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## Academic Board Agenda

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### SUPPLEMENTARY AGENDA

for the meeting on Wednesday 27 October 2004

	<i>Pages</i>
★ 1. <b>Apologies</b> Additional apologies have been received from: Professors E Blakely, A Coats, M Fry, T Hirst, Associate Professors F Ahmadi-Esfahani, S Kable and Dr D Collins.	
★ 5. <b>Report of the Chair</b> 5.1 <b>Report on Senate matters</b> 5.1.1 <b>Report of the Senate meeting held on 5 October 2004</b>	4-5
<i>Recommendation</i> <i>That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting on 5 October 2004.</i>	
★ 6. <b>Report of the Vice-Chancellor and Principal</b> 6.1 <b>Report on Senate matters</b> 6.1.1 <b>Report of the Senate meeting held on 5 October 2004</b>	6
<i>Recommendation</i> <i>That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting on 5 October 2004.</i>	
10. <b>Report of the Undergraduate Studies Committee</b>  (Associate Professor Anthony Masters)	
★ 10.1 <b>Oral report of the Chair</b>  <i>Recommendation</i> <i>That the Academic Board note the report of the Chair of the Undergraduate Studies Committee.</i>	

**10.2 Report of the meeting held on 7 October 2004**

**10.2.1 Receipt of report**

7

**Recommendation**

*That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 7 October 2004*

**10.2.2 Proposals for New and Amended Courses**

**(1) Faculty of Dentistry: Bachelor of Dentistry (Honours)**

7, 9-11

**Recommendation**

*That the Academic Board:*

- (1) *recommend that Senate approve*
    - (a) *the proposal from the Faculty of Dentistry for the introduction of the new course, the Bachelor of Dentistry (Honours); and*
    - (b) *the amendment of the Resolutions of the Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Dentistry, and*
  - (2) *note the Resolutions of the Faculty of Dentistry relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
  - (3) *approve the faculty requirements relating to admission and the honours degree*
- with effect from 1 January 2004, as set out in the report presented.*

**(2) Faculty of Veterinary Sciences: Bachelor of Animal and Veterinary Bioscience**

7-8, 12-17

**Recommendation**

*That the Academic Board:*

- (1) *recommend that Senate approve*
    - (a) *the proposal from the Faculty of Veterinary Sciences for the introduction of the new course, the Bachelor of Animal and Veterinary Bioscience; and*
    - (b) *the amendment of the Resolutions of the Senate relating to the Degrees and Diplomas in the Faculty of Veterinary Sciences, and*
  - (2) *note the Resolutions of the Faculty of Veterinary Sciences relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
  - (3) *approve the faculty requirements relating to admission, units of study, the pass degree and the honours degree*
- with effect from 1 January 2005, as set out in the report presented.*

**10.2.3 Award with Honours – Annual Report 2002-2003**

8, 18-22

**Recommendation:**

*That the Academic Board note the annual report on awards with honours for 2002-2003.*

**10.2.4 Proceedings of the Committee**

8

**Recommendation**

*That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 7 October 2004, as set out in the report presented.*

## 12. Report of the Teaching and Learning Committee

(Professor Beth Reid)

### ★ 12.1 Oral report of the Chair

#### **Recommendation**

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

### 12.2 Report of the meeting held on 23

#### 12.2.1 Receipt of report

#### **Recommendation**

*That the Academic Board receive and note the report of the Teaching and Learning Committee meeting held on 14 October 2004.*

#### 12.2.2 Academic Board Faculty Review Visits 23, 24-26

#### **Recommendation**

*That the Academic Board note the Final Report and Recommendations from the Academic Board Visit to the Faculty of Architecture.*

#### 12.2.3 Academic Board Reviews: Analysis of Phase One Reviews 23, 27-43

#### **Recommendation**

*That the Academic Board note the analysis of Phase One Reviews of Faculties, as set out in the report presented.*

#### 12.2.4 Proceedings of the Committee 23-26

#### **Recommendation**

*That the Academic Board note the proceedings of the Teaching and Learning Committee meeting held on 14 October 2004, as set out in the report presented.*

**AGENDA ITEM 5**  
**Report of the Chair**

**5.1 Report on Senate Matters**

**5.1.1 Report on the Senate meeting held on 5 October 2004:**

Senate, at its meeting on 5 October 2004, on the report of the Academic Board:

- (1) endorsed the Report on the Review of student appeals provisions and its recommendations, subject to the following:
  - (a) consideration of the deletion of the reference to Senate in the description of the relevant committees and reviewing the extent to which Senate should/should not be involved in the approval process;
  - (b) where the appeal process indicates a risk to the University's reputation or some systemic failure, there be a system in place for that to be reported to the Deputy Vice-Chancellor (Academic) or other appropriate person in senior administration;
  - (c) the report when finalised come back to Senate for final endorsement; and
  - (d) that further consideration to be given to section 5.10.
- (2) dissolved the Board of Studies in Music and repealed the associated Resolutions of the Senate relating to the Board of Studies, with immediate effect.
- (3) approved the proposal from the Faculty of Arts for the introduction of the new course, the Bachelor of Arts and Sciences; the amendment of the Resolutions of the Senate relating to the Degrees and Diplomas in the Faculty of Arts, and 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 2005, as set out in the report presented.
- (4) approved the proposal from the Faculty of Economics and Business for the introduction of the new course, the Bachelor of International Studies; the amendment of the Resolutions of the Senate relating to the Degrees and Diplomas in the Faculty of Economics and Business, and 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 2005, as set out in the report presented.
- (5) approved the amendment of the Resolutions of the Senate relating to the Bachelor of Engineering/Bachelor of Science, Bachelor of Engineering/Bachelor of Medical Science and Bachelor of Engineering and Bachelor of Science Double Degree with effect from 1 January 2005, as set out in the report presented.
- (6) approved the adoption of the revised Resolutions of the Senate from the Faculty of Health Sciences for the introduction of the revised Bachelor of Applied Science (Health Information Management) and Bachelor of Applied Science (Health Information Management) (Honours) from 1 January 2005, as set out in the report presented.
- (7) approved the adoption of the revised Resolutions of the Senate from the Faculty of Health Sciences for the introduction of the revised Bachelor of Health Science (Physiotherapy) from 1 January 2005, as set out in the report presented.
- (8) approved the introduction of the new courses, Master of Speech Language Pathology, and Master of Speech Language Pathology (Honours); amended the Resolutions of the Senate relating to Degrees, Diplomas and Certificates in the Faculty of Health Sciences; and amended the Resolutions of the Senate relating to the Master's Degrees in the Faculty of Health Sciences, and the Resolutions of the Senate relating to Graduate Diplomas and Graduate Certificates in the Faculty of Health Sciences, with effect from 1 January 2005, as set out in the report presented.
- (9) approved the introduction of the new courses Master of Medicine (Honours); Master of Medicine, Graduate Diploma in Medicine, and Graduate Certificate in Medicine, and amended the Resolutions of the Senate relating to Degrees,

- Diplomas and Certificates in the Faculty of Medicine, with effect from 1 January 2005, as set out in the report presented.
- (10) amended the Resolutions of the Senate relating to the Master of Applied Science, Graduate Diploma in Applied Science, and Graduate Certificate in the Faculty of Science, with effect from 1 January 2005, as set out in the report presented.
- (11) noted the report on the following:
- (i) New and amended courses
  - (ii) University Glossary of Terms and Abbreviations
  - (iii) Academic Board self-review
  - (iv) Semester and vacation dates 2005
  - (v) Recording of Results for Exchange Students
  - (vi) Appointment of members of the Student Proctorial Panel

**AGENDA ITEM 6**  
**Report of the Vice-Chancellor and Principal**

**6.1 Report on Senate matters**

**6.1 Report on Senate matters**

**6.1.1 Report of the Senate meeting held on 5 October 2004**

Senate, at its meeting held on 5 October 2004:

- (1) resolved that the Focus topic for the Senate meeting to be held on 1 November 2004 be “The Australian Institutional Framework”.
- (2) approved the Senate meeting schedule for 2005 as set out in the report presented.
- (3) resolved that the Planning Research Centre be dissolved as a foundation; noted that the Vice-Chancellor would immediately establish the Planning Research Centre as a research centre under the relevant University policy subject to the recommendation of the Deputy Vice-Chancellor (Research and Innovation); and resolved that the Denis Winston Memorial Fund, which had been administered by the Planning Research Centre, be administered by the Faculty of Architecture in the same manner as all other Faculty Capital Preserved Trusts for scholarships and prizes.
- (4) noted and thanked the Deputy Vice-Chancellor (Academic) for the presentation on the University’s admissions policy and degree structure.
- (5) noted the following:
  - (i) an update on Review of the Australian National University 2004
  - (ii) an update on the ALP higher education strategy.
  - (iii) an update on proposals for restructuring.
  - (iv) a report on the visit by the EA Australia Accreditation Panel.
  - (v) a report on University relations.
  - (vi) the schedule of dates for the 2005 ceremonies approved by the Registrar under delegated authority as set out in the report presented.

**AGENDA ITEM 10**  
**Report of the Undergraduate Studies Committee**

**Report of the Undergraduate Studies Committee meeting held on Thursday 7 October 2004**

The Committee met on 7 October 2004 when there were present: The Acting Chair (Associate Professor D Grant) presiding, Professors C Mellis and J Sachs, Associate Professors C Gillies, R Taylor and B Sutton, Drs J Hughes, D Russell and J Shaw, Mr D Bowan, Ms L Brown, Mr S Lojewski and Ms K Sodersten. Ms M Kemmis was in attendance.

**10.2.1 Receipt of Report**

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 7 October 2004.

**10.2.2 Proposals for New and Amended Courses**

**(1) Faculty of Dentistry: Bachelor of Dentistry (Honours)**

9-12

The Faculty of Dentistry is submitting the attached proposal for recognition of an honours program for the Bachelor of Dentistry.

Full documentation on the proposal is available on the Undergraduate Studies Committee's website at: <http://www.usyd.edu.au/su/ab/committees/USC/2004.html>.

Members noted that this proposal built on the original Bachelor of Dentistry proposal approved by Academic Board in 1999. The Faculty advised that the honours program was based on that currently offered by the Faculty of Medicine, and that to be eligible students must not have failed any summative assessment task and must have performed well in the course. It was noted that only small numbers of students in the Dentistry course would continue on to do research.

**Recommendation**

*That the Academic Board:*

- (1) *recommend that Senate approve*
  - (a) *the proposal from the Faculty of Dentistry for the introduction of the new course, the Bachelor of Dentistry (Honours); and*
  - (b) *the amendment of the Resolutions of the Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Dentistry, and*
- (2) *note the Resolutions of the Faculty of Dentistry relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (3) *approve the faculty requirements relating to admission and the honours degree*

*with effect from 1 January 2004, as set out in the report presented.*

**(2) Faculty of Veterinary Sciences: Bachelor of Animal and Veterinary Bioscience**

12-17

The Faculty of Veterinary Sciences is proposing to introduce the new award course, the Bachelor of Animal and Veterinary Bioscience. It has been developed to address the high demand for animal-related education as new industries emerge and will replace the Bachelor of Animal Science (BAnimSc) degree.

Full documentation on the proposal is available on the Undergraduate Studies Committee's website at: <http://www.usyd.edu.au/su/ab/committees/USC/2004.html>.

Members noted that this proposal was the subject of a number of years of discussion between the Faculties of Agriculture, Food and Natural Resources, Rural Management and Veterinary Science. The current Bachelor of Animal Science course had been created by the Faculty of Agriculture, Food and Natural Resources from an existing Agriculture course, but the potential had been recognised for a more tailored course to be conducted by the Faculties of Agriculture, Food and Natural Resources and Veterinary Science, and administered by the Faculty of Veterinary

Science. The Faculty of Agriculture, Food and Natural Resources also acknowledged that there had been difficulty meeting student demand within the Faculty's existing admission quotas.

The Committee noted that current students would be given the option of graduating with the Bachelor of Animal Science or transferring to the new course. It was noted that a proposal would be submitted by the Faculty of Agriculture, Food and Natural Resources regarding the deletion of the existing course.

**Recommendation**

*That the Academic Board:*

- (1) *recommend that Senate approve*
  - (a) *the proposal from the Faculty of Veterinary Sciences for the introduction of the new course, the Bachelor of Animal and Veterinary Bioscience; and*
  - (b) *the amendment of the Resolutions of the Senate relating to the Degrees and Diplomas in the Faculty of Veterinary Sciences, and*
- (2) *note the Resolutions of the Faculty of Veterinary Sciences relating to the above course, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (3) *approve the faculty requirements relating to admission, units of study, the pass degree and the honours degree*  
*with effect from 1 January 2005, as set out in the report presented.*

**10.2.3 Award with Honours – Annual Report 2002-2003**

18-22

At its meeting of 13 August 2003, the Academic Board approved the Academic Board Resolutions: *Award with Honours*. This policy identifies the requirements and criteria for entering, undertaking and achieving an award with honours, and the criteria for awarding honours at various levels. The policy requires faculties to report annually on the number of honours degrees awarded by the faculty, the classes and divisions in which honours was awarded and to comment on any factors affecting the award of honours within the faculty.

A report on honours awards for 2002-2003 is attached for the consideration of the Academic Board.

**Recommendation:**

*That the Academic Board note the annual report on awards with honours for 2002-2003.*

**10.2.4 Proceedings of the Committee**

**(1) Other Matters**

Members noted the following items:

- the report of the Admissions Sub-Committee meeting of 16 September 2004; and
- the report of the Academic Board meeting of 4 August 2004.

## Amendment of the Resolutions of the Senate

### Resolutions of the Senate

#### Faculty of Dentistry

The Resolutions of the Senate relating to the Degrees and Diplomas in the Faculty of Dentistry (p 219, *Calendar 2004*) are amended, with effect from 1 January 2004, as follows (additions indicated by underline, deletions indicated by strikethrough):

#### Section 1: Resolutions of the Senate relating to degrees, diplomas and certificates

##### Degrees and diplomas in the Faculty of Dentistry

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

1. The degrees in the Faculty of Dentistry shall be:

- (a) Bachelor of Dentistry (BDent)
- (b) Bachelor of Dentistry (Honours) – BDent(Hons)
- (c) Bachelor of Dental Surgery (BDS)
- (d) Bachelor of Science (Dental) (BSc(Dent))
- (e) Bachelor of Oral Health

##### Bachelor of Dentistry (Honours)

The Resolutions of the Senate relating to the Bachelor of Dentistry (Honours) are to be inserted, with effect from 1 January 2004, as follows:

- 1. These Resolutions of the Senate relate to the Bachelor of Dentistry (Honours)
- 2. These Resolutions must be read in conjunction with the *University of Sydney (Coursework) Rule 2000* (as amended), which set out the requirements for all undergraduate courses, and the relevant Faculty Resolutions.

##### 3. Requirements for the Honours Degree

To qualify for the award of the degree students must:

- (1) complete successfully the prescribed 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.

## Amendments to Faculty Resolutions

### Faculty Resolutions

The Resolutions of the Faculty of Dentistry are amended from 1 January 2004 to insert the following new resolutions:

#### **Bachelor of Dentistry (Honours)**

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

#### **Section 1**

##### **1. Admission**

Admission is only available to students enrolled in the Bachelor of Dentistry program. Students may normally enter the Honours program from the end of Year 2 up until the end of Year 3 of the Bachelor of Dentistry Program.

(i) Only students who have demonstrated consistent high standards in all formative and summative assessments throughout the Bachelor of Dentistry Program should be considered for the Honours Program.

(ii) A student should not undertake the Honours program if s/he is having difficulties in meeting the requirements of the Bachelor of Dentistry.

(iii) Students who receive an unsatisfactory result in any summative assessment at the first attempt or are required to repeat any part of the course are ineligible for the award of Honours, in the absence of attested misadventure or illness accepted by the Faculty.

(iv) Students enrolled in the Honours program may not request any additional assistance in completing assessment requirements in the concurrent Bachelor of Dentistry program if the only reason forwarded for the request is the requirements of the Honours program commitment.

(v) The Honours Subcommittee will determine eligibility and arrange assessment of the applications.

##### **2. Units of study**

Additional units of study are not required for the Bachelor of Dentistry (Hons), but candidates are required to self-select a research project and submit a research proposal, as per sections a) and b) in Item 4 below.

##### **3. Requirements for the Bachelor of Dentistry (Honours)**

(1) Requirements for award of the Bachelor of Dentistry (Honours) are the completion of 48 credit points of study, as for the Bachelor of Dentistry program.

##### **(2) Progression requirements.**

Eligibility for candidature for Honours, in addition to the general eligibility requirement for the Honours Program, should include evidence of experience and training in research methodology, especially that required in the proposed project. This experience could include: that gained in a previous Honours research project, or experience during a vacation scholarship in the Bachelor of Dentistry Program, or participation in a research environment during years 1, 2 or 3 of the Bachelor of Dentistry Program.

The Honours project should address the themes of the Bachelor of Dentistry (Total Patient Care, Life Sciences, Personal and Professional Development/Dentist and the Community). The Honours project should address one theme as a principal focus.

##### **(a) Selection of a Research Project**

(i) Individual choice for the student.

(ii) Student should seek an appropriate supervisor for the project.

(iii) A significant portion of the project can be undertaken and completed during the research allocation in Year 4 of the Bachelor of Dentistry program.

(iv) Suitable research projects will be considered by the Honours Subcommittee and could include:

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

(v) Students must indicate the principal theme addressed.

##### **(b) Project Proposal**

- (i) Prepared by the student in discussion with the proposed supervisor.
- (ii) To be considered by the Honours Subcommittee for approval.

(c) Responsibilities of the Supervisor

- Provide opportunity for research training possibilities during the course of the program.
- Ensure supervision during the completion of the project.
- Regular review of student progress in the project.
- Final review of the written work before its submission for assessment.
- Nominate two appropriate examiners for examination of the report of the project.

**(3) Grading systems and criteria for the award of honours.**

Award of Honours is based on satisfactory review of research project report. Criteria specified by Honours sub-committee and contained within Honours Policy. One class of Honours is available.

**Section 2**

**4. Restrictions on enrolment**

The Bachelor of Dentistry Honours is only available to currently enrolled Bachelor of Dentistry students at the University of Sydney.

**5. Time limit if different from the *University of Sydney (Coursework) Rule 2000***

As per requirements for the Bachelor of Dentistry program. Honours candidates are not offered additional time outside of the four years required for Bachelor of Dentistry candidates. Bachelor of Dentistry (Hons) work is undertaken in periods allocated within the fourth year of the curriculum designated for student research or other activity.

**6. Assessment policy**

Assessment of the Report of the Project

- (1) The essential criterion for quality will be that the report is potentially publishable.
- (2) The candidate must indicate clearly what was his/her specific contribution if a group was involved, and the report must be written independently by that student.
- (3) Each report will be assessed by two examiners: one faculty member and a suitably qualified external reviewer.
- (4) A determination is to be made as to whether or not the report is of a sufficient standard to merit award of Honours.
- (5) The criteria for assessment is to be confirmed by the Honours Sub-committee.
- (6) The examiners will be asked to grade each report. The grading will be criterion-referenced, using the following categories:
  - (a) Satisfactory for the award of Honours (with or without minor emendations);
  - (b) Requires revisions and re-submission for repeat assessment for the award of Honours; or
  - (c) Unsatisfactory for the award of Honours.

Final Report

- (1) Submission date to the assigned supervisor is to normally be no later than 1 August in Academic Year 4.
- (2) Nature and specifications of the final report are to be determined by the Honours Sub-Committee.

## **Amendment of the Resolutions of the Senate**

### **Resolutions of the Senate**

#### **Faculty of Veterinary Science**

The Resolutions of the Senate relating to the Degrees in the Faculty of Veterinary Science (p 225, *Calendar 2004*) are amended, with effect from 1 January 2005, as follows (additions indicated by underline, deletions indicated by strikethrough):

#### **Section 1: Resolutions of the Senate relating to degrees, diplomas and certificates**

##### **Degrees and diplomas in the Faculty of Veterinary Science**

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

1. The degrees in the Faculty of Veterinary Science shall be:
  - (a) Bachelor of Veterinary Science (BVSc)
  - (b) Bachelor of Science (Veterinary) (BSc(Vet))
  - (c) Bachelor of Animal and Veterinary Bioscience (BAnVetBioSc)

##### **Bachelor of Animal and Veterinary Bioscience**

The Resolutions of the Senate relating to the Bachelor of Animal and Veterinary Bioscience are to be inserted, with effect from 1 January 2005, as follows:

##### **1. Requirements for the Pass Degree**

To qualify for the award of the pass degree candidates must:

- (1) complete successfully units of study giving credit for a total of one hundred and ninety two (192) credit points; and
- (2) satisfy the requirements of all relevant By-Laws, Rules and Resolutions of the University.

##### **2. Requirements for the Honours Degree**

To qualify for the award of the honours degree candidates must complete the pass level requirements at the honours level published in the Faculty Resolutions relating to the course.

## Amendments to Faculty Resolutions

### Faculty Resolutions

The Resolutions of the Faculty of Veterinary Science are amended from 1 January 2005 to insert the following new resolutions:

#### Bachelor of Animal and Veterinary Bioscience

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.

#### Section 1

##### 1. Admission

Admission for Year 12 applicants is based on performance in Higher School Certificate examination with applicants ranked on the basis of their UAI or equivalent. Non-recent school leavers are considered for selection on the basis of:

- (i) the successful completion of the equivalent of at least 2 full-time semesters of approved tertiary study; or
- (ii) the successful completion of an approved preparatory course provided that the program of study and the standard of examination are considered to be equivalent to the program and standard required of candidates for the HSC.

##### 2. Units of study

A candidate for the degree of Bachelor of Animal and Veterinary Bioscience shall successfully complete the following Units of Study. A candidate may choose elective units of study for which there is no prerequisite unit of study or for which the prerequisite/corequisite has been satisfied, provided that the timetable permits attendance at all classes.

<b>Units of Study</b>	
<i>Year 1</i>	<i>(48 credit points)</i>
Agricultural Science (1A & 1B)	6+6
Animal Science 1	6
Biometry 1	6
Concepts in Biology or Biology - Genes to Ecosystems/Advanced	6
Living Systems/Advanced	6
Chemistry	6
Economic Environment of Agriculture	6
<i>Year 2</i>	<i>(48 credit points)</i>
Agricultural Chemistry	6
Agricultural Genetics 2	6
Animal Conservation Biology	6
Biometry 2	6
Entomology and Parasitology 2	6
Microbes and Animal Health	6
Plant Form & Function/Advanced	6
Soil Science 2	6
<i>Year 3 2005</i>	<i>(48 credit points)</i>
Compulsory Units	
Animal Reproduction 3	8
Animal Structure and Function 3A	8
Animal Structure and Function 3B	8
Animal Nutrition 3	8
<i>Year 3 from 2006</i>	
Animal Reproduction 3	6
Animal Structure and Function 3A	6
Animal Structure and Function 3B	6
Animal Nutrition 3	6

The remaining complementary optional units are taken in related areas. For example:

<i>2005</i>	
Animal Biotechnology 3	4
Agribusiness Management 3	8
Agricultural Biotechnology 3	4
Agricultural Microbiology 3	8
Agronomy 3	8
Applied Marketing 4	8
Chemistry & Biochemistry of Ecosystems A & B	4+4
Commodity Price Analysis 2	8
Experimental Design 3	4
Food Chemistry and Biochemistry A & B	4+4
Plant Disease 3	4
Production Economics 2	8
Rural Environmental Chemistry 3	4
Soil Science 3	8
Statistical Modelling 3	4
<b>From 2006, all elective units of study will be standardised to 6 credit points</b>	
<i>Year 4</i>	<i>(48 credit points)</i>
Animal Production 4A	12
Animal Production 4B	12
Research Project 4A	12
Research Project 4B	12
OR	
Cytogenetics	6
Applications of Recombinant DNA Technology	6
Bioinformatics and Genomics	6
Animal Genetics	6
Research Project	24

### 3. Requirements for the Pass Degree

(i) To qualify for the award of the Pass Degree candidates must:

- (a) complete successfully the units of study prescribed by the Faculty for a total of 192 credit points and Professional Experience specified for the degree course; and
- (b) satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

### 4. Requirements for the Honours Degree

(i) Honours First Class and Honours Second Class, Division One or Division Two may be awarded at graduation.

(ii) First Class Honours candidates whose work is of sufficient merit, shall receive a bronze medal.

(iii) *Award of Honours at graduation*

All candidates who have completed an independent research project as part of the final year degree program are formally eligible to be considered for honours. Except with the special permission of the Faculty, honours shall not be awarded to any candidate for the Bachelor of Animal and Veterinary Bioscience unless the candidate has completed the course in the minimum time. Notwithstanding the previous condition, candidates who complete the first three years of the course in four years, and who by virtue of their weighted average marks would otherwise qualify for the award of honours, will be considered. Such candidates may however be disadvantaged in terms of honours grading and ranking.

For the determination of the overall honours mark for the award of honours at the end of the Fourth Year:

- (a) each of the units of study provided for in the resolutions in Second and Third Years shall be weighted according to credit point value and a weighted average mark (WAM) obtained;
- (b) the overall honours mark shall be the average of the Second and Third Year WAM and the Fourth Year mark; and

(c) in computing the aggregate marks of students, the mark achieved on the first attempt at a unit of study shall be the mark used.

For the award of a particular level of honours, a candidate, except in special circumstances, must obtain the relevant minimum marks as set out in the following table:

Level of honours	Minimum overall honours mark	Minimum WAM Year 4	Minimum WAM Years 2/3
First Class	75	75	70
Second Class, Division 1	66	70	63
Second Class, Division 2	61	65	58

5. The Board of Management shall be responsible for the award of the University medal and the award of honours. Achievement of the minimum standards referred to elsewhere in these resolutions in not in itself sufficient justification for these awards.

## Section 2

### 6. Details of units of study

Course content, mode of delivery, assessment, assumed knowledge, co-requisites and pre-requisites for all units of study are published annually in the Veterinary Science Handbook, Section 3 Units of Study.

### 7. Enrolment in more/less than the minimum load

In a full-time program the normal load will be 48 credit points in each year for 4 years. A student may enrol in units of study additional to the requirements in an academic year, only with the permission of the Dean. Part-time study for the Bachelor of Animal and Veterinary Bioscience is permitted.

### 8. Cross-institutional study.

Provided that permission has been obtained in advance, the Dean 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:

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

### 9. Restrictions on enrolment.

A student must obtain the written permission of the Dean to enrol in level 3000 units of study unless he/she has successfully completed or is concurrently enrolled in compulsory level 2000 units of study. A candidate may choose elective units of study for which there is no prerequisite unit of study or for which the prerequisite/ corequisite has been satisfied, provided that the timetable permits attendance at all scheduled classes.

### 10. Discontinuation of enrolment – any faculty procedures.

A student who wishes to discontinue enrolment in a course or a unit of study must apply to the Dean or the Dean's nominee. Students enrolled in a course for a degree in the Faculty of Veterinary Science and, without permission of the Faculty, discontinue a year or a full-year unit of study after the last day of the first week of July semester, or discontinue a one-semester unit after the last day of the seventh week of teaching, will be deemed to have failed such year or unit.

The university's regulations governing 'Discontinuation, Exclusion and Suspension of Candidature' are available at: <http://www.usyd.edu.au/policy/>

### 11. Re-enrolment after an absence.

Students who wish to re-enrol after an absence must contact the Dean in writing no less than 6 weeks prior to commencement of the semester to allow administrative processes to be carried out.

### 12. Satisfactory progress pursuant to the University of Sydney (Coursework) Rule 2000.

Under normal circumstances students will satisfy the degree requirements in four years. There are certain circumstances in which a student may be asked to show good cause why he/she should be permitted to repeat any previously attempted study, if, in the opinion of the Faculty Exclusions and Re-admissions Committee, he/she has not made satisfactory progress towards fulfilling the requirements of the degree or the unit.

Satisfactory progress cannot be defined in all cases in advance but a student who has:

- (i) twice failed (F), or discontinued enrolment to count as a failure (DF), any unit of study as defined in Resolution 2 relating to the Bachelor degrees of the Faculty or
- (ii) failed more than sixty per cent of the credit points for which enrolled in any four successive semesters,

shall be deemed not to have made satisfactory progress.

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 upon to show good cause why he/she should be allowed to re-enrol in the Faculty of Veterinary Science.

It is not possible to define in advance all the reasons that constitute 'good cause' but serious ill health, or misadventure properly attested, will be considered. In addition your general record, for example in other courses, would be taken into account. In particular if you were transferring from another faculty your record in your previous faculty would be considered. Not usually acceptable as good cause are such matters as demands of employers, pressure of employment, time devoted to non-university activities and so on, except as they may be relevant to any serious ill health or misadventure.

### **13. Assessment policy.**

- (i) Assessment methods for units of study offered in the Faculty will be included in unit details in the Faculty Handbook and made available to students enrolled in the units at the beginning of the semester.
- (ii) *Examinations*
  - (a) *Completion of unit of study*

A student who has been absent from more than 10 per cent of classes in a unit may be deemed to have failed to complete the requirements specified by the Faculty for the unit and may be excluded by the Dean from admission to examinations in that unit.

- (b) *Further Assessment*

The Unit of Study Coordinator may arrange for further assessment of students in addition to scheduled assessments and examinations, in accordance with the Faculty Special Consideration policy.

### **14. Further Assessment**

- (i) Further assessment may be awarded where the candidate has been prevented by sufficient and duly certified illness or misadventure from completing the assessment for a unit of study. The full range of common result grades is available for these candidates.
- (ii) Applications for special consideration must be made on the form available from the Student Centre or the Faculty Office and must comply with the University's requirements for supporting documentation.

For consideration due to serious illness a registered medical practitioner or councillor must complete the Professional Practitioners Certificate. For consideration due to misadventure appropriate documentation must be attached. This documentation must indicate the nature of the misadventure, the date and time where relevant, and the likely impact on the student's ability to perform.

The Professional Practitioners Certificate is available from the Faculty Office. The certificate must be signed by the medical practitioner (who must not be a family member) and must have been obtained during the illness or immediately afterwards (as soon as it is practicable to visit the medical practitioner).

NB This is a summary of the Faculty's and University's policy relating to special consideration which may be viewed on the Faculty and University websites.

- (iii) Further assessments will be held according to a timetable which will be posted on the Faculty web site. Further assessment may take such form as the Unit of Study Coordinator directs.
- (iv) A candidate who is absent from a further assessment without sufficient reason will be deemed to have failed the assessment.

- (v) It is the responsibility of the student to provide written evidence of illness or misadventure to the appropriate Unit of Study Coordinator as soon as possible and practicable and in any case before the close of the relevant examination period. Where such evidence is not presented in time for the student to be offered further assessment on the advertised date, it will only be considered by the Unit of Study Coordinator where there is sufficient reason why it has not been presented by that date.

**15. Credit Transfer policy**

- (i) Graduates or students in other faculties or other degrees within the Faculty or of other institutions who are admitted to candidature for the degree of Bachelor may be granted credit for units of study required for the degree, as the Dean on behalf of the Faculty may determine, up to a maximum value of 96 credit points.
- (ii) The Dean may approve credit for a maximum of 36 unspecified credit points for units of study successfully completed elsewhere, but not comparable to units listed in Resolution 2, as part of the 96 credit point maximum credit transfer permitted.

**16. Professional Experience and Faculty Excursions**

Students are required to undertake professional experience in University vacations as an integral and essential part of their overall training in the degree of Bachelor of Animal and Veterinary Bioscience. The aims of professional experience are to:

- (i) Familiarise students with the major animal, agricultural or natural resource industries.
- (ii) Provide the opportunity to experience animal, agricultural and horticultural production across a range of environments and managerial systems;
- (iii) Provide experience with business organisations involved in finance, marketing, research and development and other aspects of the rural industries;
- (iv) Train students to collect, collate, analyse and report.
1. Candidates must complete 60 days of professional experience. Each component of the experience must be approved on behalf of the Dean before credit is granted. A minimum of 20 days professional experience must be completed as on-farm experience covering the major animal industries: sheep, beef, dairy, pigs, with a maximum visit of 20 days with any single organisation (farm or non-farm). A maximum of 15 days may be credited on property which is owned by the candidate's parents or by the University, however, this time is in addition to and exclusive of the minimum 20 days on-farm requirement.
2. It is a requirement that on-farm experience includes:
- (i) experience in 2 different regions (and not adjacent shires)
- (ii) experience in 2 rural enterprises

A significant proportion of this 20 day on-farm component should be completed before non-farm professional experience is undertaken. The farms concerned must be commercial farms not hobby farms. Commercial farms are defined as those having a gross income of at least \$25 000.

3. A separate report must be submitted following each visit to a farm or organisation. Credit is subject to a satisfactory and timely report. Late reports normally are not credited. Time penalties are applied to resubmitted and incomplete reports. A senior report must be completed on a commercial farm. (A maximum of 3 'General Reports' can be credited.)
- 4.\* Students are required to attend one of the North Western, Central or South Western NSW excursions arranged by the Faculty of Agriculture, Food and Natural Resources and may attend each one. A maximum of 15 days professional experience may be gained by attending Faculty excursions provided a satisfactory report is submitted for each excursion. The Dean may approve special activities which will be credited within the 15 day week. Excursion time is exclusive of your 20 day on-farm requirement.
5. Final year students wishing to graduate must complete all practical work requirements by 14 January of the year of graduation. Reports from graduands submitted after 14 January will not be marked until the July semester.

## Report on Honours Results 2002-2003

### Preamble

At its meeting of 13 August 2003, the Academic Board approved the Academic Board Resolutions: *Award with Honours*. This policy identifies the requirements and criteria for entering, undertaking and achieving an award with honours, and the criteria for awarding honours at various levels.

Section 7 of this policy states:

7. Each calendar year, faculties shall submit a report to the Academic Board setting out the number and percentages of the various classes of honours and pass students in each award for the year, a comment on how these percentages compare with those of previous years identifying significant trends, a comment on issues arising from the figures and the faculties plans for addressing those issues, and a comment on action taken pursuant to any previous such reports.

These reports have been submitted by faculties and the results have been collated on the following pages.

### Points for Consideration

The policy acknowledges that the award of honours at the University of Sydney can be assessed and calculated using one of the following two methods:

- (1) an Honours Mark; or
- (2) a Weighted Average Mark.

Faculties may also determine which of the various classes of honours they will award, with a number electing not to award Third Class Honours. The Faculty of Medicine awards honours on a pass/fail mark, with no ranking or classification of the honours result.

In addition to a consolidated table of the honours degrees awarded in each faculty for 2002 and 2003, the data has been split into two further tables based on the method of assessment and calculation. In some cases faculties may have used both methods for different degrees.

The Undergraduate Studies Committee submits this data for the consideration of the Academic Board.

**Table 1: Consolidated Results from Faculties**

	2003				2002			
	Total Awarded				Total Awarded			
	1st Class	2nd Class Div 1	2nd Class Div 2	3rd Class	1st Class	2nd Class Div 1	2nd Class Div 2	3rd Class
Faculty of Agriculture, Food & Natural Resources	20	28	12	N/A	23	20	16	N/A
Faculty of Architecture	10	4	5	N/A	9	0	3	N/A
Faculty of Arts	135	58	20	1	139	68	22	4
Faculty of Dentistry	6	14	13	0	1	3	10	0
Faculty of Economics & Business	44	22	9	1	34	25	7	0
Faculty of Education & Social Work	16	10	30	2	7	17	26	1
Faculty of Engineering	72	77	83	0	85	58	70	1
Faculty of Health Sciences	27	9	1	1	28	10	3	2
Faculty of Law	97	111	0	N/A	88	102	0	N/A
Faculty of Medicine	51				36			
Faculty of Nursing	0	2	0	0	0	0	0	0
Faculty of Pharmacy	17	10	2	N/A	19	9	1	N/A
Faculty of Rural Management	1	1	0	0	0	0	0	0
Faculty of Science	177	78	14	2	110	115	19	1
Faculty of Veterinary Science	36	34	0	N/A	43	23	0	N/A
College of the Arts	23	17	10	0	29	11	4	2
Conservatorium of Music	7	4	2	0	6	9	7	2

**Table 2: Honours awarded on the basis of an Honours Mark**

	2003				2002			
	Total Awarded				Total Awarded			
	1st Class	2nd Class Div 1	2nd Class Div 2	3rd Class	1st Class	2nd Class Div 1	2nd Class Div 2	3rd Class
Faculty of Architecture	1	0	0	N/A	0	0	2	N/A
Faculty of Arts	135	58	20	1	139	68	22	4
Faculty of Economics & Business	44	22	9	1	34	25	7	0
Faculty of Education & Social Work	6	4	9	2	1	6	5	1
Faculty of Health Sciences	27	9	1	1	28	10	3	2
Faculty of Medicine	51				36			
Faculty of Nursing	0	2	0	0	0	0	0	0
Faculty of Rural Management	1	1	0	0	0	0	0	0
Faculty of Science	177	78	14	2	110	115	19	1
Conservatorium of Music	7	4	2	0	6	9	7	2

Music								
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**Table 3:** Honours awarded on the basis of a Weighted Average Mark

	2003				2002			
	Total Awarded				Total Awarded			
	1st Class	2nd Class Div 1	2nd Class Div 2	3rd Class	1st Class	2nd Class Div 1	2nd Class Div 2	3rd Class
Faculty of Agriculture, Food & Natural Resources	20	28	12	N/A	23	20	16	N/A
Faculty of Architecture	10	4	5	N/A	9	0	3	N/A
Faculty of Dentistry	6	14	13	0	1	3	10	0
Faculty of Education & Social Work	10	6	21	N/A	6	11	21	N/A
Faculty of Engineering	72	77	83	0	85	58	70	1
Faculty of Health Sciences	27	9	1	1	28	10	3	2
Faculty of Law	97	111	0	N/A	88	102	0	N/A
Faculty of Nursing	0	2	0	0	0	0	0	0
Faculty of Pharmacy	17	10	2	N/A	19	9	1	N/A
Faculty of Veterinary Science	36	34	0	N/A	43	23	0	N/A
College of the Arts	23	17	10	0	29	11	4	2

### Comments from Faculties

#### Faculty of Agriculture, Food & Natural Resources

The distribution of awards is comparable to that of previous years.

#### Faculty of Architecture

##### BSc(Arch)

The very low and declining honours completions in the BSc(Arch) continue to be reflected in the 2004 enrolment figures for the new curriculum and degree, the Bachelor of Design in Architecture. While this is of some concern to the Faculty the situation may improve for 2005 with 9 potential candidates attending pre-honours classes.

Most potential honours students from this cohort take honours as part of the 2 year Bachelor of Architecture in the following 2 years. There are several factors which mitigate against honours in the Bachelor of Science (Architecture) or Bachelor of Design in Architecture:

1. Most continue studying in the Bachelor of Architecture as a “combined” degree. They do not see the end of the first three years as the end of their undergraduate study.
2. Entry to the BArch requires work experience or honours but the preferred method is work experience (combined with travel). These students are more likely to succeed in the professionally oriented BArch.
3. Honours in the BSc(Arch) or BDesArch is a 12 month 48 credit point commitment whereas in the BArch honours is a 12 credit point commitment taken within the normal degree duration as an elective.

##### BArch

The improving Honours enrolments in 2003 continue in 2004. This is a strong result and reflects a strong research component for the BDesArch/BArch “combined” program. Staff continue to supervise students in their research areas. This continues to be an area of strength.

### **Faculty of Arts**

The trend is consistent across the last few years. The proportion of Hons I reflects the high proportion of UAI 95+ students enrolled in the Faculty.

### **Faculty of Economics & Business**

The Faculty regards IVth Year Honours as the jewel in our undergraduate crown. The admission standard for our award courses is high compared to the other generalist faculties of Arts and Science. In addition, each Discipline within the Faculty, with the exception of Accounting, teaches II and III year Honours preparation units to identify, recruit and prepare the best and brightest. These preparation units also allow us to recognise those students who should not be undertaking Honours and to counsel them out of the program.

In 2003, several Disciplines including Government and IR, Political Economy and Econometrics participated in a Faculty-sponsored benchmarking exercise with counterparts at the University of Melbourne in relation to Honours theses.

Please note that students may complete IVth Year Honours in fields outside of the Faculty including Psychology, Geography and Education.

### **Faculty of Education and Social Work**

The Faculty of Education and Social Work is aware that the percentage of students gaining Education honours is low. Social Work currently uses WAM and Education has a thesis mark for honours. A review of honours is currently being undertaken and a revised honours program will be implemented in 2006.

### **Faculty of Engineering**

No special factors. Marks are determined solely on basis of GWAM as set out in Faculty rules. Faculty adopted a policy in 2002 to base Honours on a GWAM covering all four years. Prior to 2002 it had been based on mostly final year subjects. This does not appear to have had a significant impact on the numbers of students obtaining Honours.

### **Faculty of Health Sciences**

- The Faculty of Health Sciences has many Honours programs which often have only one or two students enrolled per annum. This can result a large amount of variability in results at the School level from year to year, which can distort Faculty Statistics.
- Consistent with best international practice, many Schools in the Faculty have moved towards more criterion-based and transparent assessment methods for Honours level work. It is therefore possible for excellent students to receive close to perfect results in some assessment tasks.
- The Faculty of Health Sciences has traditionally had a relatively low uptake into Honours programs from eligible students in the Pass program. Honours students therefore often represent the top performing 1-2% of their year cohort, and it is not surprising that they achieve very good results in their Honours Units of Study.

### **Faculty of Law**

The high percentage of honours graduates has been consistent in recent years. That high percentage reflects the outstanding body of students in the Faculty, with admission (into combined law) based on a UAI of 99.6 for the last two years. The Faculty is continuing to monitor this trend. It also continues to discuss other modes of awarding honours.

### **Faculty of Science**

The cohort has been taken to be all undergraduate students graduating with degrees offered by the Faculty of Science. The cohort used in each year in the above table has been calculated as described below:-

- In 2002 there were 793 students graduating other than honours students plus 245 Honours students equals 1038 students in the cohort
- In 2003 there were 722 students graduating other than honours students plus 271 Honours students equals 993 students in the cohort

**Faculty of Veterinary Science**

Honours for the Bachelor of Veterinary Science, for students commencing the BVSc program in 2004, will be awarded on the basis of “an identifiable discipline-specific individual research, scholarly or creative component”. The three separate Honours streams in Veterinary Science will be research, clinical research and independent learning project. Honours Class I and Honours Class II shall be awarded for all three streams. Students with a Years 1-4 WAM of >70 will be eligible to pursue honours. It is anticipated that the introduction of the new honours system will result in a decrease in the number of honours degrees awarded from 2008.

**AGENDA ITEM 12**  
**Report of the Teaching and Learning Committee**

**12.2 Report of the Teaching and Learning Committee meeting held on 14 October 2004**

The Committee met on 14 October 2004 when there were present: The Chair (Professor B Reid) presiding, Professor J Sachs, Associate Professors M Freeman and B Sutton, Drs D Airey, S Barrie, D O'Connor, A Poulos, D Russell and P Russell, Ms A Forster and Mr P O'Carroll. Mr D Bradbury and Ms K Moriarty were in attendance.

**12.2.1 Receipt of Report**

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 14 October 2004.

**12.2.2 Academic Board Faculty Review Visits**

25-26

**(1) Faculty of Architecture**

The Academic Board is asked to note that the Committee received and noted the Final Report and Recommendations from the Academic Board visit to the Faculty of Architecture.

The full report is available on the Teaching and Learning Committee's website at: <http://www.usyd.edu.au/su/ab/committees/TLCommittee/2004.html>

***Recommendation***

*That the Academic Board note the Final Report and Recommendations from the Academic Board Visit to the Faculty of Architecture.*

**12.2.3 Academic Board Reviews: Analysis of Phase One Reviews**

27-43

At its meeting of 11 October 2000 the Academic Board resolved to undertake collegial reviews of academic activities to evaluate academic quality assurance processes and to assist in the propagation of best academic practice. The Reviews were to be undertaken at Faculty-level and would be designed to assist faculties and deans to progress towards the goals identified in the University Plan and in faculty Teaching and Learning Plans.

The first round of reviews, referred to as the Academic Board Phase One Reviews of Faculties, focussed on Teaching and Learning and Research Training (University Goals 1 and 3). The Academic Board is asked to note the attached analysis of the Phase One Reviews of Faculties.

***Recommendation***

*That the Academic Board note the analysis of Phase One Reviews of Faculties, as set out in the report presented.*

**12.2.4 Proceedings of the Committee**

**(1) Report of the Chair**

The Chair reported to the Committee on the review of the implementation of new special consideration procedures. Differences between the faculties were discussed along with advice from Craig Prosser, (Office of Internal Audit and Review). It was agreed that further information would be sought from faculties regarding the impact of the new procedures.

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

The Committee noted a report from the Acting Pro Vice-Chancellor (Teaching and Learning) on the following issues:

- ICT in Teaching and Learning
- the Carrick Institute for Learning and Teaching in Higher Education
- UNSW sponsored workshop on external evaluation of teaching
- enhancing teaching in research intensive environments
- the Scholarship Index

- the Vice Chancellor's Award for Outstanding Teaching; and
- benchmarking

(3) **Other Matters**

Reports were received and noted by the Committee on the following issues:

- reports of the Academic Board meetings of 9 June, 4 August and 15 September 2004;
- the report of the Library Sub-Committee meeting of 6 September 2004;
- revisions to the Academic Board Resolutions: *Generic Attributes of Graduates of the University of Sydney*;
- the annual report from the Institute for Teaching and Learning;
- the annual report from the Mathematics Learning Centre; and
- a report from the 35<sup>th</sup> ACODE meeting.

### **12.2.2 Academic Board Faculty Review Visits: Faculty of Architecture – Executive Summary**

The Academic Board Phase 1 Review of the Faculty of Architecture in October 2002 focussed on internal communication and staff workload. In response the Faculty has undertaken three major projects:

- A Faculty-wide Intranet Communications System (the student intranet has been analysed, consulted and designed by 3<sup>rd</sup> year BDesComp students)
- Commenced a review of all its Units of Study as part of conversion to a uniform 6 Credit Points. As part of this process a common Unit of Study template has been developed. This template captures Graduate Attribute information as well as staff response to USE and SCEQ student feedback. The Dean has also requested that this process be used to reduce the numbers of Units of Study and to regularise to a biennial pattern the offering of Units that are considered valuable but attract small student numbers
- Migration of the BDesArch Tutor Training Program across all undergraduate programs, with discussion about migrating it also across the 13 graduate coursework programs

The Faculty is also about to implement a Graduate Teaching Fellows Program which should assist ameliorating the staff workload issue. However it was found that Academic Staff were increasingly becoming involved in course administration duties. The Faculty needs to ensure that it is appropriately using its staffing resources.

Following its restructure to a one-school faculty, the Faculty has re-commenced looking externally:

- It has undertaken benchmarking studies against other Australian Architecture Faculties and also with the University of Hong Kong
- In addition to its Open Lecture Series with prominent members of its professions, its use of Visiting Overseas Scholars, and its use of prominent members of its professions as guest lecturers, the Faculty has developed Professional Advisory Committees for each of its programs and has established a Dean's Council

Student access to studio and computing resources has been enhanced by the Stage 2 refurbishment of the Wilkinson Building and providing 24 x 7 access via a swipe card.

While Faculty performance is inconsistent in the areas of research performance and quality of postgraduate coursework provision, the consistent story coming from both staff and students is of an individualistic Faculty with an undeveloped sense of a learning community.

#### ***Commendations***

1. The Review Team commends the Faculty on the ambitious nature of its response to the Phase One Review. (Section 3.2.2)
2. The Review Team commends the Faculty for the best practice project management used to design and develop the student intranet. The inclusive process built student ownership and predisposes the student intranet towards fulfilment of its communication and community development aims. (Section 3.3.4)
3. The Review Team commends the Faculty for its development of a template for Unit of Study Outline. (Section 3.4.2)
4. The Review Team commends the Faculty on its further development of the Tutor Training Program. (Section 3.5.4)
5. The Review Team commends the Faculty on its benchmarking activities, noting especially that the Faculty is using benchmarking to change and improve its undergraduate programs. (Section 3.7.5)

6. The Review Team commends the Faculty for both analysing and responding to student feedback. (Section 3.8.5)
7. The Review Team commends the Faculty for its solution to increasing student access to computer and design facilities. (Section 5.3.2)
8. The Review Team commends the Faculty for its new Graduate Teaching Fellows program. The Review Team feels that this new Program will assist the Faculty to address two problem areas - staff workload and the lack of integration of Research Students into the academic life of the Faculty. (Section 6.3.3)
9. The Review Team commends the Faculty for its successful internationalisation of the student cohort. (Section 7.1.3)
10. The Review Team commends the Faculty for its leadership role in support of best practice in the Australian built environment. (Section 10.1.2)

### ***Recommendations***

1. The Review Team recommends that the Faculty ensures that Academic Staff focus on faculty strategic directions and the delivery of teaching and learning and research and that strategic project teams include relevant General Staff to ensure underlying enabling support is available to assist implementation of project outcomes. (Section 3.6.6)
2. The Review Team recommends that the Faculty liaise with the Sydney College of the Arts and the Universities of Melbourne and Hong Kong to learn how those institutions evaluate their studio units. (Section 3.9.3)
3. The Review Team recommends that in addition to inclusion of Generic Attributes in the Faculty Handbook and on the template for Unit of Study description, that academic staff make explicit to students in the first lecture of the semester the Graduate Attributes developed by successful completion of the Unit of Study. (Section 4.2.4)
4. The Review Team recommends that the Assoc Dean (Graduate Studies) use the move to 6 Credit Points to review the Faculty's Postgraduate Coursework offerings. (Section 4.3.8)
5. The Review Team recommends that the Faculty collects broader research performance data, beyond the DEST figures, to more accurately identify and reward staff research performance, by measures such as providing relief from teaching. (Section 6.1.3)
6. The Review Team recommends that the Faculty work to ensure that all 5 research groups offer active research seminar series and have regular social activities available to both research students and staff. (Section 6.2.6)
7. The Review Team recommend that the Faculty clarify its relationship with the Research Centres and the Faculty and ensure that there are appropriate reporting and monitoring mechanisms in place. (Section 6.4.2)
8. The Review Team recommends that the Faculty investigate means of providing opportunities for BDesComp students to develop specialisations. (Section 8.1.4)
9. The Review Team recommends that a means of building a scholarly and learning community be included in the structural review mooted by the Dean. It is also recommended that Senior Faculty Staff as well as Disciplinary Leaders be involved in this discussion. (Section 9.1.3)

10. The Review Team recommends that the Faculty Strategic Plan be widely consulted across the Faculty and its stakeholder groups. (Section 9.3.2)

**ANALYSIS OF COMMENDATIONS AND RECOMMENDATIONS  
PHASE ONE ACADEMIC BOARD REVIEWS 2001-2003**

## Introduction

The following document analyses the commendations and recommendations from the Academic Board Faculty review visits which took place between 2001 and 2003. The visits reviewed and evaluated teaching and learning and research training in all faculties, including the Institute for Teaching and Learning and the Koori Centre.

The categories which have been used for the analysis include the scales used in the Student Course Experience Questionnaire and the Student Research Experience Questionnaire, plus additional categories relating specifically to teaching and learning, Academic Board policies, Faculty management and administration. Commendations and Recommendations were examined in the light of these categories and counted accordingly. Commendations and recommendations that covered more than one category have been counted in both.

## Sections and Categories

The following sections and categories are used in the analysis:

### Quality assurance processes (Page 3)

- Faculty wide processes
- Curriculum Development and Review
- Evaluation of units of study/ student feedback
- Benchmarking
- Accreditation and professional links

### Teaching and learning issues relating to the whole student body (undergraduate, postgraduate coursework, postgraduate research) (Page 6)

- Academic Board policies – implementation and compliance
- Generic and disciplinary skills
- International students support and resources
- Learning community
- Learning resources
- Overall satisfaction

Teaching and learning issues relating to coursework programs (Page 9)

- Good teaching
- Clear goals and standards
- Appropriate Assessment
- Appropriate Workload
- Student progression and retention
- Online learning
- Research-led teaching

Research training issues (postgraduate research students *and* staff) (Page 12)

- Quality of supervision (including training of supervisors)
- Quality of infrastructure
- Research climate
- Training of RHD students
- Research activity of staff

Issues relating to Faculty management, administration and staff development (Page 15)

- Leadership and management
- Working environment and culture
- Communication processes – internal
- Communication processes – external
- Staff development
- Recognising excellence in teaching
- Student support and administration

**Arrangement**

Each section consists of:

- 1 A table showing the number of commendations and recommendations for each College, Faculty and the whole university in each category.
- 2 A table showing the subject coverage of each category, and sample commendations and recommendations for that category.

**Rachel Symons**  
**Quality Assurance Officer**

**9 September 2003**

QUALITY ASSURANCE PROCESSES

	Faculty-wide Processes		Curriculum Development and Review		Evaluation of Units of Study/ Student Feedback		Benchmarking		Accreditation and Professional Links	
	COM	REC	COM	REC	COM	REC	COM	REC	COM	REC
<b>CHS</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>6</b>	<b>4</b>		<b>2</b>		<b>1</b>
Dentistry			3	1	2			1		
Health Sciences			2							
Medicine	1		1	1						
Nursing		1	2	1	3	4		1	1	1
Pharmacy			1		1					
<b>CHASS</b>		<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	
Arts		1								
Economics & Business		1				1	1		1	
Education			2		1		1			
Law			1	1		1		1		
SCA			1	1						
Conservatorium					1		1		1	
<b>CST</b>			<b>2</b>	<b>4</b>	<b>2</b>	<b>10</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>
Agriculture			1	1						
Architecture					1	3		1		1
Engineering				1		2		1		
Rural Management				2	1	1	1	1		
Science			1			4				
Veterinary Science										
Institute for Teaching & Learning			1	3			1			
The Koori Centre		1	1				1	1		
<b>UNIVERSITY</b>	<b>1</b>	<b>5</b>	<b>17</b>	<b>12</b>	<b>10</b>	<b>16</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>2</b>

Quality assurance processes – coverage and sample commendations and recommendations

Category	Sample commendations (COM) and Recommendations (REC)
<p><b>Faculty wide processes</b> Faculty wide quality assurance processes (includes ensuring currency of information about degree program)</p>	<p><b>Commendation:</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the quality assurance processes within the Faculty and considers that they provide an example of ‘best practice’ from which other faculties could usefully learn.</li> </ul> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• The Faculty is encouraged to consider ways of ensuring consistency in quality assurance processes.</li> </ul>
<p><b>Curriculum development and review</b> Development of curriculum including new degrees and courses, use of student feedback Cross Faculty cooperation/ combined degrees Curriculum review process</p>	<p><b>Commendation:</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the Faculty on its curriculum review process, which was considered to be effective, systematic, timely and consultative.</li> <li>• The Review Team commends the Faculty on the major redesign and restructuring of the undergraduate degree program</li> </ul> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty investigate ways of providing more input into the curricula of teaching provided by other faculties</li> <li>• The Review Team recommends that the Faculty ensure that as far as possible advertised units of study are offered</li> </ul>
<p><b>Evaluation of units of study: use of student feedback</b> Evaluation of units of study Responsiveness to student feedback on evaluations Informing students of result of their feedback</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty is responding well to feedback from student evaluations and a number of changes have been made to units of study as a result</li> <li>• The Faculty is proactive in seeking and responding to student feedback as in advising students of changes that have been made.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty complies with the Academic Board policy on student evaluation and feedback by providing in written form information to students on the results of, and actions taken, in response to their feedback</li> <li>• More formalised mechanisms for collating, analysing, disseminating and responding to student feedback should be developed. This should include mechanisms for advising students of changes resulting from their feedback</li> </ul>

Category	Sample commendations (COM) and Recommendations (REC)
<b>Benchmarking</b> Benchmarking activities with Australian and overseas universities and colleges	<b>Commendation</b> <ul style="list-style-type: none"><li>• The Review Team commends the Faculty on the benchmarking activities it is undertaking with the University of Melbourne</li></ul> <b>Recommendation</b> <ul style="list-style-type: none"><li>• The Faculty is encouraged to establish formal benchmarking practices with Australian and international faculties/ universities</li></ul>
<b>Accreditation</b> Accreditation processes and activities Links with the profession and professional bodies	<b>Commendation</b> <ul style="list-style-type: none"><li>• The Review Team commends the Faculty on the success of its recent accreditation outcomes</li><li>• The links that the Faculty has with the profession are very impressive. They bring students in touch with their profession on a daily basis, and are of mutual benefit to both staff and students</li></ul> <b>Recommendation</b> <ul style="list-style-type: none"><li>• Advisory committees, including professional practitioners, should be established for all of the Faculty's programs</li></ul>

TEACHING AND LEARNING ISSUES RELATING TO THE WHOLE STUDENT BODY<sup>1</sup>

	Academic Board Policies		Generic Skills		International Students		Learning Community		Learning Resources		Overall Satisfaction	
	COM	REC	COM	REC	COM	REC	COM	REC	COM	REC	COM	REC
<b>CHS</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>2</b>		<b>3</b>	<b>3</b>	
Dentistry							3	2		2	1	
Health Sciences	1				1							
Medicine		1		1		1						1
Nursing			1				1			1		
Pharmacy	1		1			1						1
<b>CHASS</b>	<b>2</b>	<b>4</b>		<b>5</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	
Arts		2			1		1					
Economics & Business	1	2		1								
Education				1				1				
Law				1		1	4	3	2	1		1
SCA				1		1		1				
Conservatorium	1			1			1					
<b>CST</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>4</b>			<b>6</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Agriculture		1	1	1								
Architecture		1		1			1	1	1	1		3
Engineering			1									
Rural Management			1	1			3					1
Science	1		1	1			1	1				
Veterinary Science			1				1		1	2		
Institute for Teaching & Learning The Koori Centre				1					1			
<b>UNIVERSITY</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>11</b>	<b>2</b>	<b>4</b>	<b>16</b>	<b>9</b>	<b>5</b>	<b>7</b>	<b>7</b>	

<sup>1</sup> Undergraduate, postgraduate coursework, postgraduate research – issues where recommendations and commendations covered all students; and scales that appear in both the SCEQ and SREQ



Teaching and Learning Issues – coverage and coverage and sample commendations and recommendations

Category	Sample commendations (COM) and Recommendations (REC)
<p><b>Academic Board Policies</b> Compliance and implementation of Academic Board policies Dissemination to staff and students Knowledge of by staff and students Issues relating to specific policies – Academic Honesty, Intellectual Property, Parallel Teaching (<i>Management and Evaluation of Teaching</i> and <i>Quality Assurance and Online Learning</i> are counted in Quality Assurance Processes Section; <i>Generic Attributes of Graduates</i> is counted in Generic Skills in this section)</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty commends the Faculty on its audit of Academic Board policies</li> <li>• Effective structures and strategies are in place to communicate Faculty and University policies with full-time staff</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty needs to consider improving the dissemination of Academic Board policies</li> <li>• The Review Team recommends that the Faculty consider ways of informing research higher degree students of their rights under the Intellectual Property rule</li> </ul>
<p><b>*Generic skills</b> Development of generic and disciplinary skills Explicit inclusion in units of study Knowledge of by students</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the Faculty on its positive approach to embedding the University Generic Attributes of Graduates into the curriculum through the development and implementation of the capability program</li> <li>• The Faculty is to be congratulated that the alignment of course content with the Graduate Attributes of Veterinarians is working well with both staff and students</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty consider stating generic attributes more explicitly in course outlines</li> <li>• The Review Team recommends that the Faculty develops relevant generic attributes and communicates these to the students</li> </ul>
<p><b>International Students</b> Specific support and resources for international students Language support for NESB students (local and international)</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the Faculty on the support it provides to the international student cohort</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty consider ways of improving the support and monitoring of international students, particularly postgraduate students</li> </ul>

Category	Sample commendations (COM) and Recommendations (REC)
<p><b>*Learning Community</b> Social experience of learning at university Sense of belonging to a community where learning with other people is a priority Exploration of academic interests with other staff and students Isolation issues (where Faculty is located away from Camperdown or Darlington) Structures in place to support combined degree/ distance education students</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the Faculty on its provision of a supportive and student-focused learning environment which was appreciated by students.</li> <li>• The Faculty is commended for its special arrangements to support students enrolled in combined degrees</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The processes for mid-year entry are recommended for review by the Faculty to ensure that students commencing courses mid-year receive the same level of information, induction and support as students starting in first semester</li> <li>• The Faculty should investigate how it can improve management of combined degrees, including how to improve communications with students enrolled in these degrees, and communication with the collaborating faculties</li> </ul>
<p><b>Learning Resources</b> Library Web resources</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The faculties initiative to improve access to certain facilities such as computers and audio-visual material is commendable</li> <li>• Everyone in the Faculty is to be commended on the development of this valuable learning resource (Veterinary Education and Information Network) which should be exploited</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty is encouraged to consider ways to respond to student views on the need for the provision of weekend library support</li> <li>• It is recommended that the Faculty consider strategies to ensure that students from non-English speaking backgrounds are appropriately supported and made fully aware of the language support provision available in the University, such as that provided by the University Learning Centre</li> </ul>
<p><b>*Overall satisfaction</b> Satisfaction with quality of degree course Satisfaction with quality of teaching staff</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the Faculty on the support, enthusiasm and loyalty of the student cohort to the Faculty</li> <li>• The Review Team commends the Faculty on the sense of ownership of the new program within the student body</li> </ul>

\*Scales from SCEQ and SREQ

TEACHING AND LEARNING ISSUES RELATING TO COURSEWORK PROGRAMS

	Good Teaching		Clear Goals and Standards		Appropriate Assessment		Appropriate Workload		Student Progression and Retention		Online Learning		Research Led Teaching	
	COM	REC	COM	REC	COM	REC	COM	REC	COM	REC	COM	REC	COM	REC
<b>CHS</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>1</b>		<b>1</b>		<b>2</b>		<b>2</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>
Dentistry	<i>1</i>	<i>1</i>				<i>1</i>		<i>1</i>			<i>2</i>	<i>1</i>	<i>1</i>	<i>1</i>
Health Sciences		<i>1</i>						<i>1</i>				<i>1</i>		
Medicine	<i>1</i>	<i>1</i>		<i>1</i>						<i>1</i>	<i>1</i>		<i>1</i>	
Nursing	<i>1</i>	<i>4</i>	<i>1</i>							<i>1</i>	<i>1</i>			
Pharmacy	<i>1</i>		<i>1</i>									<i>1</i>	<i>1</i>	
<b>CHASS</b>	<b>9</b>	<b>9</b>		<b>4</b>		<b>6</b>	<b>1</b>		<b>6</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>
Arts		<i>2</i>						<i>2</i>				<i>1</i>		
Economics & Business	<i>1</i>	<i>4</i>				<i>1</i>		<i>1</i>	<i>1</i>					<i>1</i>
Education	<i>3</i>						<i>1</i>					<i>1</i>	<i>1</i>	
Law	<i>3</i>	<i>3</i>		<i>2</i>		<i>3</i>		<i>1</i>	<i>1</i>			<i>1</i>	<i>1</i>	
SCA	<i>1</i>			<i>1</i>		<i>1</i>		<i>2</i>			<i>1</i>			
Conservatorium	<i>1</i>			<i>1</i>		<i>1</i>							<i>1</i>	
<b>CST</b>	<b>8</b>	<b>8</b>		<b>2</b>		<b>4</b>		<b>2</b>	<b>8</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>3</b>
Agriculture	<i>1</i>	<i>3</i>		<i>1</i>					<i>2</i>				<i>1</i>	<i>1</i>
Architecture	<i>3</i>											<i>1</i>	<i>1</i>	<i>1</i>
Engineering	<i>1</i>	<i>2</i>		<i>1</i>		<i>2</i>		<i>1</i>	<i>3</i>			<i>1</i>		
Rural Management	<i>1</i>							<i>1</i>				<i>1</i>		
Science	<i>2</i>	<i>3</i>				<i>2</i>		<i>1</i>	<i>3</i>	<i>1</i>			<i>1</i>	<i>1</i>
Veterinary Science									<i>1</i>	<i>2</i>	<i>1</i>		<i>1</i>	
Institute for Teaching & Learning	<i>2</i>													
The Koori Centre	<i>1</i>				<i>1</i>				<i>2</i>			<i>1</i>		

<b>UNIVERSITY</b>	<b>25</b>	<b>24</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>11</b>	<b>1</b>	<b>4</b>	<b>16</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>10</b>	<b>5</b>
<b>Teaching and Learning Issues Relating To Coursework Programs – coverage and coverage and sample commendations and recommendations</b>														

<b>Category</b>	<b>Sample commendations (COM) and Recommendations (REC)</b>
<p><b>*Good Teaching</b> Clear expectations Motivating students Making the course interesting Understanding students' problems Standard of teaching received Useful and timely feedback</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>The Review Team commends the practice of involving senior staff in first year teaching. It represents a benchmark which could be usefully applied in all faculties</li> <li>The Review Team commends the Faculty on the improvement in the timeliness of feedback on assessment</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>The Review Team recommends that the Faculty consider ways of addressing the inconsistency in the quality of teaching</li> <li>The Review Team recommends that staff instigate a process which acknowledges the problems raised and addresses the answers to them</li> </ul>
<p><b>*Clear Goals and Standards</b> Clear aims and objectives for the course Clear expectations for the standard of the work</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>The Review Team commends the Faculty on the awareness of course objectives across all disciplines</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>The Review Team recommends that the Faculty undertake more work in the articulation and communication of assessment standards to students</li> <li>The Review Team recommends that the Faculty considers the need for a more consistent message to be conveyed to casual staff regarding standards, policies and practices particularly as they relate to assessment</li> </ul>
<p><b>*Appropriate Assessment</b> Extent to which the assessment means higher order thinking and understanding rather than simple factual recall Types of assessment</p>	<p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>The Review Team recommends that the Faculty consider publicising assessment criteria</li> <li>The Faculty is encouraged to consider ways to respond to student dissatisfaction with the lack of variability in assessment</li> <li>Since assessment of participation in seminar classes is seen as unfair by some students, the Faculty needs to consider another form of assessment</li> </ul>
<p><b>*Appropriate workload</b> Reasonable workload Timing of assignments</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>The Review Team commends the Faculty in its commitment to achieving a better balance with students' workloads</li> </ul>

Category	Sample commendations (COM) and Recommendations (REC)
<p><b>Student progression and retention</b> Provision and effectiveness of programs to aid students in transition from school to university and from university to work First Year Experience Special programs for advanced students Identification of students at risk of failure or non-completion Expanding and increasing diversity of student base by targeted recruitment strategies</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the Faculty on the effectiveness of the first year transition program, as testified by the improvement in retention rates</li> <li>• The Faculty is to be congratulated on the resources that are in place to assist students in their learning, and to identify, monitor and counsel students' at risk</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team should investigate ways of formalising methods of identifying students at risk during the semester</li> <li>• The Review that the Faculty investigate the introduction of a common first year for students, as well as the introduction of flexibility into the program which would allow students to change specialisations during their degree</li> </ul>
<p><b>Online learning</b> Uptake of online learning by staff and students Use of WebCT and other e-learning programs Support for online learning</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the Faculty on the way in which the use of online learning through WebCT has enhanced teaching and learning</li> <li>• The Faculty is commended on its effective use of WebCT as learning support</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty should have a policy on online teaching and learning which is disseminated appropriately and implemented effectively. It should also update its website</li> <li>• The Review Team recommends that the Faculty consider ways to further develop online learning. It should also investigate ways in which the need of the students for consistency and for identification of material relevant to their particular discipline can be identified</li> </ul>
<p><b>Research-led teaching</b> Integration of research into teaching – staff and student perceptions and experiences Research into scholarship of teaching Enquiry based learning</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty is commended on its research-led teaching initiatives in both undergraduate and postgraduate degrees</li> <li>• The Faculty's success in integrating research and teaching was noted as an example of good practice</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty consider way sof stressing the link between research and teaching to students</li> <li>• The Review Team recommends that the Faculty should encourage staff to reflect on their practice and document information which could be used as a model for enquiry based learning</li> </ul>

\*SCEQ scales

**RESEARCH TRAINING ISSUES (POSTGRADUATE RESEARCH STUDENTS AND STAFF)**

	Quality of Supervision <sup>2</sup>		Quality of Infrastructure		Research Climate		Training of RHD students		Research activity of staff	
	COM	REC	COM	REC	COM	REC	COM	REC	COM	REC
<b>CHS</b>	<b>1</b>			<b>5</b>	<b>1</b>	<b>3</b>		<b>2</b>		<b>2</b>
Dentistry				2	1			2		1
Health Sciences				1		1				
Medicine				1		1				
Nursing	1					1				1
Pharmacy				1						
<b>CHASS</b>		<b>7</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	
Arts		2	1					1		
Economics & Business			1			1				
Education		1			1		1			
Law		2		1	1		1			
SCA		1				1				1
Conservatorium		1				1				
<b>CST</b>	<b>2</b>	<b>4</b>		<b>4</b>		<b>3</b>		<b>1</b>	<b>1</b>	<b>4</b>
Agriculture	1	1		1				1		
Architecture		1		1		1				
Engineering	1									
Rural Management						1			1	3
Science				1						
Veterinary Science		2		1		1				1
Institute for Teaching & Learning The Koori Centre					1				2	1
<b>UNIVERSITY</b>	<b>3</b>	<b>11</b>	<b>2</b>	<b>10</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>7</b>

<sup>2</sup> Includes training of supervisors

**Research training issues (Postgraduate research students *and* staff) - coverage and coverage and sample commendations and recommendations**

Category	Sample commendations (COM) and Recommendations (REC)
<p><b>*Quality of Supervision</b>                      Arrangements in place for ensuring high standards of supervision                      Training of supervisors                      Helpful feedback                      Meetings with supervisor</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty is commended on its high level of commitment to supervisors completing the Postgraduate supervisors development program run by the Institute for Teaching and Learning</li> <li>• The Review Team congratulates the Faculty on its excellent standard in research supervision and training, and on the fact that all processes are working well.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• Students should be encouraged to have regular and timely contact with their supervisors</li> <li>• The Review Team found that the arrangements for the supervision of research students do not conform to Academic Board policy. The Faculty should review inconsistencies in the frequency and quality of supervision</li> </ul>
<p><b>*Quality of infrastructure</b>                      Resources and support in place for RHD students – physical and financial</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the Faculty on the provision of its dedicated postgraduate research facilities</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty consider ways to address the uneven distribution of support for postgraduate research students across disciplines and provide students with advice on how funds are allocated</li> <li>• The Review Team recommends that the Faculty consider making improvements in the resources and accommodation for research students</li> </ul>

Category	Sample commendations (COM) and Recommendations (REC)
<p><b>*Research climate</b> Involvement in broader research climate Good seminar program Feeling part of Faculty community</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty is commended for its attempts to improve aspects of research training. Collaboration between the Faculty and the postgraduate students association in the induction program, forums and research seminars was important to the students</li> <li>• The Review Team commends the Faculty on its Research Day and Summer Research Scholarships. These are seen as positive initiatives that will contribute to the research profile of the Faculty</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty consider ways of improving the postgraduate research student experience, particularly in relation to developing a Faculty wide induction program, cross school connections, research seminars, and involvement in the business of the Faculty</li> <li>• It is recommended that the Faculty develop a stronger and more active research community across the Faculty, and thereby avoid the sense of isolation currently experienced by some students</li> </ul>
<p><b>Training of RHD students</b> Induction and orientation programs Training in research methods, statistical courses etc Mentoring in academic processes such as ARC grant submissions</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty is commended on its introduction of compulsory research courses for research students which are likely to have contributed to an improvement in PhD completions</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends the introduction of a formal induction program for research students</li> <li>• The Faculty may consider the introduction of a compulsory research methods course to induct new graduate students within the Faculty, and give them milestones in terms of their candidature</li> </ul>
<p><b>Research activities of staff</b> Staff activity in research Presence or not of research culture</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty is commended on the development of a research culture within the institution</li> <li>• The Faculty is to be commended on the high level of debate on key aspects of learning, particularly teaching and assessment of graduate capabilities, and for their research in this area</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommended that the Faculty seek to maximise the support available from the College and the University in strengthening its research activities</li> <li>• The Review Team recommends that the Faculty actively plan changing the strategic directions of the Faculty to enhance staff opportunities for research and create an effective research culture</li> </ul>

\*SREQ scales



ISSUES RELATING TO FACULTY MANAGEMENT, ADMINISTRATION AND STAFF DEVELOPMENT

	Leadership and Management		Working environment and culture		Communication processes Internal <sup>3</sup>		Communication processes External <sup>4</sup>	Staff development		Recognising excellence in teaching		Student support and administration	
	COM	REC	COM	REC	COM	REC		COM	REC	COM	REC	COM	REC
<b>CHS</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>5</b>		<b>2</b>		
Dentistry					1	1			2		1		
Health Sciences			2		1		2				1		
Medicine	1				2								
Nursing			1		2		1		1				
Pharmacy	1	1	2	2				2	2				
<b>CHASS</b>	<b>3</b>		<b>3</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>9</b>	<b>9</b>	<b>1</b>	<b>4</b>		<b>2</b>
Arts			1			1		2	1		1		
Economics & Business	1							3	2				2
Education								1	2				
Law	1				1			1	2	1	1		
SCA			1	1		3	3	1	2		1		
Conservatorium	1		1	1	1	1		1			1		
<b>CST</b>	<b>3</b>		<b>5</b>	<b>3</b>	<b>3</b>	<b>6</b>		<b>5</b>	<b>7</b>	<b>2</b>	<b>2</b>		
Agriculture			1			1		1	1		2		
Architecture	1		1	1		1			2				
Engineering			1			2		1					
Rural Management					1			1	1				
Science	1		1		1	1		1	2	1			
Veterinary Science	1		1	1	1	1		1	1	1			
Institute for Teaching & Learning	2	1	1		2				1				
The Koori Centre	1		2					2	1		1		2

<sup>3</sup> Within the Faculty or College

<sup>4</sup> With Camperdown/Darlington campus (SCA, Health Sciences and Nursing); with local community (SCA only)

UNIVERSITY	14	3	16	7	13	12	6	18	22	3	11	2
Management, Administration and Staffing - coverage and coverage and sample commendations and recommendations												

Category	Sample commendations (COM) and Recommendations (REC)
<p><b>Leadership and management</b> Leadership of Dean and senior staff Restructuring of Faculty (where relevant) Change management Planning processes</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>The Review Team commends the Faculty on strong team work by staff and students, which is facilitated by a collegial and collaborative leadership style</li> <li>It is obvious from talking to students that the leadership style of the Den has been at the core of the transformation of the Faculty.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>The Review Team recommends that the Faculty identify and prioritise the main objectives of the strategic plan to facilitate earlier achievement of those that are the most important</li> </ul>
<p><b>Working Environment and culture</b> Staffing resource issues Staffing vacancies Casualisation of staff Staff satisfaction with teaching and learning conditions Faculty culture, sense of community</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>The Review Team commends the Faculty on the development of a consultative culture, which has provided a sense of ownership of policies and processes by all staff.</li> <li>The Faculty is to be commended on the high commitment and enthusiasm demonstrated by staff and students, the development of a reflective culture, and the responsiveness to critique</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>The Review Team recommends that the Faculty consider ways of improving the current heavy staff workload</li> <li>The Faculty needs to address the problems which arise due to its policy of employing a large number of casual staff.</li> </ul>
<p><b>Communication processes - Internal</b> Internal mechanisms for dissemination of information</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>The Team considered that the Faculty's committee structure and lines of communication were exemplary, particularly given the size and complexity of the Faculty</li> <li>The Review Team commends the Faculty for the usefulness of the website as a major communication channel for staff and students</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>The Review Team recommends that the Faculty implement a communication strategy for all casual staff</li> <li>It is recommended that the Faculty should look at ways of improving communication between departments and between staff and students</li> </ul>

Category	Sample commendations (COM) and Recommendations (REC)
<p><b>Communication processes - External</b> Links with outside (local) community Links with other campuses (where Faculty is located away from Camperdown or Darlington)</p>	<p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty investigate ways to promote stronger staff and student integration into the broader University community</li> <li>• The Review Team recommends that because of the isolation of students from the resources of the main campus, the Faculty should consider ways of putting resources, structure and processes in place on site to help these students</li> </ul>
<p><b>Staff development</b> Activities to develop teaching skills of staff Teaching days, seminars, workshops et Staff involvement in development of Teaching and Learning Plan, dissemination of Teaching and Learning Plan Staff involvement in Teaching and Learning Committee, activities of Teaching and Learning Committee Use of the Institute for Teaching and Learning for staff development activities, training, workshops Further education of staff eg GCHE Training and mentoring of new staff</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team commends the Faculty on its use of the Institute for Teaching and Learning.</li> <li>• The Review Team commends the Faculty on the number of staff development activities which are taking place aimed at improving the quality of teaching and learning within the Faculty</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty is encouraged to establish a formal mentoring program for new teachers</li> <li>• The Faculty should encourage all new and existing staff to attend teaching workshops and skill development sessions in order to maintain and ensure a level of consistency in teaching standards</li> </ul>
<p><b>Recognising excellence in teaching</b> Rewarding excellence in teaching – Faculty and University teaching excellence awards Student awareness of awards, ways of recognising good teachers</p>	<p><b>Commendation</b></p> <ul style="list-style-type: none"> <li>• The Faculty is commended on its support and recognition of good teaching through grants and awards</li> <li>• The high number of teaching awards achieved by Faculty staff is to be commended</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty considers the introduction of a formalised process for the recognition of good teaching. It further recommends that staff should be encouraged to apply for University teaching excellence awards</li> <li>• The Review Team recommends that the Faculty consider the development of a Faculty level teaching excellence award</li> </ul>
<p><b>Student support and administration services</b> Efficiency of enrolment and admission processes Student administration services – Faculty and University</p>	<p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>• The Review Team recommends that the Faculty consider ways of improving the admissions and enrolments process in the Faculty office.</li> </ul>