year units of study, if any, prescribed as qualifying units of study or prerequisites for the Fourth Year unit of Study, as set out in Table 1, and all the Second year units of study.
- (4) Candidates may not take a higher unit of study in any subject area without having previously completed the lower unit of study, if any, in the same subject.
- (5) The enrolment of candidates in units of study shall be limited by the exigencies of the timetable.

8. Time Limit

Except with the permission of the Faculty, a candidate must complete the requirements for the award of the degree within ten calendar years of admission to candidature.

9. Suspension of candidature

- (1) A candidate must re-enrol each calendar year unless the Faculty has approved suspension of candidature. Candidature lapses if the candidate has not obtained approval for suspension and does not re-enrol. Candidates whose candidature has lapsed must be selected for admission again before they can re-enrol.
- (2) Except with the prior permission of the Faculty, a candidate shall not be granted a suspension of candidature in order to enrol in another course of tertiary study. Candidature shall lapse if a candidate enrolls in another course of tertiary study after having been granted a suspension of candidature.

10. Satisfactory progress/Show Cause

- (1) The Senate authorises the Faculty of Pharmacy to require a student to show good cause why he or she should be allowed to re-enrol in the degree of Bachelor of Pharmacy (Rural) if in the opinion of the Faculty he or she has not made satisfactory progress towards fulfilling the requirements of the degree.
- (2) Satisfactory progress cannot be defined in all cases in advance, but a student who has not gained credit for 116 or more credit points shall be asked to show good cause why he or she should be allowed to re-enrol as a candidate for the degree of Bachelor of Pharmacy (Rural), if in any two successive years of attendance he or she fails in the first of these years to gain credit for 28 credit points and then fails to gain a total of 44 credit points in the two years of attendance, unless in one of these two years he or she successfully completes all units of study attempted in that year.

- (3) In cases where the Faculty permits the re-enrolment of a student whose progress has been deemed unsatisfactory, the Faculty may require the completion of specified units of study in a specified time, and if the student does not comply with these conditions the student may again be called on to show good cause why he or she should be allowed to re-enrol in the degree of Bachelor of Pharmacy (Rural).

11. Repeating a unit of study

- (1) Where a student enrolls in a unit of study 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 Head of Department concerned 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 under Section 1 Paragraph 3 (1) (i-iv) above.

12. Assessment Policy

- (1) Candidates may be tested by written and oral class examinations, oral examinations, assignments, exercises, essays, or practical work or any combination of these and the results of such tests may be taken into account by the Faculty Board of Examiners in determining the final results for a unit of study.
- (2) In all units of study, other than those for which the grades of 'satisfied requirements' or 'fail' may be awarded, work of a higher standard than that required for an ordinary pass may be recognised by the award of a High Distinction, Distinction or Credit.
- (3) Candidates who have been prevented by duly certified illness or misadventure from sitting for the whole or part of a unit of study assessment may be tested at such times and in such a way as the head of department concerned shall determine.
- (4) Candidates who do not pass in a unit of study shall, unless exempted by the Faculty, again attend lectures and other classes and complete the prescribed written and other work in all such units of study in which they are permitted to re-enrol.
- (5) Candidates who present themselves for re-examination in any unit of study shall not be eligible for any prize or scholarship awarded in connection with such examination.

13. Special Consideration

- (1) The Faculty of Pharmacy recognises that the performance of students may be adversely affected by illness or other misadventure, and makes provision for special consideration of such disabilities when examination results are considered. Faculty intends only to compensate for sub-standard performance in assessments, which do not reflect a student's true competence in a unit of study, and such provisions must not act to the disadvantage of other students.
- (2) Any student who believes that his/her performance has been or may be adversely affected by illness or misadventure may request Faculty to give special consideration to the circumstances. Such a request must be made within one week of the occurrence and must be accompanied by an appropriate medical certificate or other relevant documentary evidence. Such certificates should state not only the nature of the illness or misadventure but also (where relevant) the opinion of the issuer as to the extent of the disability involved.
- (3) Where several requests for special consideration have been received from one student, the Faculty may wish to obtain from the medical practitioner or other issuer of corroborating certificates more detail as to the precise extent of the disability. In cases where the Faculty believes that other students may be adversely affected by the giving of special consideration, it may require the applicant to obtain a professional opinion from another source.

- (4) Any student who is subject to a chronic or recurrent disability or who has been in need of, or undertaken counselling assistance should discuss the matter with a Department or Faculty Adviser, as appropriate.

14. Credit Transfer Policy

- (1) Candidates who have previously completed studies which are considered by the Faculty to be equivalent to any unit of study listed in Table 1 may be given credit for that unit of study provided that:
 - (a) in the case of graduates, the total credit point value of the units of study so credited may not exceed 68;
 - (b) in the case of students who have completed units of study in another tertiary program without graduating and who have abandoned credit in that program for the units of study on the basis of which credit is sought, any number of units may be credited;
 - (c) the units of study were completed not more than nine years before admission to candidature in the Faculty.
- (2) Candidates who have been given credit for units of study listed in the table, in accordance with section 9(1), shall be regarded as having completed such units of study for the purposes of these resolutions.

15. Definitions

For the purpose of these resolutions,

- (1) A unit of study shall consist of lectures together with such tutorial instruction, essays, exercises, assignments, fieldwork or practical work as may be prescribed.
- (2) Each unit of study shall be designated as a First Year unit of study, a Second Year unit of study, a Third Year unit of study or a Fourth Year unit of study, as shown in Table 1.
- (3) To complete a course and derivative expressions mean:
 - (a) to attend the lectures and meetings, if any, for tutorial instructions;
 - (b) to complete satisfactorily the essays, exercises, assignments, field work and the practical work, if any, and;
 - (c) to pass the examinations of the unit of study.
- (4) A qualifying unit of study means a unit of study which, except with the permission of the Faculty, must be completed with the result of Pass or better (not PCON) before enrolment in the unit of study for which it qualifies.
- (5) A prerequisite unit of study means a unit of study other than a qualifying unit of study which, except with permission of the head of department concerned, must have been completed with the result of PCON or better prior to a candidate enrolling in a unit of study for which it is a prerequisite.
- (6) A corequisite unit of study which unless previously completed must, except with the permission of the head of department concerned, be taken in the same academic year as the unit of study for which the Faculty has declared it a corequisite.

AGENDA ITEM 9.2

Report of the Graduate Studies Committee

9.2 Report of the Graduate Studies Committee meeting held on 6 May 2002

The Committee met on 6 May 2002 when there were present: The Chair (Associate Professor R Ross) presiding, Professors C Adam, M Crossley, L Field, G Gill, D Hensher and F Nicholas, Associate Professors J Christodoulou, J Finkelstein, D Kenny, A F Masters, M Prosser and J Small, Drs M Boughton, I Karpin, B Singh and R Walker and Mr K Barlow. Miss K Neveldsen was in attendance.

9.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 6 May 2002.

9.2.2 English Language Requirements: Faculty of Health Sciences

On the recommendation of the Faculty of Health Sciences, the Committee **recommends** that the Academic Board approve the English language requirements and the overall IELTS band in respect of the Doctor of Health Science.

The Committee noted that the Academic Board, on the recommendation of the Graduate Studies Committee, had determined that international applicants must either have a record of satisfactory achievement in secondary/tertiary studies in which the language of instruction was in English or must meet one of the set English language requirements as a condition of entry and set the overall band score of IELTS at 6.5 (with a minimum of 6.0 in each band). Academic Board policy permits individual faculties to request Board approval for higher requirements for some or all of the faculty's postgraduate award courses.

The Committee supported the Faculty recommendation that the IELTS requirement for the Doctor of Health Science, be set at an overall IELTS band of 7.0, with individual band of speaking and writing of no less than 6.5, with effect from 1 January 2003.

The Faculty had proposed the amendment following increases in English proficiency levels in all postgraduate physiotherapy courses and the Master of Occupational Therapy, courses which also involved evidence-based and problem-based learning.

Recommendation

That the Academic Board approve the English Language Requirement for admission and the overall IELTS band of 7.0 for the Doctor of Health Science, with effect from 1 January 2003.

9.2.3 Submission of Doctor of Philosophy Theses Containing Predominantly Published Work

On the recommendation of its PhD Award Sub-Committee, the Graduate Studies Committee **recommends** that the Academic Board approve the policy *Submission of Doctor of Philosophy Theses Containing Predominantly Published Work*.

The policy outlines procedures for the submission of theses which contain predominately published work of the candidate and has been developed in response to an increase in queries regarding the issue.

The proposed policy raised a number of issues including the need for work to progress on the Definition of a PhD. However, the Committee also recognised the need for policy where none currently exists.

During discussion the Committee noted that the University should encourage publication during candidature, but that a thesis submitted on this basis would require the work to have been undertaken during candidature and to represent a connected whole.

Concerns were raised regarding the contribution of the candidate and the possibility of including jointly authored works. It was noted that there was an overarching requirement for a candidate to declare what constituted their contribution to a thesis and to reference work other than their own. If this did not occur an allegation of research misconduct could arise. This policy also provides for a head of department/school to testify to the candidate's contribution to the thesis.

Recommendation

That the Academic Board approve the policy "Submission of Doctor of Philosophy Theses Containing Predominantly Published Work", with immediate effect from, as set out in the report presented.

9.2.4 Guidelines for Examiners of Doctor of Philosophy Theses

[43-45](#)

The Graduate Studies Committee **recommends** that the Academic Board note that the Committee has approved the *Guidelines for Examiners of Doctor of Philosophy Theses*, as set out in the report presented.

Members discussed the Guidelines noting it was intended that the Guidelines would be distributed to all examiners when the thesis was sent for examination and that information that would assist examiners in performing their function was helpful.

The Committee discussed and amended the final Guidelines to ensure that the content reflected the nomenclature in the Examiners Report Form, that the section relating to the examination of theses containing predominately published work reflected the policy being referred to the Academic Board for approval, that the section relating to the recommendation of non-award was clarified and that the section relating to the release of examiner's names and comments reflected the advice of the University Privacy and Freedom of Information Officer.

Recommendation

That the Academic Board note that the Graduate Studies Committee approved the "Guidelines for Examiners of Doctor of Philosophy Theses", as set out in the report presented.

9.2.5 Proceedings of the Committee

(1) Report of the Chair

The Chair welcomed new members to the Committee and discussed representation on Sub-Committees and working parties. Members were updated on the successful Postgraduate Co-ordinators Workshop with the view to holding another workshop in Second Semester. It was noted that the Chair would co-ordinate with the Pro Vice-Chancellor (Research) a review of APA Allocation Guidelines which would be referred to the Committee for consideration in due course. The Committee also noted that the Chair had admitted to candidature two candidates for higher doctorates and approved the award of a Doctor of Science. Three applications for deferment of public availability of theses had also been approved. During discussion the Committee was appraised of progress in the selection procedure for the position of Dean, Graduate Studies and noted that the inaugural meeting of the Research Policy Sub-Committee was being arranged.

(2) Report of the PhD Award Sub-Committee

The Committee received the Sub-Committee reports, noting the annual report of 2001 with particular emphasis on the thesis examination periods. The Sub-Committee had recommended amendments to the Academic Board Resolutions relating to the Examination process for the degree of Doctor of Philosophy in relation to the appointment of an additional examiner as assessor and the Committee agreed that the item would lie on the table for further consideration at the next meeting.

On the Sub-Committee's recommendation the Committee endorsed a Thesis Documentation Checklist for distribution to faculties to use when preparing submissions to the PhD Award Sub-Committee.

(3) Report of the Postgraduate Awards Sub-Committee

The Committee received a report of the Postgraduate Awards Sub-Committee detailing the 2001-2002 Australian Postgraduate Awards with Stipend and University of Sydney Postgraduate Awards allocations.

(4) Survey of Higher Degree Research Students

The Committee endorsed the survey of higher degree research students developed by the Pro Vice-Chancellor (Teaching and Learning) and the Pro Vice-Chancellor (Research)(Acting) to be administered in conjunction with the Institute for Teaching and Learning. It was noted that the annual survey, which would be distributed with the Annual Progress Report Form would ultimately provide baseline data which, over time, would provide University-wide indicators for monitoring and managing the postgraduate cohort.

(5) Items deferred for consideration

The Committee deferred consideration of submission of treatise's containing published work and the requirement to complete candidature within the University to the next meeting.

Submission of Doctor of Philosophy Theses Containing Predominantly Published Work

The University of Sydney (Amendment Act) Rule 1999 (as amended) provides that:

85. (2) A candidate may submit in support of the candidature any publication of which the candidate is the sole or joint author. In such a case the candidate must provide evidence to identify satisfactorily the sections of the work for which the candidate is responsible.

However, this provides no guidance as to the situations in which this would be acceptable, nor as to how it should be done, nor what is meant by "in support of the candidature".

Not many theses have been examined in this way, but as the provision exists, it may provide an incentive for publication of work during a candidature where that is possible. This would be of advantage to the student in terms of, for example, providing critical feedback on the student's work during candidature, spreading and possibly shortening the writing period, providing a measure of the progress of the candidature, adding to the student's curriculum vitae, etc. The University would also benefit under the provisions of the recent white paper if research was published sooner rather than (often, unfortunately much) later.

Conversely, a collection of disparate publications, no matter what their quality, would not necessarily be appropriate for the award of a PhD. Rather, the University expects that the candidature has been responsibly planned and supervised as an integrated project and that the publications represent elements of a connected whole, as they would, for example, as chapters in a thesis in advance of publication.

The PhD Award Sub-Committee recommends the following policy for the examination of Doctor of Philosophy theses composed predominantly of published work.

- the Faculty is notified by the Head of Department that the thesis is to be examined under these provisions;
- the work described in the thesis should be presented as a connected whole;
- the Head of Department provides a statement with the thesis certifying the extent of the candidate's contribution and input to the published work;
- in addition to copies of the published work, the thesis should contain an introductory section in which the student places the thesis critically in the context of the field, the student's summary of their contribution to the publications and the student's critical evaluation of the role of the thesis in informing further research in the field;
- the examiners are advised of the nature of the publications and are given a copy of the certification of the candidate's contribution and input to the published work;
- the published material is presented in such a way that it satisfies the University's provisions regarding the presentation for examination and lodgement in the University Library; and
- the material is presented in such a way that the examiners are able to "... record whether in the opinion of the examiner:
 - the thesis is a substantially original contribution to the knowledge of the subject concerned;
 - the thesis affords evidence of originality by the discovery of new facts;
 - the thesis affords evidence of originality by the exercising of independent critical ability;
 - the thesis is satisfactory as regards literary presentation; and
 - a substantial amount of material in the thesis is suitable for publication." As presently required by the resolutions

It may be considered appropriate in the case of a thesis presented in this manner to have the Head of Department's certification as to the involvement of the student bound into the copy of the thesis deposited in the library.

Guidelines for Examiners of Doctor of Philosophy Theses

These guidelines have been developed to assist examiners in reaching their conclusions regarding the award of the degree of Doctor of Philosophy to the candidate for the body of research presented to the examiner.

The following recommendations are available to examiners:

1. Award Without Further Examination

The thesis has fulfilled all of the requirements for a research thesis, as listed in part 2 of the examiner's report, and is of such quality that no corrections of any sort are required.

2. Award Subject to Typographical Corrections

The award of the degree is clearly appropriate but there are a number of typographical corrections which should be made, including errors in spelling, syntax, grammar, punctuation, capitalisation or in the references.

3. Award Subject to Conditions

The examiner acknowledges that in the main the thesis is worthy of the award, but there are a number of changes or additions that need to be made that would not substantially alter the conclusions of the thesis. Normally, the changes are of such a nature that the thesis would not need to be re-examined. The examiner should normally provide clear detail as to what is required and the Head of Department/School would be able to make an assessment as to whether the changes have been satisfactorily completed.

(1) Emendations

The recommended changes, whilst more substantial than correction of typographical or grammatical errors, are still not of a substantial nature and are able to be evaluated by the Head of Department/School based on the information provided by the examiner. Examples in this category would include modifications that might need to be made to the contents pages, tables or figures, appendices, etc.

Emendations are the correction of errors or the addition or deletion of material in the text, table of figures or appendices. Emendations do not require a return to examiners, but, with the guidance of the examiners' reports, can be adjudicated by the Head of Department. Changes as substantial as the addition or re-writing of a whole chapter, or the provision of extra data, would normally be considered a revision not emendations.

(2) Other Conditions

The examiner may suggest other conditions on which the award may be granted. Again, normally a thesis would not be re-examined. Such conditions could include updating the literature review to incorporate more recent relevant publications, alterations in the structure of a chapter and some of its content, or explanations or clarifications as to certain questions raised by the examiner (such answers may need to be incorporated into the thesis as emendations, or may be included in a letter of response from the student to the Head of Department/School).

Where a whole chapter needs to be rewritten, this would usually be considered more in the line of a revision, requiring the whole thesis to undergo re-examination. The examiner may on occasion recommend an oral examination to help clarify certain issues (see below).

Where an examiner makes a recommendation of award of the PhD subject to conditions, it is requested that the examiner list the specific typographical corrections, emendations and other conditions that would need to be completed to satisfy the examiner. The University considers all examiners reports and the provision of this detail will assist the University in reaching its decision.

In cases where the examiner's report is sufficiently detailed that the Head of Department/School can ascertain whether the examiner's concerns have been satisfied, the University would consider awarding the degree subject to conditions rather than requiring that the thesis be re-examined. However, if data were missing, altered conclusions were possible, or the conclusions needed to be tested, a revision and re-examination of the thesis may be more appropriate.

4. Revision and Resubmission

The thesis in its current form is not worthy of being awarded the degree, but has many redeeming features. Deficiencies in the thesis may include inadequate experimental work, the failure to include original data in the thesis, inappropriate statistical analyses or incorrect or unsophisticated conclusions drawn, from for example a statistical analysis. The changes or additions required for this thesis are such that it is very likely they would alter the conclusions reached, and thus warrant re-examination of the entire thesis. Alternatively, the examiner may not be able to determine whether the conclusions are sustainable because data are missing or inaccessible.

It is appropriate for an examiner to make the recommendation of revise and resubmit if it is felt that new experimental work needs to be undertaken. It should be remembered, however, that there may be practical issues preventing a candidate from being able to undertake more clinical or laboratory experimental work.

In making a recommendation of revise and resubmit, the examiner is asked to estimate the length of time required for any additional research (exclusive of the writing of the revised thesis).

5. Non-award

In making the recommendation of non-award, the examiner is of the opinion that the thesis is not salvageable, even with a period of further experimental or research work and a complete rewrite of the thesis. The examiner makes this recommendation on the basis that the research was fatally flawed in its conception, design and execution, and that the conclusions reached are not valid.

If the thesis contains a substantial amount of material that has been published in or accepted for publication in peer-reviewed format, then the recommendation by an examiner of non-award may not be considered reasonable by the Board of Postgraduate Studies. In such a circumstance, additional information may be required. In such cases the examiners may be asked to comment on whether the extent of the student's contribution and the stature of the publication vehicle(s) are appropriate for the award of the degree.

As a general rule, if the examiner feels that the changes that need to be made are more related to the text rather than the research of the thesis, then award under 2 or 3 above might be considered appropriate. If on the other hand, additional research is required, then a recommendation under 4 or possibly 5 above might be more appropriate.

Oral Examination

Candidates may request that they undergo an oral examination as part of the primary examination process, in which case the examiner would have been notified of this prior to commencing examination of the thesis. The examiner has the option of agreeing to participate in the oral examination process, and if the examiner has agreed to this, the examiner will be provided with more details as to how the examination will proceed (including the possible arrangement of participation via a teleconference or videoconference link).

Most Doctor of Philosophy theses do not include an oral examination as part of the normal examination procedure. In some circumstances an examiner may recommend an oral examination under 3(2) if there are concerns as to the candidate's grasp of the subject matter or where the examiner seeks clarification on a number of issues. If this recommendation were made, it would be very helpful for the examiner to provide a list of questions that could be used during the oral examination.

Examination of theses containing predominantly published work

In some cases most of the work in the thesis will have already been published in recognised peer-reviewed form. If a thesis is submitted for examination in this setting, the examiner should assess whether the thesis demonstrates that the candidature has been responsibly planned as an integrated project. The publications should represent elements of a connected whole, as they would, for example, as chapters in a thesis in advance of publication. Verification of this will be evidenced by the Head of Department/School, who will provide a statement with the thesis certifying the extent of the candidate's contribution and input to the published work.

In such cases the examiners are asked to comment on whether the extent of the student's contribution and the stature of the publication vehicle(s) are appropriate for the award of the degree.

Release of Examiner's Name and Comments to the Candidate

The examiners' reports are released to the candidate once the examination is completed. An examiner may request that her/his name not be disclosed to the candidate at that time. Should an examiner prefer that his/her identity not be revealed, the inclusion of possible identifiers within the text of the report should be avoided. Notwithstanding the above, examiners should be aware that candidates have the legal right to apply for access to any and all documents relating to the examination of their work, including the names of examiners and assessors. Following such an application it is likely that the University would be required to release examiners' names, regardless of their wishes.

Please Note

The examination process is confidential. The University should be informed (with the submission of the examiner's report) of any consultation between the examiners. Note that the examiners' reports should still be independent.

Examiners should not disclose the contents of the thesis nor ask others to examine the material in the thesis on their behalf. In cases of multidisciplinary work, examiners may be appointed because of their expertise in a particular area of the research. In all other cases if the examiner feels unable to examine the thesis, the thesis should be returned immediately with a statement to that effect.

The University and the examiners have undertaken that the examiners' reports will be returned within two months of receipt of the thesis. If you are unable to meet this deadline, please return the thesis immediately. It is necessary to adhere to this deadline.

The University expects that a revised thesis will normally be examined by the original examiners. Irrespective of your recommendation, it would be appreciated if you could please indicate whether you are prepared to examine a revised thesis.

In some circumstances the University may also consider it appropriate that the reports of the examiners, together with the comments of the supervisor, be referred to all of the examiners for further comment before a final decision can be reached.

AGENDA ITEM 9.3

Report of the Graduate Studies Committee

9.3 Report of the Graduate Studies Committee meeting held on Monday 3 June 2002

The Committee met on 3 June 2002 when there were present: The Chair (Associate Professor R Ross) presiding, Professors L Field and F Nicholas, Associate Professors J Christodoulou, G Gurr, W Julian, D Kenny, A F Masters and M Prosser, Drs E Baily, M Boughton, I Karpin, B Singh and R Walker and Mr K Barlow. Miss K Neveldsen was in attendance.

9.3.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 3 June 2002.

9.3.2 Amendment of the *University of Sydney (Amendment Act) Rule 1999* (as amended)

(1) Doctor of Philosophy: Requirement to complete candidature within the University

The Graduate Studies Committee recommends through the Academic Board that Senate amend the University of Sydney (Amendment Act) Rule 1999 (as amended) to provide for the residency requirement to be pro rate based on the length of candidature.

The University of Sydney (Amendment Act) Rule 1999 (as amended) currently provides, with Faculty approval, for a two year minimum candidature for students with a Master's degree, or equivalent. The resolutions also required that "A candidate pursuing candidature outside Australia must also complete a minimum of two semesters of candidature within the university [but not necessarily immediately before submission, nor necessarily as a continuous two-semester period] before submission of the thesis".

However, the two semesters on campus prescribed by the resolutions assume the "normal" minimum duration of candidature of three years. This could make it difficult for students for whom a two year candidature has been approved, to meet the residency requirements.

The Graduate Studies Committee considered whether the residency requirement for students starting with a masters degree should be varied in proportion to the minimum length of candidature and that in such cases it would be $(2/3)2 = 4/3$ semesters, which, for convenience, might be set as one semester.

It is therefore recommended that the University of Sydney (Amendment Act) Rule 1999 (as amended) be amended as follows (additions indicated by underline, deletions indicated by strikethrough), with effect from 1 January 2003:

A candidate pursuing candidature outside Australia must also complete a minimum of two semesters of candidature within the university [but not necessarily immediately before submission, nor necessarily as a continuous two-semester period] before submission of the thesis. The corresponding period for candidates for whom the minimum length of candidature is four semesters is a minimum of one semester.

Recommendation

That the Academic Board recommend that the Senate amend the University of Sydney (Amendment Act) Rule 1999 (as amended), as set out in the report presented.

9.3.3 Amendment of the Resolutions of the Senate and the Academic Board

(1) Resolutions of the Academic Board relating to the Examination Process of the Degree of Doctor of Philosophy: Appointment of Additional Examiner as Assessor

[50-51](#)

The Graduate Studies Committee recommends that the Academic Board amend the Resolutions of the Academic Board relating to the Examination Process of the Degree of Doctor of Philosophy to provide for consultation with the supervisor and distribution of the comments of the supervisor to the assessor.

The Committee noted that under the existing Resolutions, faculties were not required to obtain further comments from the supervisor if the faculty wished to recommend the appointment of a fourth examiner to assess a thesis, or if the examiners' reports were referred back to the examiners for comments.

The proposal circulated from the Committee's PhD Award Sub-Committee sought to clarify the procedures to be followed by faculties in the appointment of an additional examiner as assessor, with particular regard to the level of consultation which should be undertaken with the supervisor.

It was also recommended that the Academic Board Resolutions relating to the Examination Process for the Doctor of Philosophy be amended to include reference to such consultation.

Recommendation

That the Academic Board:

- (1) endorse the "Appointment of Additional Examiner as Assessor"; and
- (2) amend the Resolutions of the Academic Board relating to the Examination Process for the Degree of Doctor of Philosophy, as set out in the report presented.

9.3.4 Proposals for new and amended courses

(1) Faculty of Engineering: Graduate Certificate in Automation in Field Robotics

[52-56](#)

On the recommendation of its Coursework Sub-Committee, the Graduate Studies Committee recommends through the Academic Board that Senate approve the proposal from the Faculty of Engineering for the introduction of a Graduate Certificate in Automation in Field Robotics, with effect from 1 January 2003.

The Committee noted that a Masters degree and Graduate Diploma in the same discipline had previously been approved but that the Graduate Certificate had not as the proposal had not met Academic Board requirements regarding credit points.

The Faculty has since revised the proposal to offer the Graduate Certificate with the required 24 credit points in line with Academic Board requirements.

Recommendation

That the Academic Board recommend that Senate approve:

- (1) the proposal from the Faculty of Engineering for the introduction in 2003 of the new course, the Graduate Certificate in Automation in Field Robotics;
- (2) the amendment of the Resolutions of the Senate relating to the Degree, Diplomas and Certificates in the Faculty of Engineering, with effect from 1 January 2003, as set out in the report presented; and
- (3) the amendment of the Resolutions of the Senate relating to the above course, with effect from 1 January 2003; as set out in the report presented.

(2) Faculty of Health Sciences: Master of Health Science

On the recommendation of its Coursework Sub-Committee, the Graduate Studies Committee recommends that the Academic Board approve the proposal from the Faculty of Health Sciences for the introduction of an additional mode of study for the Master of Health Science courses in Gerontology, Education, and Child and Adolescent Health, with effect from Second Semester 2002.

It is proposed to introduce an additional off-shore mode of delivery to the existing on-campus and off-campus delivery, and to restructure the courses to include four core units of study and four elective units of study. The off-shore delivery will be facilitated through the Singapore Institute of Management (SIM).

The Faculty of Health Science currently offers a Master of Health Science course by coursework in Gerontology, Education, and Child and Adolescent Health. These courses are offered in on-campus and off-campus delivery mode. The Faculty has been approached to offer these three courses in off-shore delivery mode through SIM, its long-term partner in Singapore.

SIM accepts the need for such courses for health professionals employed in the Singapore health care system and particularly the need for a more flexible delivery mode. To this end, all three courses have been re-structured to include a combination of face-to-face teaching, distance education materials and on-line support. The Ministry of Education in Singapore has examined the proposed structure and approval to proceed was given in December 2001.

Recommendation

That the Academic Board approve the additional mode of delivery for the Master of Health Science, as set out in the report presented.

9.3.5 Treatise containing published work

The Graduate Studies Committee considered the issue of a Master's candidate submitting a treatise containing published work.

The Committee agreed that a whole published paper, or part therefore, could be submitted "in lieu" of a treatise and that it was in the student's and the University's interest to encourage publication during candidature.

The restriction of submitting only a solely authored paper was discussed. It was noted that limiting the submission to a solely authored paper could be too prescriptive as faculties might wish to encourage collaboration among students. The identification of difficulties in assessing a student's contribution to a multi-authored paper were identified, noting that requirement for the person assessing the work to be confident about the student's grasp of the subject.

Members agreed that a paper would need to come from a refereed journal but that this did not negate the requirement for assessment. It was noted that the simple fact of having been published did not guarantee a pass. There was general agreement that an emphasis needed be put on the learning outcomes of the unit of study and the treatise, whether including all or part of a work published during candidature, needed to be assessed against the learning objectives.

The Committee noted that the overall situation needed to be monitored and faculties would be asked to report yearly on assessment submitted and assessed in this manner.

Recommendation

That the Academic Board endorse the policy that:

- (1) faculties may determine whether a treatise as part of a Master's by coursework may be submitted containing all or part of published work;*
- (2) faculties who permit submission of a treatise as outlined above are required to determine the acceptability of sole or multi-authored work,*
- (3) the published work submitted as all or part of a treatise must come from a refereed publication and is still required to be examined independently; and*
- (4) the Graduate Studies Committee will monitor submission of treatise in this manner on an annual basis.*

9.3.6 Proceedings of the Committee

(1) Report of the Chair

The Committee noted the report of the Chair relating to membership of the Research Policy Sub-Committee and the Coursework Sub-Committee.

(2) Report of the PhD Award Sub-Committee

The Committee noted the report of the PhD Award Sub-Committee. Noting in particular the item relating to the First Quarter Report 2002.

Appointment of Additional Examiner as Assessor

The University seeks the recommendations of three examiners. In cases where the examiners' recommendations differ, the University attempts to determine whether the examiners have common concerns and, if so, considering comments from the Faculty and the academic unit, the appropriate response. In rare cases (for example, where the examiners' differences hinge on a technical point in an area in which the University lacks appropriate expertise) the University may appoint an additional examiner who may also be asked to act as an assessor of the examiners' reports.[§] The University makes this decision on the advice of the Faculty.

There are two stages during the examination process at which the University may decide to appoint an additional examiner who acts as an assessor. The first is following consideration of the examiners' comments and the report of the Head of Department by the Faculty. Alternatively, having decided to recommend to the PhD Awards Sub-Committee that the thesis be revised and resubmitted, or that the degree not be awarded, the Faculty must consider any comments of the candidate, any further comments of the Head of Department, any comments from the supervisor, the examiners' reports and the original report of the Head of Department. The Faculty may, at this stage, decide to recommend the appointment of an additional examiner to act as an assessor.[†]

The additional examiner considers the thesis, unidentified copies of the examiners' reports and comments of the supervisor.* In the situation in which the Faculty originally determined to recommend either that the thesis be revised and re-examined or that the University not award the degree, then considered the comments of the candidate Head of Department and supervisor, and an additional examiner/assessor is then appointed, the Faculty must also determine whether the students' comments are forwarded to the additional examiner/assessor.

The Registrar advises the other examiners of the University's decision to appoint an additional examiner to act as an assessor, and of the name of that examiner/assessor.

[§] Note that the University may resolve to appoint an additional examiner, or to appoint an additional examiner to examine the thesis and act as an assessor (of the reports of the examiners and the comments of the supervisor (and, in some cases, of the candidate)). The two choices are quite distinct. In the case of the appointment of an additional examiner, the process essentially follows that involving the other examiners (the examiner examines only the thesis – unless the reports of all examiners, and comments from the supervisor, are referred to all of the examiners for comment). In the case of an examiner-as-assessor, the additional examiner is required both to examine the thesis and to comment on the reports of the (unidentified) examiners and any comments of the supervisor and, in some cases, the candidate. It is possible that, following the consideration of the report of an additional examiner, an additional examiner-as-assessor could be appointed.

[†] The Resolutions do not require that the Faculty seek comments from the supervisor (or the candidate) after the Faculty has resolved to recommend to the PhD Awards Sub-Committee that an additional examiner-as-assessor be appointed.

* The Resolutions do not require that the University, having appointed an assessor, then seeks comments from the supervisor, only that the supervisor's comments be forwarded to the assessor. An assessor is most likely to be appointed if the examiners disagree. If the examiners disagree, the Head of Department is obliged to consult the supervisor and forward to the Faculty, with the Head of Department's recommendation, any written report from the supervisor. In addition, if the Faculty had resolved initially to recommend that the thesis be revised and resubmitted or that the degree not be awarded, the supervisor is given the opportunity to provide comments to the Faculty, in addition to any written comments supplied to the Head of Department and forwarded to the Faculty as above. Thus, in most cases in which an assessor is appointed, the Faculty may already have comments from the supervisor. One interpretation of the Resolutions, then, is that there is no need to seek additional comments from the supervisor. However, it is probably wise for the Faculty to offer the supervisor the (possibly extra) opportunity to comment, once the University has decided to appoint an additional examiner-as-assessor, given also that any earlier comments of the supervisor might not have anticipated such an appointment and/or may not have addressed the issues which were the reasons for the appointment of the examiner-as-assessor. Perhaps the Resolutions should be modified to reflect this? This would then reflect the existing procedure with respect to the situation in which the reports of the examiners, together with the comments of the supervisor are referred to all the examiners for their comment.

The report of the additional examiner-as-assessor is referred to the Head of Department for a recommendation to the Faculty, which considers the report of the examiner-as-assessor and the recommendation of the Head of Department.[‡] The Faculty forwards a recommendation to the PhD Awards Sub-Committee. Inasmuch as the Resolutions specifically comment that the Faculty shall report to the PhD Awards Sub-Committee any reasons for not resolving substantially in the terms recommended by the assessor, the Resolutions might be interpreted as containing an implicit expectation that the University would normally act as recommended by the assessor.

The additional examiner/assessor is asked to act both as an examiner of the thesis and to assess the reports of the other examiners (and the supervisor and, as appropriate, the candidate). If one of these functions is not fulfilled, the Faculty might consider requesting that the examiner-as-assessor address the other function.

Resolutions of the Academic Board

Doctor of Philosophy

The Examination Process

4. Examiners' reports and the head of department's recommendation

Additional examiner as assessor

(13) Where a faculty or college board resolves under section 4(3)(f) that an additional examiner be appointed to examine the thesis and act as an assessor of the reports of the other examiners, the provisions of sections 1, 2 and 3 of these resolutions shall apply as appropriate and the Registrar shall seek comments from the supervisor and then write to the examiner as provided in section 1(14) or 1(15), inviting the examiner to act as an assessor of the examiners' reports as well as an examiner of the thesis and shall provide copies of the unidentified examiners' reports, and the comments of the supervisor. In cases where the faculty had previously formed the intention to resolve that the degree be not awarded, or the candidate be allowed to revise and resubmit, and the candidate's comments have been received, the faculty's Postgraduate Committee should determine whether the candidate's comments should be forwarded to the assessor. The Registrar shall also advise the previously appointed examiners of the name of the additional examiner who is also to act as assessor.

(14) A faculty or college board, having received a further recommendation from the head of department (with any written report provided by the supervisor) together with an additional examiner-as-assessor's report, may then resolve as provided in section 4(3)(a)-(c), (h) or (i), except that, where the faculty or college board does not substantially resolve in the terms recommended by the assessor, it shall include a report of the reasons for its decision with any recommendation to the PhD Award Sub-Committee.

[‡] There is no provision for the candidate or supervisor to comment on the report of the additional examiner-as-assessor, unless the Faculty resolves to recommend to the PhD Awards Sub-Committee that the thesis be revised and re-examined or that the degree not be awarded.

Resolutions of the Senate

Faculty of Engineering

Degrees, Diplomas and Certificates in the Faculty Of Engineering

The Resolutions of the Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Engineering (p259, *Calendar 2002*) are amended from 1 January 2003 to the following effect: Section 3 relating to the certificates in the Faculty of Engineering is amended by adding the following new entry:

Graduate Certificate in Automation in Field Robotics (GradCertAFR)
and the subsequent re-numbering of the section

Master of Automation in Field Robotics (MAFR)

Graduate Diploma in Automation in Field Robotics (GradDiplAFR)

Graduate Certificate in Automation in Field Robotics (GradCertAFR)

The Resolutions of the Senate relating to the Master of Automation in Field Robotics and Graduate Diploma in Automation in Field Robotics in the Faculty of Engineering (pp265-267, *Calendar 2002*) are amended from 1 January 2003 to the following effect:
(additions indicated by underline, deletions indicated by strikethrough)

Master of Automation in Field Robotics (MAFR)

Graduate Diploma in Automation in Field Robotics (GradDiplAFR)

Graduate Certificate in Automation in Field Robotics (GradCertAFR)

The following Resolutions of the Senate relating to the Master of Automation in Field Robotics, ~~and~~ Graduate Diploma in Automation in Field Robotics and Graduate Certificate in Automation in Field Robotics are adopted from 1 January 2003.

Award of the degree, graduate diploma and graduate certificate in Automation in Field Robotics

1. The Master of Automation in Field Robotics (MARE), ~~and~~ Graduate Diploma in Automation in Field Robotics (GradDiplAFR) and Graduate Certificate in Automation in Field Robotics (GradCertAFR) shall be awarded in one grade, namely Pass.

MASTER OF AUTOMATION IN FIELD ROBOTICS

Eligibility for admission

2. Admission to candidature for the Master of Automation in Field Robotics may be granted:
 - (a) to an applicant who has completed the requirements for a degree of Bachelor of the University of Sydney; or
 - (b) to a graduate of another university or tertiary institution; or
 - (c) to any applicant who furnishes evidence which satisfies the Faculty that the person is qualified to enter upon the prescribed units of study in the subject matter of the degree concerned. Achievement of at least Credit average (65% weighted average mark, WAM) in the Graduate Diploma in Automation in Field Robotics is considered sufficient qualifications for admission to candidature for the Master of Automation in Field Robotics.

Availability

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

Method of progression

4. A candidate for the Master of Automation in Field Robotics shall proceed primarily by coursework.

Time limits

5. A candidate shall complete the requirements of the Master of Automation in Field Robotics within a minimum length of candidature of 12 months and a maximum length of candidature of 48 months. This period excludes the periods during which the candidature is deferred and is shorter when credit for prior learning is granted. However under no circumstances can the candidature period be less than 12 months.

Credit

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

Requirements for the Master of Automation in Field Robotics

7. A candidate shall complete such units of study and such essay or other written work as may be prescribed by the Department. For the Master of Automation in Field Robotics 48 credit points are required to be completed from Table 1.
8. A candidate may undertake some or all of his or her studies in approved distance and or off-campus study provided that University staff are able to give adequate direction to the candidate's work and that the candidate carries out such work under the control of the University.

Examination

9. A candidate may be tested by written and oral examination, assignments, exercises and practical work or any combination of these.
10. On completion of the requirements for the Master of Automation in Field Robotics the results of the examination shall be reported to the Faculty which shall determine the result of the candidature.

Progress

11. The Faculty may call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the Master of Automation in Field Robotics. Where, in the opinion of the Faculty, the candidate does not show good cause, the candidature may be terminated.

GRADUATE DIPLOMA IN AUTOMATION IN FIELD ROBOTICS

Eligibility for admission

12. Admission to candidature for the Graduate Diploma in Automation in Field Robotics may be granted:
 - a) to an applicant who has completed the requirements for a degree of bachelor of the University of Sydney; or
 - (b) to a graduate of another university or tertiary institution; or
 - (c) to any applicant who furnishes evidence which satisfies the Faculty that the person is qualified to enter upon the prescribed units of study in the subject matter of the Graduate Diploma concerned.

Availability

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

Method of progression

14. A candidate for a Graduate Diploma in Automation in Field Robotics shall proceed primarily by coursework.

Time limits

15. A candidate shall complete the requirements of the Graduate Diploma in Automation in Field Robotics within a minimum length of candidature of 12 months and a maximum length of candidature of 36 months. This period excludes the periods during which the candidature is deferred and is shorter when credit for prior learning is granted. However under no circumstances can the candidature period be less than 12 months.

Credit

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

Requirements for the Graduate Diploma in Automation in Field Robotics

17. A candidate shall complete such units of study and such essay or other written work as may be prescribed by the Faculty. For the Graduate Diploma in Automation in Field Robotics 36 credit points are required to be completed from Table 1.
18. A candidate may undertake some or all of his or her studies in approved distance and or off-campus study provided that University staff are able to give adequate direction to the candidate's work and that the candidate carries out such work under the control of the University.

Examination

19. A candidate may be tested by written and oral examination, assignments, exercises and practical work or any combination of these.
20. On completion of the requirements for the Graduate Diploma in Automation in Field Robotics the results of the examination shall be reported to the Faculty which shall determine the result of the candidature.

Progress

21. The Faculty may call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the Graduate Diploma in Automation in Field Robotics. Where, in the opinion of the Faculty, the candidate does not show good cause, the candidature may be terminated

GRADUATE CERTIFICATE IN AUTOMATION IN FIELD ROBOTICS

Eligibility for admission

22. Admission to candidature for the Graduate Certificate in Automation in Field Robotics may be granted:
- (a) to an applicant who has completed the requirements for a degree of bachelor of the University of Sydney; or
 - (b) to a graduate of another university or tertiary institution; or
 - (c) to any applicant who furnishes evidence which satisfies the Faculty that the person is qualified to enter upon the prescribed units of study in the subject matter of the Graduate Certificate concerned.

Availability

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

Method of progression

24. A candidate for the Graduate Certificate in Automation in Field Robotics shall proceed primarily by coursework.

Time limits

25. A candidate shall complete the requirements of the Graduate Certificate in Automation in Field Robotics within a minimum length of candidature of 12 months and a maximum length of candidature of 18 months. This period excludes the periods during which the candidature is deferred and is shorter when credit for prior learning is granted. However, under no circumstances can the candidature period be less than 12 months.

Credit

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

Requirements for the Graduate Certificate in Automation in Field Robotics

27. A candidate shall complete such units of study and such essay or other written work as may be prescribed by the Faculty. For the Graduate Certificate in Automation in Field Robotics 24 credit points are required to be completed from Table 1, all of which are core requirements, as specified in Table 1.
28. A candidate may undertake some or all of his or her studies in approved distance and or off-campus study provided that University staff are able to give adequate direction to the candidate's work and that the candidate carries out such work under the control of the University.

Examination

29. A candidate may be tested by written and oral examination, assignments, exercises and practical work or any combination of these.
30. On completion of the requirements for the Graduate Certificate in Automation in Field Robotics the results of the examination shall be reported to the Faculty which shall determine the result of the candidature.

Progress

31. The Faculty may call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the Graduate Certificate in Automation in Field Robotics. Where, in the opinion of the Faculty, the candidate does not show good cause, the candidature may be terminated.

AGENDA ITEM 10

Report of the Teaching and Learning Committee

10.2 Report of the Teaching and Learning Committee meeting held on 23 May 2002

The Committee met on 18 April 2002 when there were present: The Chair (Professor J Sachs) presiding, Associate Professors J Kay and M Prosser, Drs D Airey, M Edmond, M Paton (representing Professor M Jackson), A Poulos and R Taylor, Mr J Clegg (Acting President, Student Representative Council) and Ms J Jones. Dr A Brew, Mr R Ellis, Mr S Sheely and Ms M Kemmis were in attendance.

10.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 23 May 2002.

10.2.2 Proceedings of the Committee

(1) Report of the Chair

The Chair updated the Committee on the Academic Board Visits to Faculties and the redevelopment of the Academic Board website.

(2) Institute for Teaching and Learning Reports

The Committee received reports from the Institute for Teaching and Learning on matters including WebCT, research-led teaching and the scholarship of teaching and the work of the Institute. As a result of the report on research-led teaching and the scholarship of teaching, the Committee endorsed the formation of a Working Party to further investigate this issue.

AGENDA ITEM 11

Report of the Academic Staffing Committee

11.2 Report of the Academic Staffing Committee meeting held on 22 May 2002

The Committee met on 22 May 2002. There were present: Associate Professor A Reynolds (Chair), Professor A Brewer, Associate Professor G Patmore and Dr K Clapham. Ms J Ross was in attendance.

11.2.1 Receipt of report

The Committee **recommends** that the Board receive and note the following report of its meeting held on 22 May 2002.

11.2.2 Proceedings of the Committee

(1) Report of the Chair

The Committee noted that the Faculty Promotions Committees & Central Promotions Committee Briefing Session would be held on Thursday 6 June 2002.

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

The Acting Pro Vice-Chancellor (Employee Relations) advised that all staff in the University would have the opportunity to have their say about enterprise bargaining by participating in meetings and focus groups. Staff would be kept informed throughout the enterprise bargaining process and would be able to provide feedback at any time via the EBA web site.

(3) Other items

Other matters discussed by the Committee included:

- Terms of reference and constitution of the Academic Staffing Committee;
- Identification of academic staffing policies for development; and
- Consideration of draft SSP policy.

AGENDA ITEM 12.1
General Business

12.1 Membership of the Academic Board

12.1.1 Election of a Deputy Chair to fill a casual vacancy

At the close of nominations at 4pm on Tuesday 4 June 2002, one nomination was received for the election of a Deputy Chair of the Academic Board, to fill a casual vacancy from the date of election to 31 December 2002. In accordance with the Academic Governance Rules relating to the Academic Board, Associate Professor Deirdre Dragovich was declared elected.

AGENDA ITEM 12.2
General Business

12.2 Cancellation of the July Academic Board meeting

As there does not appear to be any urgent business for the July Board, it is recommended that the July Board meeting be cancelled in accordance with the provision in the 2002 schedule of Board meetings.

The Board is asked to authorise the Chair to act on its behalf in respect of any urgent matters that may arise between the Board meetings of 12 June 2002 and 14 August 2002.