



---

## Academic Board Agenda

Academic Board Officer: Megan Kemmis

Secretariat, Quadrangle, A14  
Phone: 9351 3306; Fax: 9351 3572  
E-mail: [admin@academicboard.usyd.edu.au](mailto:admin@academicboard.usyd.edu.au)  
Web site: <http://www.usyd.edu.au/ab>

---

### NOTICE OF MEETING

A meeting of the **Academic Board** will be held at **2.00 pm** on **Wednesday, 2 November 2005** in the Professorial Board Room.

Members who are unable to attend are asked to notify Megan Kemmis at the above address. Enquiries concerning this meeting may also be directed to Ms Kemmis.

*Megan Kemmis*  
for  
Dr W Adams  
**Registrar**

26 October 2005

---

### AGENDA

*Pages*

- ★ 1. **Apologies**  
Apologies have been received from:
  
- ★ 2. **Arrangement of agenda**
  - 2.1 **Starring of items**
  
  - 2.2 **Adoption of unstarred items**  
  
*Recommendation*  
*That the Academic Board resolve as recommended with respect to all unstarred items.*
  
- 3. **Minutes of previous meeting** *separate attachment*  
  
*Recommendation*  
*That the Academic Board adopt the minutes of the previous meeting held on 21 September 2005 as a true record.*
  
- 4. **Business arising from Minutes** (not dealt with elsewhere in the Agenda)

- 
- ★ 5. **Report of the Chair**
- 5.1 **Report on Senate Matters**
- [5.1.1 Report of the Senate meeting held on 19 September 2005](#) 9-11
- Recommendation*  
That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting held on 19 September 2005.
- 5.2 **General report**
- [5.2.1 Report of 2005 Winter School](#) 11, 16-19
- Recommendation*  
That the Academic Board note the report of the 2005 Winter School, as set out in the report presented.
- [5.2.2 Strategic Directions 2006-2010](#) 11, 20-31
- Recommendation*  
That the Academic Board note the report on Strategic Directions 2006-2010, as set out in the report presented.
- [5.2.3 Academic Board Membership 2006](#) 11-15
- Recommendation*  
That the Academic Board note the report on Academic Board membership for 2006, as set out in the report presented.
- [5.2.4 National Committee of Chairs of Academic Boards and Academic Senates](#) 15
- Recommendation*  
That the Academic Board note the report on the National Committee of Chairs of Academic Board and Academic Senates, as set out in the report presented.
- ★ 6. **Report of the Vice-Chancellor and Principal**
- 6.1 **Report on Senate Matters**
- [6.1.1 Report of the Senate meeting held on 19 September 2005](#) 32-33
- Recommendation*  
That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting held on 19 September 2005.
- 6.2 **General report**
- Recommendation*  
That the Academic Board note the general report of the Vice-Chancellor and Principal.
- ★ 7. **Question time**  
Questions to the Vice-Chancellor and Chair of the Academic Board  
  
(Time limit 15 minutes)

8. **Reports of Faculties and Boards**  
**8.1 Report of the Faculty of Nursing and Midwifery** 34-35

**8.1.1 Receipt of report**

***Recommendation***

*That the Academic Board receive and note the report of the Faculty of Nursing and Midwifery.*

**8.1.2 Semester and Vacation Dates 2006** 34-35

***Recommendation***

*That the Academic Board approve the semester and vacation dates for the Faculty of Nursing and Midwifery for the year 2006, as set out in the report presented.*

9. **Report of the Undergraduate Studies Committee**  
(Associate Professor Bruce Sutton)

★ **9.1 Oral report of the Chair**

***Recommendation***

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

**9.2 Report of the meeting held by circulation in October 2005** 36

**9.2.1 Receipt of report**

***Recommendation***

*That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held by circulation in October 2005.*

**9.2.2 Proposals for Amended Courses**

**9.2.2.1 Faculty of Economics and Business and Faculty of Law: Bachelor of Commerce and Bachelor of Laws, Bachelor of Economic and Social Sciences and Bachelor of Laws and Bachelor of Economics and Bachelor of Laws** 36, 38-46

***Recommendation***

*That the Academic Board:*

- (1) *note the Resolutions of the Faculty relating to the Bachelor of Commerce and Bachelor of Laws, Bachelor of Economic and Social Sciences and Bachelor of Laws, and Bachelor of Economics and Bachelor of Laws combined degree courses, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (2) *approve the faculty requirements relating to the cross-faculty management of the courses, units of study, the pass degree, the honours degree and award of the degrees*

*with effect from 1 January 2006, as set out in the report presented.*

**9.2.2.2 Faculty of Health Sciences: Bachelor of Applied Science, Bachelor of Behavioural Health Science and Bachelor of Health Sciences** 36-37, 47-56

***Recommendation***

*That the Academic Board:*

- (1) *approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science, Bachelor of Behavioural Health Science and Bachelor of Health Sciences courses within the Faculty;*
  - (2) *note the amendment to the Resolutions of the Faculty relating to these courses within the Faculty, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
  - (3) *approve the faculty requirements relating to units of study*
- with effect from 1 January 2006, as set out in the report presented.*

**9.2.2.3 Faculty of Science: Bachelor of Science** 37, 57-58

***Recommendation***

*That the Academic Board:*

- (1) *approve the proposal from the Faculty of Science to amend the Bachelor of Science;*
  - (2) *note the amendment to the Resolutions of the Faculty relating to the Bachelor of Science, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
  - (3) *approve the faculty requirements relating to the honours degree*
- with effect from 1 January 2006, as set out in the report presented.*

**10. Report of the Graduate Studies Committee**  
(Associate Professor Anthony Masters)

★ **10.1 Oral report of the Chair**

***Recommendation***

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

**10.2 Report of the meeting held on 4 October 2005** 59

**10.2.1 Receipt of report**

***Recommendation***

*That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 4 October 2005.*

## 10.2.2 Proposals for new and amended postgraduate courses

### 10.2.2.1 Faculty of Economics and Business

#### (1) Master of Public Affairs; Graduate Diploma in Public Affairs and Graduate Certificate in Public Affairs 59, 65-70

##### **Recommendation**

*That the Academic Board:*

- (i) *approve the proposal from the Faculty of Economics and Business to amend the Master of Public Affairs; Graduate Diploma in Public Affairs and Graduate Certificate in Public Affairs*
  - (ii) *recommend that Senate:*
    - (a) *endorse the Academic Board's approval of the proposal; and*
    - (b) *approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Economics and Business and relating to the course; and*
  - (iii) *approve the faculty requirements relating to the degree;*
- with effect from 1 January 2006, as set out in the report presented.*

#### (2) Master of Public Policy 60, 71-73

##### **Recommendation**

*That the Academic Board:*

- (i) *approve the proposal from the Faculty of Economics and Business to amend the Master of Public Policy*
  - (ii) *recommend that Senate:*
    - (a) *endorse the Academic Board's approval of the proposal; and*
    - (b) *approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Economics and Business and relating to the course; and*
  - (iii) *approve the faculty requirements relating to the degree;*
- with effect from 1 January 2006, as set out in the report presented.*

#### 10.2.2.2 Faculty of Health Sciences: Graduate Diploma in Communication Disorders 60

##### **Recommendation**

*That the Academic Board:*

- (i) *approve the proposal from the Faculty of Health Sciences to introduce the Graduate Diploma in Communication Disorders*
- (ii) *recommend that Senate:*

- (a) endorse the Academic Board's approval of the proposal; and
  - (b) approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Health Sciences and relating to the course; and
  - (iii) approve the faculty requirements relating to the degree;
- with effect from 1 January 2006, as set out in the report presented.

**10.2.2.3 Faculty of Veterinary Science: Master of Veterinary Public Health Management** 61, 74-75

**Recommendation**

That the Academic Board:

- (i) approve the proposal from the Faculty of Veterinary Science to amend the Master of Veterinary Public Health Management
  - (ii) recommend that Senate:
    - (a) endorse the Academic Board's approval of the proposal; and
    - (b) approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Veterinary Science and relating to the course; and
  - (iii) approve the faculty requirements relating to the degree;
- with effect from 1 January 2006, as set out in the report presented.

**10.2.3 Amendment of the Resolutions of the Senate**

**10.2.3.1 Faculty of Arts : Master of Arts in Public History; Master of Letters in Public History; Master of Theology; Master of Theology (Honours); Graduate Diploma in Early Christian Studies; Graduate Diploma in Modern Language Teaching; Graduate Diploma in Public History; Graduate Diploma in Public History (Heritage); Graduate Diploma in Public History (Media); Graduate Certificate in Early Christian Studies; Graduate Certificate in Human Services Management; Graduate Certificate in Modern Language Teaching; and Graduate Certificate in Public History** 61-62, 76-77

**Recommendation**

That the Academic Board recommend that Senate approve the rescission of the Resolutions of the Senate relating to the degrees, diplomas and certificates offered by the Faculty of Arts, with effect from 1 January 2006, as set out in the report presented.

#### **10.2.4 Review of Policies**

##### **10.2.4.1 Policy on definition of thesis, dissertation and units of study** 62

###### ***Recommendation***

*That the Academic Board approve the changes to the policy “Guidelines for the Usage of the Terms Thesis, Treatise, Dissertation, Essay and Long Essay as Units of Study Within Coursework Programs”, with immediate effect, as set out in the report presented.*

##### **10.2.4.2 PhD Candidature: Maximum Length** 62-63

###### ***Recommendation***

*That the Academic Board approve the changes to the policy “PhD Candidature: Maximum Length”, with immediate effect, as set out in the report presented.*

#### **10.2.5 Postgraduate English Language Requirements** 63-64, 78-83

###### ***Recommendation***

*That the Academic Board amend the policy “Postgraduate English Language Requirements”, with immediate effect, as set out in the report presented.*

#### **10.2.6 Proceedings of the Committee** 64

###### ***Recommendation***

*That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 4 October 2005, as set out in the report presented.*

### **11. Report of the Learning and Teaching Committee** (Professor Penny Gay)

#### **★ 11.1 Oral report of the Chair**

###### ***Recommendation***

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

#### **11.2 Report of the meeting held on 10 October 2005** 84

##### **11.2.1 Receipt of report**

###### ***Recommendation***

*That the Academic Board receive and note the report of the Learning and Teaching Committee meeting held on 10 October 2005.*

##### **11.2.2 Academic Board Faculty Reviews: Faculty Progress Reports** 84, 86-97

###### ***Recommendation***

*That the Academic Board note the Academic Board Faculty Reviews: Faculty Progress Reports from the Faculty of Agriculture, Food and Natural Resources and the Faculty of Economics and Business.*

**11.2.3 Proceedings of the Committee**

84-85

***Recommendation***

*That the Academic Board note the proceedings of the Learning and Teaching Committee meeting held on 30 August 2005, as set out in the report presented.*

**12. Report of the Academic Staffing Committee**  
(Professor Chris Murphy)

★ **12.1 Oral report of the Chair**

***Recommendation***

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

**12.2 Report of the meeting held on 24 August 2005**

98

**12.2.1 Receipt of report**

***Recommendation***

*That the Academic Board receive and note the report of the Academic Staffing Committee meeting held on 24 August 2005.*

**12.2.2 Proceedings of the Committee**

98

***Recommendation***

*That the Academic Board note the proceedings of the Academic Staffing Committee meeting held on 24 August 2005, as set out in the report presented.*

**13 General Business**

**13.1 Report on promotion of academic staff from Level B to Level C**

99-100

***Recommendation***

*That the Academic Board note the report on the promotion of academic staff from Level B to Level C in 2005, as set out in the report presented.*

**13.2 Amended Membership of the Central Promotions Committees 2005**

101

***Recommendation***

*That the Academic Board note the report on changes to the membership of the Central Promotions Committee, as set out in the report presented.*

## **AGENDA ITEM 5**

### **Report of the Chair**

#### **5.1 Senate Matters**

##### **5.1.1 Report of the Senate meeting held on 19 September 2005**

Senate, at its meeting on 19 September 2005, on the reports of the Academic Board meetings held by circulation in July 2005 and on 10 August 2005:

(1) endorsed the Academic Board's approval of the following proposals, and approved the amendment of existing/adoption of new Resolutions of the Senate, as appropriate, as set out in the report presented:

- the proposal from the Faculty of Architecture to introduce the Master of Facilities Management, Master of Facilities Management (Honours), Graduate Diploma in Facilities Management and Graduate Certificate in Facilities Management courses, with effect from 1 January 2006.
- proposals from the Faculty of Arts:
  - to introduce the Master of Buddhist Studies, Graduate Diploma in Buddhist Studies and Graduate Certificate in Buddhist Studies courses, and the Graduate Certificate in E-Communication course, and
  - to amend the Resolutions of Senate relating to the Bachelor of Arts, Bachelor of Arts (Advanced), Bachelor of Arts (Honours), Bachelor of Arts (Asian Studies), Bachelor of Arts (Asian Studies) (Honours), Bachelor of Arts (Languages), Bachelor of Arts (Languages) (Honours), Bachelor of Arts (Media and Communications), Bachelor of Arts (Media and Communications) (Honours), Bachelor of Arts Informatics, Bachelor of Arts Informatics (Honours), Bachelor of Social Sciences, Bachelor of Social Sciences (Honours), Bachelor of Liberal Studies, Bachelor of Liberal Studies (Honours), Bachelor of Liberal Studies (International), Bachelor of Liberal Studies (Advanced), Bachelor of Arts and Sciences and Bachelor of Arts and Sciences (Honours) courses, with effect from 1 January 2006.
- proposals from the Faculty of Economics and Business:
  - to introduce the Bachelor of International Studies/Bachelor of Laws course, the Master of Business Information Systems course, the Master of Commerce/Master of Facilities Management course, the Master of Organisational Coaching and Graduate Diploma in Organisational Coaching courses and the Master of Transport Management/Master of Urban and Regional Planning course, and
  - to amend the Bachelor of Commerce, Bachelor of Commerce/Bachelor of Laws, Bachelor of Arts/Bachelor of Commerce, Bachelor of Science/Bachelor of Commerce and Bachelor of Engineering/Bachelor of Commerce courses, and the Master of International Business; Graduate Diploma in International Business and Graduate Certificate in International Business courses, with effect from 1 January 2006.
- the proposal from the Faculty of Education and Social Work to introduce the Master of Learning Science and Technology course, and the Graduate Certificate in Mental Health Policy and Practice course, with effect from 1 January 2006.
- the proposal from the Faculty of Engineering to introduce the Master of Engineering Studies (Biophysical Processes) course, and the Master of Engineering Studies (Fluid and Wind Engineering); Master of Engineering Studies (Environmental Fluids); Master of Engineering Studies (Structures) and Master of Engineering Studies (Geotechnical) courses, with effect from 1 January 2006.
- proposals from the Faculty of Health Sciences:

- to introduce the Graduate Diploma in Communication Disorders course, with effect from 1 January 2006;
- to amend the Master of Exercise and Sport Science (Sports Performance); Master of Exercise and Sport Science (Sports Performance) (Honours); Master of Exercise and Sport Science (Clinical Exercise Science); and Master of Exercise and Sport Science (Clinical Exercise Science) (Honours) courses and the Doctor of Health Science course, with effect from 1 January 2006;
- to amend the Resolutions of the Senate relating to the Bachelor of Applied Science, Bachelor of Health Science, Bachelor of Behavioural Health Science, Bachelor of Health Sciences and Diploma of Health Science courses with effect from 1 January 2006, and
- to amend the Graduate Certificate of Health Science (Sexual Health) and Graduate Diploma of Health Science (Sexual Health) courses, with effect from 1 July 2006.
- proposals from the Faculty of Nursing and Midwifery:
  - to introduce the Bachelor of Applied Science (Exercise & Sports Science)/Master of Nursing course, the Master of Health Services Management; Master of Health Services Management (Honours); Graduate Diploma in Health Services Management and Graduate Certificate in Health Services Management courses, and the Master of Nursing Research; Master of Nursing Research (Honours); Master of Midwifery Research and Master of Midwifery Research (Honours) courses, and
  - to amend the Master of Cancer Nursing; Master of Clinical Education; Master of Clinical Nursing; Master of Emergency Nursing; Master of Gerontic Nursing; Master of Intensive Care Nursing; Master of Mental Health Nursing; Graduate Certificate in Cancer Nursing; Graduate Certificate in Clinical Education; Graduate Certificate in Clinical Nursing; Graduate Certificate in Emergency Nursing; Graduate Certificate in Gerontic Nursing; Graduate Certificate in Intensive Care Nursing and Graduate Certificate in Mental Health Nursing courses and the Master of Midwifery and Graduate Diploma in Midwifery courses, with effect from 1 January 2006.
- the proposal from the Faculty of Pharmacy to amend the Bachelor of Pharmacy and Bachelor of Pharmacy (Rural) courses with effect from 1 January 2006.
- proposals from the Faculty of Science:
  - to introduce the Bachelor of Science and Technology course, the Master of Information Technology Management; Graduate Diploma in Information Technology Management and Graduate Certificate in Information Technology Management courses, and
  - to amend the Master of Information Technology course, with effect from 1 January 2006.
- proposals from the Faculty of Veterinary Science:
  - to introduce the Master of Animal Science; Graduate Diploma in Animal Science and Graduate Certificate in Animal Science courses, and
  - to amend the Master of Veterinary Public Health Management and Graduate Diploma in Veterinary Public Health Management courses, with effect from 1 January 2006.
- the proposal from the Board of Studies in Indigenous Studies to introduce the Master of Indigenous Languages Education course, with effect from 1 January 2006.
- (2) endorsed the University Reconciliation Statement, as set out in the report presented.
- (3) approved the amendment of the Resolutions of the Senate relating to the Constitutions of the Faculty of Arts, the Faculty of Dentistry, the Faculty of

- Medicine and the Faculty of Nursing and Midwifery with immediate effect, as set out in the report presented.
- (4) noted the report on the following:
- (a) Parallel teaching of postgraduate and undergraduate students
  - (b) Australian Postgraduate Awards (APA) and University of Sydney Postgraduate Awards (UPA) 2005 Ranking Guidelines
  - (c) Research Active Academic Staff Definition
  - (d) Academic Board Members
  - (e) Academic Board Elections in 2005
  - (f) Presentation by the Deputy Vice-Chancellor (Academic and International)

## 5.2 General Report

### 5.2.1 Report of 2005 Winter School

16-19

For the information of members, the Director of the Sydney Summer School has provided the enclosed Report of the Sydney Winter School 2005.

#### **Recommendation**

*That the Academic Board note the report of the 2005 Winter School, as set out in the report presented.*

### 5.2.2 Strategic Directions 2006-2010

20-31

Enclosed for the information of members is a copy of the University's Strategic Directions 2006-2010. This document was approved by Senate at its meeting of 19 September 2005.

#### **Recommendation**

*That the Academic Board note the report on Strategic Directions 2006-2010, as set out in the report presented.*

### **5.2.3 Academic Board Membership 2006**

Nominations for the following categories of members closed on Monday 24 October:

- non-professorial academic staff from the Colleges; and
- student members of faculties from the Colleges.

Following receipt of these nominations, the membership of the Academic Board for 2006 will be as follows:

#### **MEMBERSHIP OF THE ACADEMIC BOARD 2006: As at 26 October 2005**

*The Board consists of:*

- (a) *the Chair;*  
(To be determined by election later in 2005)
- (b) *the Vice-Chancellor;*  
Professor Gavin Brown
- (c) *the following members ex officio:*
  - (i) *the Deputy Vice-Chancellors;*

Deputy Vice-Chancellor (Academic and International)	Professor John Hearn
Deputy Vice-Chancellor (Infrastructure)	Professor Ann Brewer (Acting)
Deputy Vice-Chancellor (Research and Innovation)	Professor Don Nutbeam (Acting)

(ii) *the Pro-Vice-Chancellors and Assistant Pro-Vice-Chancellors;*

Pro Vice-Chancellor (Health Sciences)	Professor Charlie Benrimoj (Acting)
Pro Vice-Chancellor (Humanities and Social Sciences)	Professor June Sinclair
Pro Vice-Chancellor (Sciences and Technology)	Professor Beryl Hesketh
Pro Vice-Chancellor (Employee Relations)	<i>Vacant</i>
Pro Vice-Chancellor (Teaching and Learning)	Professor Judyth Sachs
Assistant Pro Vice-Chancellor	Professor Ann Brewer

(iii) *the Deans;*

Faculty of Agriculture, Food & Natural Resources	Professor Les Copeland
Faculty of Architecture	Professor Thomas Kvan
Faculty of Arts	Professor Stephen Garton
Australian Graduate School of Management (AGSM)	Adjunct Professor Robert McLean
Faculty of Dentistry	Professor Eli Schwarz
Faculty of Economics & Business	Professor Peter Wolnizer
Faculty of Education & Social Work	Professor Derrick Armstrong
Faculty of Engineering	Professor Gregory Hancock
Faculty of Health Sciences	Professor Gwynnyth Llewellyn
Faculty of Law	Professor Ron McCallum
Faculty of Medicine	Professor Andrew Coats
Faculty of Nursing & Midwifery	Professor Jocalyn Lawler
Faculty of Pharmacy	Assoc. Prof. Iqbal Ramzan (Acting)
Faculty of Science	Professor David Day
Sydney College of the Arts	Professor Ron Newman
Sydney Conservatorium of Music	Professor Kim Walker
Faculty of Veterinary Science	Professor Leo Jeffcott
Dean of Graduate Studies	Professor Masud Behnia

(iv) *the Director of the Graduate School of Government;*  
Adjunct Professor David Richmond

(v) *the University Librarian;*  
Mr John Shipp

(vi) *the Director of the Koori Centre;*  
Ms Janet Mooney

(vii) *the Director of the Institute for Teaching and Learning;*  
Professor Michael Jackson (Acting)

(viii) *the President of the Students' Representative Council; and*  
*To be advised*

(ix) *the President of the Sydney University Postgraduate Representative Association;*  
*To be advised*

(d) *the following elected academic staff members, who do not already hold office as members under Rule 5(1) (a), (b) or (c) elected:*

(i) *by a group of voters defined by each relevant Faculty and approved by the Academic Board; and*

(ii) according to guidelines approved from time to time by the Academic Board and the Senate:

(A) 3 academic staff members of each of the following Faculties:

(I)	Agriculture, Food & Natural Resources	<ul style="list-style-type: none"> <li>• Assoc. Prof. Ross Drynan</li> <li>• Assoc. Prof. Fredoun Ahmadi-Esfahani</li> <li>• Assoc. Prof. Bruce Sutton</li> </ul>
(II)	Architecture	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(III)	Australian Graduate School of Management	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(IV)	Dentistry	<ul style="list-style-type: none"> <li>• Professor Greg Murray</li> <li>• Dr Tania Gerzina</li> <li>• Assoc. Prof. Wendell Evans</li> </ul>
(V)	Education & Social Work	<ul style="list-style-type: none"> <li>• Dr Craig Campbell</li> <li>• Dr John Hughes</li> <li>• Assoc. Prof. Robyn Ewing</li> </ul>
(VI)	Engineering	<ul style="list-style-type: none"> <li>• Dr Kee Choon Wong</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(VII)	Graduate School of Government	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(VIII)	Law	<ul style="list-style-type: none"> <li>• Dr Joellen Riley</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(IX)	Nursing & Midwifery	<ul style="list-style-type: none"> <li>• Assoc. Prof. Sandra West</li> <li>• Dr Sue Forsyth</li> <li>• Ms Lynne Brown</li> </ul>
(X)	Pharmacy	<ul style="list-style-type: none"> <li>• Professor Basil Roufogalis</li> <li>• Professor Carol Armour</li> <li>• Assoc. Prof. Iqbal Ramzan</li> </ul>
(XI)	Sydney College of the Arts	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(XII)	Sydney Conservatorium of Music	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(XIII)	Veterinary Science	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>

(B) five academic staff members of each of the following Faculties:

(XIV)	Arts	<ul style="list-style-type: none"> <li>• Assoc. Prof. Alison Bashford</li> <li>• Professor Penny Gay</li> <li>• Dr Richard Stanton</li> <li>• Assoc. Prof. Catharine Lumby</li> <li>• Dr Ian Maxwell</li> </ul>
(XV)	Economics and Business	<ul style="list-style-type: none"> <li>• Vacancy</li> </ul>

		<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(XVI)	Health Sciences	<ul style="list-style-type: none"> <li>• Professor Cherry Russell</li> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(XVII)	Medicine	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
(XVIII)	Science	<ul style="list-style-type: none"> <li>• Assoc. Prof. Scott Kable</li> <li>• Assoc. Prof. Tony Masters</li> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>

- (e) *three non-professorial academic staff members, who do not already hold office as members under Rule 5(1)(a), (b), (c) or (d), elected by and from the non-professorial members of academic staff of each of the Colleges;*

College of Health Sciences	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
College of Humanities and Social Sciences	<ul style="list-style-type: none"> <li>• Dr Louise Chappell</li> <li>• Dr Joanne Kelly</li> <li>• Vacancy</li> </ul>
College of Sciences and Technology	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> <li>• Vacancy</li> </ul>

- (f) *the following elected student members:*

- (i) *one postgraduate coursework student elected by and from the postgraduate coursework student members of the Faculties and Boards of Studies in each of the Colleges;*

College of Health Sciences	Vacancy
College of Humanities and Social Sciences	Vacancy
College of Sciences and Technology	Vacancy

- (ii) *one postgraduate research student elected by and from the postgraduate research student members of the Faculties and Boards of Studies in each of the Colleges; and*

College of Health Sciences	Vacancy
College of Humanities and Social Sciences	Vacancy
College of Sciences and Technology	Vacancy

- (iii) *two undergraduate students elected by and from the undergraduate student members of the Faculties and Boards of Studies in each of the Colleges;*

College of Health Sciences	<ul style="list-style-type: none"> <li>• Vacancy</li> <li>• Vacancy</li> </ul>
College of Humanities and Social Sciences	<ul style="list-style-type: none"> <li>• Mr Christopher Ritchie</li> <li>• Vacancy</li> </ul>
College of Sciences and Technology	<ul style="list-style-type: none"> <li>• Ms Yi-Hsia Koh</li> </ul>

	• Mr Andrew McLeod
--	--------------------

(g) up to four members, who do not already hold office as members under Rules 5(1)(a) to (f) inclusive, co-opted by resolution at an ordinary meeting of the Academic Board on the recommendation of the Chair.

Dr Margaret Edmond, Director, Student Services

Professor Kevin Parton, Dean, Faculty of Rural Management

Mr Peter Ball, Director, International Office

*Secretary: The Registrar, or the Registrar's nominee, is to act as secretary of the Academic Board*  
Dr Bill Adams

As can be seen from the list above there are still a significant number of vacancies to be filled by nomination from the relevant Dean or Pro Vice-Chancellor (College).

The election of the Chair of the Academic Board for the period 1 January 2006 to 31 December 2007 will be held in the next few weeks.

***Recommendation***

*That the Academic Board note the report on Academic Board membership for 2006, as set out in the report presented.*

**5.2.4 National Committee of Chairs of Academic Boards and Academic Senates**

The Chair will present an oral report on the recent meeting of the National Committee of Chairs of Academic Boards and Academic Senates.

***Recommendation***

*That the Academic Board note the report on the National Committee of Chairs of Academic Board and Academic Senates, as set out in the report presented.*

## Director's Winter School 2005 Report

### Subjects

The number of subjects in Winter School increased 88% from 17 (2004) to 32 (2005).

Table 1: Number of subjects offered in Summer & Winter School by Year

Subjects offered	2002		2003		2004		2005	
	Sum	Win	Sum	Win	Sum	Win	Sum	Win
Undergraduate	90	4	100	9	92	8	83	17
Postgraduate	6	5	11	11	36	9	36	15
HSC		2	2	2	2	-	2	-
<b>Total</b>	96	11	113	22	130	17	121	32
<b>Total for year</b>	107		135		147		153	

### Enrolments

Applications increased by 6 % for Winter School in 2005 to 792. Actual enrolments were slightly less at 601 than in 2004 (623). Arts, Architecture, Economics and Business UG and Health Sciences increased but Economics and Business PG decreased. (See Table 2 in Appendix 1).

### Average Enrolments

Table 3: Average Summer School enrolments per type of student

Type of Student	1999*	2000*	2001*	2002	2003	2004	2005
Local	1.44	1.35	1.31	1.23	1.22	1.37	1.19
International	1.56	1.62	1.71	1.43	1.42	1.19	1.33
Student	1.37	1.40	1.36	1.31	1.31	1.28	1.27

\* Residency data incomplete

### Winter School Income 2005

Total fees for Winter School 2005 increased by 16.3%.

<b>Total received</b>	<b>\$1,252,871</b>
Total Fee-HELP	<b>\$135,389</b>
Total HESC-HELP	<b>\$21,212</b>
Total Fee waivers	<b>\$ 8,640</b>

### Total 2005 Income

<b>Total received income</b>	<b>\$8,942,400</b>	(2004 - \$8,283,953)
Total Fee-HELP	<b>\$634,133</b>	
Total HESC-HELP	<b>\$21,212</b>	
Total Fee waivers	<b>\$96,070</b>	
<b>Total HSC income</b>	<b>\$19,250</b>	

Average fee income per students **\$2,502** (\$2,200 in 2004)

Total Income 2001: \$2,975,030

Total Income 2002: \$4,488,695

Total Income 2003: \$6,091,938

Fee-HELP / HECS-HELP comprised 40% of fees.

Table 4: Winter School 2005 Enrolments by Faculty and Fees Type

	Economics & Business		Arts		Education & Social Work		Architecture		Health Sciences	Totals
	UG	PG	UG	PG	UG	PG	UG	PG	UG	
Fee paying	59	283	79	24		15	12			472
HECS-HELP	4		20				11		4	39

HECS-Equity		4		1		1				6
Fee Waivers	3									3
Fee- HELP		66	5	5		3				79
PhD		1								1
Aus/Aid		2		1						3
Sponsored										
<b>Total Enrolled</b>	<b>66</b>	<b>356</b>	<b>104</b>	<b>31</b>		<b>19</b>	<b>23</b>		<b>4</b>	<b>603</b>

**Pass rates**

The pass rate has steadily improved from 84.45% (1999) to 91.15% (2005).

There is a higher pass rate for Winter School which may be a reflection of the one unit of study rule.

Table 5: Pass rate by Year and School

Year	Summer School		Winter School	
	Pass	Fail	Pass	Fail
1999	84.45%	15.55%		
2000	85.75%	14.25%		
2001	84.99%	15.01%		
2002	87.72%	12.28%	93.4%	6.6%
2003	89.36%	10.64%	94.3%	5.7%
2004	89.93%	10.07%	98.0%	2.0%
2005	91.15%	8.85%	96.5%	3.5%

Table 6: Winter School 2005 Results

	HD	D	CR	P	F	AF	INC	R	Total
<b>Enrolled</b>	66	152	190	162	17	4	11	1	603
<b>Percentage</b>	11%	25%	32%	27%	3%	1%	2%	0%	100%

**Winter School 2005– Grade comparisons of International and Local Students**

Grade	Intern/ Local	Count	Total Enrol	% Grade	% All	
AF	Intern	2		50%	0.33%	Of international students, 2 received grade of AF
AF	Local	2	4	50%	0.33%	Of Local students, 2 received grade of AF
CR	Intern	126		66%	20.9%	Of International students, 126 received grade of CR
CR	Local	64	190	34%	10.61%	Of Local students, 64 received grade of CR
D	Intern	77		51%	12.77%	Of International students, 77 received grade of D
D	Local	75	152	49%	12.44%	Of Local students, 75 received grade of D
F	Intern	10		59%	1.66%	Of International students, 10 received grade of F
F	Local	7	17	41%	1.16%	Of Local students, 7 received grade of F
HD	Intern	24		36%	3.98%	Of International students, 24 received grade of HD
HD	Local	42	66	64%	6.97%	Of Local students, 42 received grade of HD
INC	Intern	8		73%	1.33%	Of International students, 8 received grade of INC
INC	Local	3	11	27%	0.5%	Of Local students, 3 received grade of INC
P	Intern	128		79%	21.23%	Of International students, 128 received grade of P
P	Local	34	162	21%	5.64%	Of Local students, 34 received grade of P
R	Intern	0		0%	0%	Of International students, 0 received grade of R
R	Local	1	1	100%	0.17%	Of Local students, 1 received grade of R

### **Expenditure**

The Summer School expenditure as a percentage of fee income was 5% at the beginning of the year in part due to salary savings and very low expenditure on IT and marketing. It is anticipated that costs will return to approximately 8% for 2006.

### **Significant Points**

1. A new Director, Dr Jillian Stewart took over in mid June from the Interim Director (Dr Sean Gallagher).
2. International students now comprise 62% of total winter enrolments.
3. Average enrolments per student have decreased from 1.37 (2004) to 1.19 (2005).  
Average enrolments per local student have decreased from 1.37 (2004) to 1.19 (2005).  
Average enrolments per international student have increased from 1.19 (2004) to 1.33 (2005).
4. Quality has continued to improve with pass rates at 91.15% for the first time.
5. More international students receive a credit (16.93%) in comparison with local students (13.19%), however at distinction level, local students do better (10.99%) than international students (7.13%) and similarly at high distinction level 6.97% and 3.98% respectively.
6. The Summer School trialled some aspects of FlexSIS for the Winter School and will use the system for student information, fee payment and financial accountability for Summer School 2006. As a consequence, all procedures are currently under review.
7. A service agreement is under negotiation with Facilities & Services to ensure appropriate venues, air conditioning, audio visual equipment are available throughout the teaching weeks and that upgrading and maintenance is not carried out in booked venues.
8. A policy review has been completed and has been forwarded to IO, IR, Student Services and the unions for feedback.
9. *The Higher Education Legislation* was amended (2004) to exclude Summer School from the DEST policy directive that fees could no longer be charged to HECS liable students for enrolment in non-standard semesters. Unfortunately, the legislation excluded Winter School. Consequently some subjects became non viable. A letter has been sent by the VC to the Minister requesting further amendments to the Higher Education Act to include Winter School in the definition of non-standard semesters.

Dr Jillian Stewart  
Director  
The Sydney Summer School

place

Appendix 1: Table 2: Total Number of Summer & Winter School Enrolments by Faculty and Year, excluding HSC units

	1998	1999	2000	2001	2002		2003		2004		2005	
					Summer	Winter	Summer	Winter	Summer	Winter	Summer	Winter
Total Number of Applicants <sup>1</sup>	557	1391	2080	2518	3407	329	4264	755	5027	744	4630	792
Total Number of Students <sup>2</sup>	373	927	1246	1560	2176	220	2889	685	3244	623	2972	601
Architecture				31	77	37	42		37	13	36	23
Arts	41	103	141	142	203		356	105	349	123	372	135
Dentistry				4								
Economics and Business UG	382	747	894	1056	1145	29	1307	69	1351	30	1306	66
Economics and Business PG					495	155	934	489	1252	439	1176	356
Education and Social Work			28	20			21	9	30	19	51	19
Engineering			4	16	22		27	1	16	1	16	
Health Sciences					10		33		26		24	4
Law		14	30	63	45		51		57		52	
Medicine		19	22	17	17		8					
Nursing				26	27		89		53		16	
Pharmacy							4		3			
Science	80	391	631	740	811		903	13	974		726	
Veterinary Science									1			
Total Number of Enrolments <sup>3</sup>	503	1274	1750	2115	2852	221	3775	686	4149	625	3775	603

<sup>1</sup> Includes withdrawn, audit and all other applicants who submitted an application to enrol

<sup>2</sup> Total number of students who enrolled and received a result

<sup>3</sup> Total number of enrolments in units of study where a result was received



**The University of Sydney**

# The University of Sydney

Strategic Directions  
2006–2010

“ambition inspired by achievement”

## **Our purpose**

The university of today is an integral part of a progressive and open society. We contribute to and support progress and freedom and in turn our work is enabled by those qualities in society. This must remain true however the University evolves in the future.

The core purpose of the University of Sydney is our fundamental moral commitment to intellectual discovery and development, responsible social commentary and the promotion of cultural and economic well being. To this end, we combine humane aspirations with a practical business sense to serve the needs of the community while preserving academic freedom. What we choose to research and teach is ultimately determined by that purpose.

Intellectual discovery may be uncomfortable and raise challenges as well as provide solutions. Our social commentary may be a critique of existing practice – constructive but confronting. We seek *sustainable* economic development, and this means our contributions may not entirely align with the short-term goals of some as we strive to balance divergent views and timeframes for an optimal institutional outcome.

We must seek a balance between fostering an environment in which each individual is encouraged to resolve these issues personally and one in which there develops a collective institutional commitment to the University's core purpose. The University must not be afraid to champion excellence, yet we must provide opportunity for all students. In defining our aims, we must live within our means yet focus on absolute quality. Our purpose is to challenge and develop our students as influential future citizens yet also to equip them for immediate useful employment. Our spirit must be romantic and humanitarian, yet our actions must be practical.

Within the context of our defined purpose, we should be determined to run the business operations of the University as efficiently as possible. To broaden the University's resource base, we will attract external funding, but internal savings made through efficiencies in our methods of operation, including reform of academic processes, will be just as effective.

We need to take risks, invest in capital development initiatives, and engender a sense of pride in belonging. Whether or not they are involved in the core activities of research and teaching, it is important that all staff know they are making a genuine and valued contribution to the core purpose of the institution.

Established over 150 years ago as the first university in Australia, the University of Sydney was founded, in the words of its original charter, "to promote liberal education and useful knowledge...for the benefit of all". The University of Sydney respects and honours the original owners of the land of the original Camperdown campus, the Cadigal people of the Eora Nation, who for tens of thousands of years transmitted knowledge to generations of indigenous Australians. The University today is the proud inheritor of those traditions.

Professor Gavin Brown  
Vice-Chancellor and Principal

## **The University of Sydney – ambition inspired by achievement**

The next decade is one of challenge and opportunity, in which we will build on our position as Australia's premier university and leader in Australian higher education.

Our aspiration is to achieve:

- Clear leadership as Australia's premier university in research, teaching and learning and the student experience
- Acknowledgment and ranking as one of the top five universities in the region, and
- Recognition and ranking in the top forty universities around the world

For us, this aspiration is known as 1:5:40.

We will achieve this aspiration through leadership which embraces reform in the four core areas of:

- Research and innovation
- Learning and teaching
- Student experience, and
- Community engagement and outreach

This leadership will be supported by best practice, excellence and world-class standards in:

- Alumni engagement and philanthropy
- Capability
- Infrastructure and services, and
- Financial performance

While leadership should be reflected in rankings, it will more significantly, be evident in meaningful relationships with leading universities of the world.

## **Our Values**

- Responsibility and service through leadership in the Community
- Quality and sustainability in meeting the needs of our Stakeholders
- Merit, equity and diversity in our Student body
- Integrity, professionalism and collegiality in our Staff
- Life-long relationship and friendship with our Alumni

These values must inform our ambition.

We will dedicate our individual talents and the available resources of the University to uphold and advance:

- Freedom to pursue critical and open inquiry in a responsible manner
- Recognition of the importance of ideas and ideals
- Tolerance, honesty, respect, and ethical behaviour, and
- Understanding the needs of those we serve.

## University structure and organisation

An effective organisational structure is the basis of the modern university's ability to achieve its core purpose. With over 47,000 students and 6,000 staff, the University of Sydney has developed an organisational structure which has three academic colleges and five central portfolios. Overseeing and supporting management is the Senate, which ensures that governance and stewardship is at the highest levels. Supporting Senate is the Academic Board which, through its charter of independence, ensures academic and scholarly standards are world class.

Our core purposes of research and innovation, learning and teaching, student experience and community engagement and outreach are delivered through;

- The College of Humanities and Social Sciences (CHASS)
- The College of Health Sciences (CHS), and
- The College of Sciences and Technology (CST).

The College of Humanities and Social Sciences is the most comprehensive grouping of these disciplines in Australia, comprising the Faculties of Arts, Economics and Business, Education and Social Work, Law, Sydney College of the Arts, and the Sydney Conservatorium of Music. The College's research, teaching, artistic creation and community engagement cultivate human aspiration, and inspire creativity and prompt social conscience, to promote political and economic progress and cultural enrichment. Among its graduates are leaders in all spheres of public and private endeavour, nationally and internationally.

The College of Health Sciences is the leading provider of education and research in the health sciences in Australia. Through our Faculties of Dentistry, Health Sciences, Medicine, Nursing, and Pharmacy, the College offers a vast range of basic and advanced education in major health care disciplines, its graduates providing more than one third of all new entrants to the health system in New South Wales. The College's outstanding record of attracting government and external funding for health research achievement reflects the national and international standing of the academic staff. Many leading health and medical research institutes and foundations have close relations with the University and work in partnership to support our research.

The College of Sciences and Technology provides innovative world-class research and teaching in the biological, physical and technical fields, enabling our staff and graduates to enrich the quality of life and contribute to sustainable wealth creation. Through our Faculties of Architecture, Agriculture, Food and Natural Resources, Engineering, Science and Veterinary Sciences, the College is a leader in attracting highly talented graduate and undergraduate students and staff, prestigious Federation Fellows and competitive research funding.

Within the three Colleges, the University has 18 faculties, each headed by a Dean who is responsible for working with Heads of Schools, programs and centres, to achieve University aspirations. Deans foster collaborative leadership through the Committee of Deans and the Vice-Chancellor's Advisory Committee.

Five specialised academic and professional units lead university-wide development and support the colleges and faculties by providing management services and ensuring strategic alignment, consistent standards, and an emphasis on quality and financial sustainability. They are:

- The Research and Innovation portfolio
- The Academic and International portfolio
- University Relations
- The Infrastructure portfolio, and
- Financial Services.

Our performance in all areas will be devoted to **continuous improvement**, benchmarked against the best universities and organisations in the world. Our ambition is to enhance our performance in all areas of endeavour and ensure that, by any measure, the outstanding quality of the University of Sydney is recognised internationally.

## **Research and innovation – creativity and discovery**

The University of Sydney is a leader in conducting research and delivering innovation that improves the cultural, social and economic well-being of Australia, our region, and the world. Our research aims to achieve both fundamental advances in knowledge and to contribute to the development and commercial application of that knowledge. Our reputation is directly linked to the quality of our research achievement.

Our priorities are to:

- Conduct research in a culture that inspires discovery and innovation
- Create a vibrant research environment which attracts and retains the best researchers and values and rewards their contributions
- Attract outstanding research students and train the next generation of researchers to the best international standards
- Invest in world-class research infrastructure and administrative support structures that are recognised as best practice, and
- Promote high-impact collaboration with other leading universities in Australia and worldwide
- Stimulate knowledge transfer and commercialisation
- Integrate the activities of the various research institutes, centres and foundations into the core research endeavours of the University.

By 2010, we will enhance our research achievement through an increased focus on interdisciplinary capability, international research linkages and collaboration, and proactive engagement with industry.

### **Standards of performance and benchmarks**

- 1. Improved research intensity, reflected in research active staff and our national share of externally funded research fellowships**
- 2. Growth in research income from national and international sources**
- 3. Greater productivity of research publications in number and quality**
- 4. Continuous improvement in national and international research collaboration**
- 5. Increased higher degree research load and improved higher degree research completions**
- 6. Improved performance in Commercialisation, reflected in invention disclosures, patents, licenses and industrial research contracts and consultancies**

## **Learning and teaching – creative learning, quality teaching**

As a large, comprehensive, public institution, the University of Sydney provides a liberal undergraduate education and preparation for the full suite of professional qualifications and postgraduate study. We intend to sustain steady growth in the ratio of postgraduate to undergraduate students and continue to attract substantial numbers of high quality local and international students.

A distinctive feature of study at the University of Sydney is its insistence on research-led teaching, both in content and delivery. Flexible modes of delivery, in keeping with innovation in information and communication technologies and student expectations, will ensure excellent learning experiences and outcomes.

Our priorities are to:

- Continue to attract the best students and to provide them with incentives and support through bursaries and scholarships
- Provide quality environments that encourage independent learning, peer interaction, effective skill development and a sense of enjoyment in learning
- Offer academically challenging and professionally relevant programs
- Continue to adapt and respond to student feedback and employer and community needs
- Support articulation of our undergraduate programs with graduate-entry professional programs
- Cultivate cultural diversity through curriculum development, and
- Recognise and reward teaching excellence.

By 2010, we will have achieved a vibrant and well resourced learning environment which has aligned our student profile with our strategic direction. Physical infrastructure and technical support will be appropriate to our learning and teaching priorities.

## **Standards of performance and benchmarks**

- 1. Continuous improvement in quality learning, reflected in outstanding student performance, and in retention, progression and completion rates**
- 2. Improved student performance, reflected in higher graduate employment rates and starting salaries**
- 3. Recognition of excellence in teaching through improved student assessment of teaching quality across all disciplines**
- 4. Quality assurance, reflected in sustained and improved performance against quality criteria as set by the Academic Board**
- 5. Continuous improvement in research-led learning and teaching, reflected in an increased proportion of teaching staff who are research active**
- 6. Continued growth in national and international accreditation of professional and academic programs**
- 7. Maintained or improving student staff ratios**
- 8. Ensuring that outstanding potential students are not discouraged by lack of means**

## **The student experience – partnership for learning**

The University of Sydney aims to offer all of its students a rich and comprehensive experience of University life. Our goal is to enable each student to develop their individual interests and talents and to enjoy university life at all levels by delivering the highest quality formal education in a research-intensive environment which values and encourages extra-curricular experiences and opportunities.

Our priorities are to:

- Ensure a diverse and talented population of student peers, both undergraduate and postgraduate
- Maximise opportunities for students to participate and excel in a broad range of extra curricular activities, including sport, debating, the arts, music, drama and student leadership
- Provide academic and professional services to help students manage the academic and personal challenges which may arise
- Ensure user-friendly administrative processes and systems which support the management of the entire student life cycle,
- Provide an effective program of scholarships and financial assistance
- Support affordable accommodation for students with a vibrant college and village life, and
- Provide effective language and bridging support for international students.

By 2010 we will have increased further the proportion of undergraduate and postgraduate student recruits who are high achievers, increased the proportion of students who take part in an international and/or industry placement experience, increased the number of Cotutelle research degrees and research student exchanges with leading international universities and we will manage the majority of student administration on line.

### **Standards of performance and benchmarks**

- 1. Maintained or improving reputation reflected in student demand**
- 2. Quality and diversity of student population**
- 3. Improved equity group participation**
- 4. Improving student satisfaction and continuous improvement in student assessment of student experience**
- 5. Maintained or improving range of sporting, social and cultural opportunities**
- 6. Continuous improvement in effectiveness and accessibility of administrative and student support services**
- 7. Increased value and number of available scholarships and financial assistance programs**
- 8. Improved performance by International students, transcending linguistic or cultural challenges.**

## **Community engagement and outreach – service, leadership and commitment**

Community and civic engagement is central to the University of Sydney's continued vitality and relevance. We see universities of the 21<sup>st</sup> century not only as centres for research and learning, but also as contributing to the cultural, social, economic and political life of the community.

The University of Sydney will distinguish itself as a vital source of intellectual development, creative endeavour and informed social commentary. We will achieve this by building constructive, sustainable relationships with prospective students, schools, business and industry, professions, governments, and directly with community organisations and individual citizens, especially our alumni.

Our priorities are to:

- Participate in public debate to inform community opinion and public policy
- Lead in educational outreach to the broader community
- Engage graduates as ambassadors, advisors, sponsors and donors and through their participation in our cultural, artistic, intellectual and sporting life, as partners in life-long learning and through a culture of volunteerism
- Lead in involvement in health, social and personal development programs
- Participate in Australia's cultural and sporting life, particularly in first-rate performing and visual arts programs, and
- Develop outstanding communication with business and industry partners and professional organisations.

By 2010, we will have more effectively branded and marketed our activities to ensure community perception matches the University's vision and core values, and enhanced our role as a cultural centre serving the city of Sydney, the state and the nation, by developing stronger ties with business and industry, the professions and government.

### **Standards of performance and benchmarks**

- 1. Continuous improvement in achievement of community practices and standards**
- 2. Improving participation in public debate and in media performance and commentary**
- 3. Increased public participation in community education offerings**
- 4. Improving involvement in cultural, sporting and social development programs**
- 5. Continuous improvement in University reputation**

## **Alumni engagement and philanthropy – life long relationship and friendship**

Our future success will increasingly depend on our ability to engage our alumni, friends, and the business sector, to leverage our national and world-wide reputation and create the additional financial resources necessary to accelerate achievement in research and innovation, and learning and teaching. We need to communicate in clear terms our strengths and successes to alumni and external audiences and convey the important role these groups have in determining our future.

Successful engagement will create a shift in the attitudes of our alumni and the external community in the manner in which they understand and take pride in our achievements and will engender support for the challenges we face as a university.

Our priorities are to:

- Develop amongst our students an awareness of life-long association and the importance and benefits to them of continued involvement
- Engage alumni in the life of the University through innovative service programs and compelling communications
- Commit to ongoing market research to better understand community and alumni attitudes, to inform our communications and assess the effectiveness of our programs
- Develop ways to communicate effectively our strategic priorities in order to nurture a culture of philanthropy, and an expectation that gifts and private sector funding will be an increasing and critically important driver of University sustainability, quality and success
- Build frameworks, expertise, policies, and program capacity to undertake ambitious and sophisticated alumni relations activities and fundraising campaigns, and
- Establish an Alumni Centre on main campus that is the hub of activity and a space that effectively supports all programs engaging alumni with the University.

By 2010, we will have a robust spirit of volunteerism which will propel a unified Alumni Association with a single charter and an extensive cohort of national and international chapters that reflect the diverse interests and affinity of alumni across academic, geographic and cultural boundaries.

### **Standards of performance and benchmarks**

- 1. Annual increases in income generated from University-wide capital campaigns**
- 2. Continuous improvement in communication and engagement of alumni, friends and affiliated entities**
- 3. Improved coordination and management of Foundations and other fund-raising entities**

## **Capability – our competitive advantage**

The University of Sydney attracts, rewards and retains staff of outstanding quality and international standing who contribute to our reputation nationally, regionally and internationally.

As we move towards a future requiring the University to be self-sustaining, our staff will face and meet the challenge of continuous improvement and increasing responsibility and accountability, attaining higher levels of performance and service delivery, better compliance with legal, policy and best practice requirements and improved transparency. Our academic and administrative managers and human resources professionals share responsibility for enhancing the capability of our staff and helping them to meet this challenge.

Our priorities are to:

- Create staff development programs which support leadership in teaching, world-class research and best practice organisational professionalism and performance
- Create a culture in which responsibility for learning and development is shared between staff and managers, and which helps staff to transform both their performance and their career, and
- Create a robust performance management and development system which appropriately recognises and supports early career academic and general staff and ensures that the University is maximising the effective contribution of all staff.

By 2010, we will have increased staff capability in core performance areas, introduced an intellectual capital management strategy with best practice metrics and reporting, transformed the human resources services delivery model with enhanced online accessibility, and integrated staff learning and development University-wide.

## **Standards of performance and benchmarks**

- 1. Improved recruitment and retention of top performing academic and general staff**
- 2. Continuous improvement in staff quality and learning capacity**
- 3. Better staff performance measurement and performance reward, and**
- 4. Continuous improvement in leadership and managerial practice**
- 5. Flexible and innovative retention strategies for outstanding staff are.**

## **Infrastructure and services – our platform for success**

Infrastructure and services are key partners in supporting the University's endeavours in research and innovation, learning and teaching and community outreach. The University is one of the largest in Australia, with 16 campuses as well as many teaching and research facilities throughout Australia.

New teaching delivery methods and the changing needs of research bring new challenges in ensuring a "best fit" between our strategic directions, our physical and cultural heritage and the future development of infrastructure and information communications technology.

Our priorities are to:

- Develop an infrastructure strategy to support University goals
- Improve integration between physical and ICT assets and usage
- Ensure service performance, satisfaction and outcomes
- Design a blueprint for transformation strategy
- Align infrastructure governance, quality and management processes
- Improve capital planning and investment
- Improve enterprise architecture and integration
- Ensure infrastructure systems development and lifecycle management
- Enhance ICT applications and services
- Progress infrastructure decision making processes to best practice levels,
- Develop and train staff in core operations and services to best practice levels, and
- Determine the most effective number, arrangement and location of campuses to enable the University to meet its research, teaching and reputational goals.

By 2010, we will have improved our capital investment strategy and performance, evaluated our current and future infrastructure capability and capacity, identified existing infrastructure gaps and priorities, and created an enhanced accountability framework for infrastructure capability and performance.

## **Standards of performance and benchmarks**

- 1. Continuous improvement in the use of assets through management of demand, occupancy, utilisation and costs**
- 2. Improvement in capital planning and investment**
- 3. Continuous improvement in client satisfaction with quality and efficiency of facilities and service delivery**
- 4. Continuous improvement in environmental performance and sustainability**

## **Financial performance – best practice standards**

To ensure that our resources are devoted to achieving our core purpose, the University will strive to become a world-class organisation with an uncompromising focus on service delivery, administrative efficiency and effectiveness.

An emphasis on best practice standards in policy, procedure and processes will ensure that performance in the key functions of student services, human resources, university relations and marketing, information technology, administration and financial management is continuously improving.

To ensure organisational performance at the highest level, we will benchmark our effectiveness against world class peers and industry, and thereby benefit from the broadest possible base of initiatives and opportunities.

Our priorities are to:

- Ensure financial sustainability, by implementing effective organisational performance improvement strategies
- Achieve world class shared service operations
- Eliminate resource-consuming duplication and overlaps
- Implement quality standards and principles, and
- Develop best practice approaches to structures, processes, and procedures.

By 2010, we will implement shared service operations across all support services, achieve recognition as a best practice quality site in support services, and achieve an operating margin of 15% on revenue.

## **Standards of performance and benchmarks**

- 1. Increased operating margin**
- 2. Higher revenue growth rate**
- 3. Greater revenue diversity**
- 4. Better employee benefits costs to revenue ratio**
- 5. Improved core-to-support cost ratio**
- 6. Continuous improvement in best-practice financial disciplines and fiscal stewardship**

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

### 6.1 Senate Matters

#### 6.1.1 Report of the Senate meeting held on 19 September 2005

Senate, at its meeting held on 19 September 2005:

- (1) adopted “The University of Sydney Strategic Directions 2006-2010”, authorising the Vice-Chancellor to make minor editorial amendments as appropriate.
- (2) endorsed the Controlled Entity Policy subject to some amendments.
- (3) approved the Risk Management and Strategy policy as set out in the report of the Audit and Risk Management Committee.
- (4) approved the conditions of award for the AM Lowenthal Prize as set out in the report presented, and the Vice-Chancellor writing to the Minister to effect a variation of the Terms of the Herbert John Wilkinson Trust.
- (5) approved the renaming of an extension of the existing University Veterinary Centre Sydney as the “Valentine Charlton Cat Centre”, and of the Shute Building as the “Veterinary Bioscience Research, J.L. Shute Building”.
- (6) approved the compulsory subscriptions for student associations proposed for 2006 as set out in the report presented, subject to compliance with VSU legislation.
- (7) approved amendments to the composition of the Standing Committee of Convocation and the *University of Sydney (Amendment Act) Rule 1999* as recommended in the President’s report on the renewal of the Standing Committee of Convocation.
- (8) noted the report that Professor Jon Patrick had been awarded the Australian Computer Society Eureka Prize for ICT Innovation for his development of Scamseek; Dr Peter Tuthill was joint winner of the UNSW Eureka Prize for Scientific Research; Professor Ivan Kennedy was awarded the Australian Cotton Growers’ Research Association 2005 Researcher of the Year Award; Dr Sue Page, Professor Michael Kidd, Associate Professor Helen Britt, Professor Ian Hickie, Emeritus Professor Charles Bridges-Webb and Dr Simon Willcock were named in the Country’s 50 most influential people in general practice by the publication *Australian Doctor*, with Dr Page and Professor Kidd making the top 10; two University of Sydney NHMRC funded research projects, those of Professor Tania Sorrell and colleagues at the Westmead Millennium Institute, and The Tobacco Documents Research Group led by Professor Simon Chapman, were recognised in the NHMRC 10 of the Best Awards, with Sydney receiving more awards than any other university in the country.
- (9) noted reports on the following:
  - (a) Courses and Careers Day, and extended its thanks to all those staff and students who organised and participated in making the Day a success.
  - (b) accreditation by the Australian Computer Society of Information Technology Courses.
  - (c) the AGSM’s ranking as the top business school in Australia and Asia and the 5<sup>th</sup> best non-US business school in the latest *Forbes* biennial rankings.
  - (d) international visits and international.
  - (e) the Vice-Chancellor’s approval of the establishment of the new Centre for Health Governance, Law and Ethics.
  - (f) approval to be sought from the Minister to sell a University-owned terrace in Shepherd Street Darlington

- (g) University Relations.
- (h) the focus topic on academic assessment would be presented at the November meeting of Senate.
- (10) joined the Vice-Chancellor in congratulating the University rugby union team for reaching the Grand Final on 1 October 2005.

## **AGENDA ITEM 8**

### **Reports of Faculties and Boards**

#### **8.1 Report of the Faculty of Nursing and Midwifery**

##### **8.1.1 Receipt of Report**

The Dean, on behalf of the Faculty, recommends that the Academic Board receive and note the following report of the Faculty of Nursing and Midwifery.

***Recommendation***

*That the Academic Board receive and note the report of the Faculty of Nursing and Midwifery.*

##### **8.1.2 Semester and vacation dates 2006**

35

At its Faculty Meeting held on 6 October 2005 the Faculty of Nursing and Midwifery approved a recommendation for the Academic Board to approve the attached proposal for a variation to the University semester and vacation dates for 2006. The variations proposed will allow the Faculty to ensure that all students meet the clinical requirements of the degrees offered.

The Dean, on behalf of the Faculty, recommends that the Academic Board approve the proposed semester and vacation dates for 2006 for the Faculty of Nursing and Midwifery, as set out in the report presented.

***Recommendation***

*That the Academic Board approve the semester and vacation dates for the Faculty of Nursing and Midwifery for the year 2006, as set out in the report presented.*

	January					February					March					April					May					June					July					August					September					October					November					December				
	2	9	16	23	30	6	13	20	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25								
Sem Wks										1	2	3	4	5	6	7	8	9	10	11	12	13	14						1	2	3	4	5	6	7	8	9	10	11	12	13	14																		
	Summer School																																																											
Orange Blocks																																																												
Postgrad/ Post-reg																																																												
UG Yr 1																																																												
UG Yr 2																																																												
UG Yr 3																																																												
UG Yr 4																																																												
MN Yr 1																																																												
MN Yr 1 (Combed)																																																												
BN (Hons)																																																												
Comb Deg Yr 2																																																												
Comb Deg Yr 3																																																												
Comb Deg Yr 4																																																												
Comb Deg Yr 5																																																												

Public Holidays  
 Australia Day - Thursday 26 January  
 Good Friday - 14 April  
 Easter Monday - 17 April  
 Anzac Day - Tuesday 25 April  
 Queen's Birthday - Monday 12 June  
 Labour Day - Monday 2 October

## AGENDA ITEM 9 Report of the Undergraduate Studies Committee

### 9.2 Report of the Undergraduate Studies Committee meeting held by circulation in October 2005

The agenda for this meeting was circulated to: The Chair (Associate Professor B Sutton), Professors J Carter, D Grant and J Sachs, Associate Professors C Gillies, R Mason and R Taylor, Drs D Auld, S Cattle, S Cumming, J Hanrahan, J Hughes, G Mason, S Robertson, M Rosenman, D Russell and J Shaw, Mr D Bowan, Ms L Brown, Ms R Jackson and Mr S Lojewski.

By completing and returning the form provided, members indicated that they endorsed all recommendations contained in the agenda.

#### 9.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held by circulation in October 2005.

#### 9.2.2 Proposals for New and Amended Courses

##### 9.2.2.1 Faculty of Economics and Business: Bachelor of Commerce and Bachelor of Laws, Bachelor of Economic and Social Sciences and Bachelor of Laws and Bachelor of Economics and Bachelor of Laws

38-46

Members noted that in accordance with the revised Academic Board resolutions relating to combined degrees (introduced in August 2004), the Faculty of Economics and Business was proposing to amend the Faculty resolutions for the combined degree courses conducted in conjunction with the Faculty of Law. The revised resolutions also take into account the recent standardisation of credit points for units of study within the Faculty of Economics and Business.

##### **Recommendation**

*That the Academic Board:*

- (1) *note the Resolutions of the Faculty relating to the Bachelor of Commerce and Bachelor of Laws, Bachelor of Economic and Social Sciences and Bachelor of Laws, and Bachelor of Economics and Bachelor of Laws combined degree courses, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (2) *approve the faculty requirements relating to the cross-faculty management of the courses, units of study, the pass degree, the honours degree and award of the degrees*

*with effect from 1 January 2006, as set out in the report presented.*

##### 9.2.2.2 Faculty of Health Sciences: Bachelor of Applied Science, Bachelor of Behavioural Health Science and Bachelor of Health Sciences

47-56

The Faculty of Health Sciences advised that the following minor amendments to its courses had been made:

- updated description of the unit of study BACH 2038 Health & Social Theory to make the content of the unit more flexible, as a response to student feedback from earlier versions of the unit, and to facilitate possible future modifications to the delivery of the unit;
- corrected the Handbook entry for PHTY 4091 Advanced Manipulation Skills to advise the redistribution of credit points for PHTY 4090 Honours Thesis to allow students to receive AUSTUDY;
- moved academic units of study for the Bachelor of Applied Science (Medical Radiation Sciences) to fit with the change of clinical placements and add new units of study created for the change period only;

- introduced new elective units of study for the Bachelor of Applied Science (Occupational Therapy);
- divided large professional practice units into smaller units for the Bachelor of Applied Sciences (Orthoptics);
- introduced standardised and new units of study for the Bachelor of Behavioural Health Science;
- introduced new elective units of study administered by the School of Behavioural and Community Health Sciences;
- introduced of standardised and new units of study for the Bachelor of Health Sciences;
- introduced of standardised and new units of study for the Bachelor of Applied Sciences (Exercise and Sport Science), Bachelor of Applied Science (Exercise and Sport Science)/ Bachelor of Science (Nutrition) and Bachelor of Applied Science (Exercise and Sport Science)/Master of Nursing;
- introduced of the new elective unit “Anatomical Analysis of Exercise”; and
- introduced a revised timetable of units of study for the Bachelor of Applied Science (Physiotherapy).

**Recommendation**

*That the Academic Board:*

- (1) *approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science, Bachelor of Behavioural Health Science and Bachelor of Health Sciences courses within the Faculty;*
- (2) *note the amendment to the Resolutions of the Faculty relating to these courses within the Faculty, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (3) *approve the faculty requirements relating to units of study with effect from 1 January 2006, as set out in the report presented.*

**9.2.2.3 Faculty of Science: Bachelor of Science**

57-58

The Faculty of Science has made the following amendments to the Bachelor of Science:

- The adoption of new senior level units of study, as a result of the standardisation of units of study to 6 credit points;
- The adoption of new majors in (i) Environmental Studies and (ii) Plant Science;
- The adoption of amendments to the Geology and Geophysics major;
- The adoption of new units of study within the streams of the Bachelor of Science degree, as a result of the standardisation of units of study to 6 credit points, and the consequential changes to credit point requirements for core units; and
- The amendment of the SCIWAM requirement for admission to Honours in the Bachelor of Science, from 58 to 60.

The last amendment has resulted in an amendment to the Faculty resolutions relating to the Bachelor of Science.

**Recommendation**

*That the Academic Board:*

- (1) *approve the proposal from the Faculty of Science to amend the Bachelor of Science;*
- (2) *note the amendment to the Resolutions of the Faculty relating to the Bachelor of Science, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (3) *approve the faculty requirements relating to the honours degree with effect from 1 January 2006, as set out in the report presented.*

## Amendment of Faculty Resolutions

### Resolutions of the Faculty

#### Faculty of Economics and Business

The existing Resolutions of the Faculty of Economics and Business relating to the Bachelor of Commerce/Bachelor of Laws, Bachelor of Economics/Bachelor of Laws, and the Bachelor of Economic and Social Sciences/Bachelor of Laws are deleted and replaced with the following resolutions, with effect from 1 January 2006:

#### **Participating Faculties: Faculty of Economics and Business & Faculty of Law**

#### **Course Title: Bachelor of Commerce and Bachelor of Laws**

1. These Resolutions must be read in conjunction with the *University of Sydney (Coursework) Rule 2000* (as amended), which sets out the requirements for all coursework courses, and the relevant Resolutions of the Senate.
2. ***Cross-faculty management of the combined award course***
  - (1) Students will be under the general supervision of the Faculty of Economics and Business until the end of the semester in which they complete the requirements for the Bachelor of Commerce. They will then be under the general supervision of the Faculty of Law.
  - (2) The Deans of the Faculty of Economics and Business and the Faculty of Law shall jointly exercise authority in any matter concerning the combined award course not otherwise dealt with in these Resolutions.
3. ***Units of study***
  - (1) The units of study which may be taken for the Bachelor of Commerce are set out under the *Table of undergraduate units of study-Faculty of Economics and Business* in the Faculty of Economics and Business Handbook, together with:
    - (a) designation as junior, senior or honours level;
    - (b) credit point value;
    - (c) the units of study with which they are mutually exclusive;
    - (d) the semesters in which they are offered;
    - (e) corequisites/prerequisites/assumed learning/assumed knowledge; and
    - (f) any special conditions.
  - (2) The units of study which may be taken for the Bachelor of Laws are set out under the *Table of undergraduate units of study* in the Faculty of Law Handbook, together with:
    - (a) designation as compulsory or optional;
    - (b) credit point value;
    - (c) the units of study with which they are mutually exclusive;
    - (d) the semesters in which they are offered;
    - (e) corequisites/prerequisites/assumed learning/assumed knowledge; and
    - (f) any special conditions.
4. ***Requirements for the Bachelor of Commerce and the Bachelor of Laws***
  - (1) To qualify for the award of the pass degrees a student must complete successfully units of study amounting to a total of 240 credit points.
    - (a) To qualify for the award of the Bachelor of Commerce degree a student must complete successfully units of study amounting to a total of 144 credit points, including:
      - (i) 7 core units of study (comprising 36 junior and 6 senior credit points), as specified in the Faculty of Economics and Business Handbook; and
      - (ii) either a major (minimum of 36 senior credit points) or an extended major (minimum of 48 senior credit points), comprising units of study as specified in the Faculty of Economics and Business Handbook, from one of the following subject areas:
        - Accounting;
        - Business Information Systems;
        - Commercial Law;
        - Economics;

- Finance;
- Industrial Relations and Human Resource Management;
- International Business;
- Management;
- Management Decision Sciences; or
- Marketing;
- (iii) 7 compulsory units of study (48 credit points) in Law, as specified in the Faculty of Economics and Business and Faculty of Law Handbooks; and
- (iv) no more than 48 credit points of junior units of study in Economics and Business.
- (b) To qualify for the award of the Bachelor of Laws degree a student must complete successfully units of study amounting to a total of 144 credit points, including:
  - (i) the 7 compulsory units of study (48 credit points) listed in 1(a)(iii);
  - (ii) a further 6 compulsory units of study (48 credit points), as specified in the Faculty of Law Handbook; and
  - (iii) 6 elective units of study (48 credit points), as specified in the Faculty of Law Handbook with a maximum of 5 units (40 credit points) from Part 1 of the *Table of undergraduate units of study* and a minimum of 1 unit (8 credit points) from Part 2 of the *Table of undergraduate units of study*.
- (2) Students must complete the Law units of study in the annual sequence specified in the Faculty of Economics and Business and Faculty of Law Handbooks.
- (3) Students must complete the requirements for the Bachelor of Commerce before proceeding to the Bachelor of Laws (unless they have permission from the Faculty of Law stating otherwise).

**5. Requirements for the award of honours**

Both the Bachelor of Commerce and the Bachelor of Laws may be awarded with honours.

- (1) To qualify for the award of honours in the Bachelor of Commerce a student must complete successfully an additional year of study (the honours year), as specified in the Faculty of Economics and Business Handbook.
  - (a) Students who qualify to undertake the honours year may elect to do so either:
    - (i) by suspending candidature from the Bachelor of Laws (including the combined Commerce/Laws award course) for one year with the permission of the Faculty of Law; or
    - (ii) after completion of the combined award course.
  - (b) The Bachelor of Commerce may be awarded with honours in any of the subject areas where honours units are listed in the *Table of undergraduate units of study-Faculty of Economics and Business* or, as approved by the Faculty of Economics and Business, with joint honours in two of these subject areas.
  - (c) To enrol in the honours year, a student must satisfy the following:
    - (i) successful completion of the requirements for the pass degree;
    - (ii) confirmation of the student's eligibility for entry to the honours year from the relevant Discipline(s)/Department; and
    - (iii) any other requirements for entry into the honours year set by the relevant Discipline(s)/Department and the Faculty of Economics and Business, unless otherwise approved by the Faculty of Economics and Business.
  - (d) The classes for the award of honours in the Bachelor of Commerce are specified in the following table:

Description	Mark Range
Honours Class I and University Medal	90 – 100*
Honours Class I	80 – 100
Honours Class II (Division 1)	75 – 79
Honours Class II (Division 2)	70 – 74
Honours Class III	65 – 69
Pass	50 – 64

\*NB This is a minimum criterion only, other criteria apply

- (2) To qualify for the award of honours in the Bachelor of Laws students must obtain the following WAM across all Law units, including those taken as part of the combined award course and any failures. An honours year is not required.
  - (a) Honours in the Bachelor of Laws may be awarded in two classes: Class I and Class II.
  - (b) First class honours are awarded to students who obtain an average mark of 75% or higher (weighted in accordance with the credit points for each unit of study).
  - (c) Second class honours are awarded to students who obtain an average mark of between 70% and 74.9% (weighted in accordance with the credit points for each unit of study).
  - (d) Students who qualify for the award of first class honours, and whose work is of outstanding merit in the opinion of the Faculty, may be considered for the award of a University medal.

**6. Award of Bachelor of Commerce and Bachelor of Laws**

A student who completes the requirements for the Bachelor of Commerce and the Bachelor of Laws shall receive at graduation a separate testamur for each of the degrees.

- (1) The Bachelor of Commerce and the Bachelor of Laws may be awarded in two grades, namely pass and honours.
  - (a) The testamur for pass degree of Bachelor of Commerce shall specify the major(s) completed.
  - (b) The testamur for the Bachelor of Commerce with honours shall specify the subject area(s) and the class of honours. It shall not include majors.
  - (c) The testamur for the Bachelor of Laws with honours shall specify the class of honours.
- (2) Students may abandon the combined award course and elect to complete the Bachelor of Commerce in accordance with the Resolutions governing this award course.

**Participating Faculties: Faculty of Economics and Business & Faculty of Law**  
**Course Title: Bachelor of Economic and Social Sciences and Bachelor of Laws**

1. These Resolutions must be read in conjunction with the *University of Sydney (Coursework) Rule 2000* (as amended), which sets out the requirements for all coursework courses, and the relevant Resolutions of the Senate.
2. **Cross-faculty management of the combined award course**
  - (1) Students will be under the general supervision of the Faculty of Economics and Business until the end of the semester in which they complete the requirements for the Bachelor of Economic and Social Sciences. They will then be under the general supervision of the Faculty of Law.
  - (2) The Deans of the Faculty of Economics and Business and the Faculty of Law shall jointly exercise authority in any matter concerning the combined award course not otherwise dealt with in these Resolutions.
3. **Units of study**
  - (1) The units of study which may be taken for the Bachelor of Economic and Social Sciences are set out under the *Table of undergraduate units of study-Faculty of Economics and Business* in the Faculty of Economics and Business Handbook, together with:
    - (a) designation as junior, senior or honours level;
    - (b) credit point value;

- (c) the units of study with which they are mutually exclusive;
  - (d) the semesters in which they are offered;
  - (e) corequisites/prerequisites/assumed learning/assumed knowledge; and
  - (f) any special conditions.
- (2) The units of study which may be taken for the Bachelor of Laws are set out under the *Table of undergraduate units of study* in the Faculty of Law Handbook, together with:
- (a) designation as compulsory or optional;
  - (b) credit point value;
  - (c) the units of study with which they are mutually exclusive;
  - (d) the semesters in which they are offered;
  - (e) corequisites/prerequisites/assumed learning/assumed knowledge; and
  - (f) any special conditions.

**4. Requirements for the Bachelor of Economic and Social Sciences and the Bachelor of Laws**

- (1) To qualify for the award of the pass degrees a student must complete successfully units of study amounting to a total of 240 credit points.
- (a) To qualify for the award of the Bachelor of Economic and Social Sciences degree a student must complete successfully units of study amounting to a total of 144 credit points, including:
- (i) either a major (minimum of 36 senior credit points) or an extended major (minimum of 48 senior credit points), comprising units of study as specified in the Faculty of Economics and Business Handbook, in a subject area selected from one of the columns below; and
  - (ii) at least 12 credit points of senior units of study from a subject area selected from the other column;

I	II
Economics Political Economy	Government and International Relations Industrial Relations and Human Resource Management

- (iii) 7 compulsory units of study (48 credit points) in Law, as specified in the Faculty of Economics and Business and Faculty of Law Handbooks; and
  - (iv) no more than 48 credit points of junior units of study in Economics and Business.
- (b) To qualify for the award of the Bachelor of Laws degree a student must complete successfully units of study amounting to a total of 144 credit points, including:
- (i) the 7 compulsory units of study (48 credit points) listed in 1(a)(iii);
  - (ii) a further 6 compulsory units of study (48 credit points), as specified in the Faculty of Law Handbook; and
  - (iii) 6 elective units of study (48 credit points), as specified in the Faculty of Law Handbook with a maximum of 5 units (40 credit points) from Part 1 of the *Table of undergraduate units of study* and a minimum of 1 unit (8 credit points) from Part 2 of the *Table of undergraduate units of study*.
- (2) Students must complete the Law units of study in the annual sequence specified in the Faculty of Economics and Business and Faculty of Law Handbooks.
- (3) Students must complete the requirements for the Bachelor of Economic and Social Sciences before proceeding to the Bachelor of Laws (unless they have permission from the Faculty of Law stating otherwise).

**5. Requirements for the award of honours**

Both the Bachelor of Economic and Social Sciences and the Bachelor of Laws may be awarded with honours.

- (1) To qualify for the award of honours in the Bachelor of Economic and Social Sciences a student must complete successfully an additional year of study (the honours year), as specified in the Faculty of Economics and Business Handbook.
- (a) Students who qualify to undertake the honours year may elect to do so either:

- (i) by suspending candidature from the Bachelor of Laws (including the combined Economic and Social Sciences/Laws award course) for one year with the permission of the Faculty of Law; or
- (ii) after completion of the combined award course.
- (b) The Bachelor of Economic and Social Sciences may be awarded with honours in any of the subject areas where honours units are listed in the *Table of undergraduate units of study*-Faculty of Economics and Business or, as approved by the Faculty of Economics and Business, with joint honours in two of these subject areas.
- (c) To enrol in the honours year, a student must satisfy the following:
  - (i) successful completion of the requirements for the pass degree;
  - (ii) confirmation of the student's eligibility for entry to the honours year from the relevant Discipline(s)/Department; and
  - (iii) any other requirements for entry into the honours year set by the relevant Discipline(s)/Department and the Faculty of Economics and Business, unless otherwise approved by the Faculty of Economics and Business.
- (d) The classes for the award of honours in the Bachelor of Economic and Social Sciences are specified in the following table:

Description	Mark Range
Honours Class I and University Medal	90 – 100*
Honours Class I	80 – 100
Honours Class II (Division 1)	75 – 79
Honours Class II (Division 2)	70 – 74
Honours Class III	65 – 69
Pass	50 – 64

\*NB This is a minimum criterion only, other criteria apply

- (2) To qualify for the award of honours in the Bachelor of Laws students must obtain the following WAM across all Law units, including those taken as part of the combined award course and any failures. An honours year is not required.
  - (a) Honours in the Bachelor of Laws may be awarded in two classes: Class I and Class II.
  - (b) First class honours are awarded to students who obtain an average mark of 75% or higher (weighted in accordance with the credit points for each unit of study).
  - (c) Second class honours are awarded to students who obtain an average mark of between 70% and 74.9% (weighted in accordance with the credit points for each unit of study).
  - (d) Students who qualify for the award of first class honours, and whose work is of outstanding merit in the opinion of the Faculty, may be considered for the award of a University medal.

**6. Award of Bachelor of Economic and Social Sciences and Bachelor of Laws**

A student who completes the requirements for the Bachelor of Economic and Social Sciences and the Bachelor of Laws shall receive at graduation a separate testamur for each of the degrees.

- (1) The Bachelor of Economic and Social Sciences and the Bachelor of Laws may be awarded in two grades, namely pass and honours.
  - (a) The testamur for pass degree of Bachelor of Economic and Social Sciences shall specify the major(s) completed.
  - (b) The testamur for the Bachelor of Economic and Social Sciences with honours shall specify the subject area(s) and the class of honours. It shall not include majors.
  - (c) The testamur for the Bachelor of Laws with honours shall specify the class of honours.
- (2) Students may abandon the combined award course and elect to complete the Bachelor of Bachelor of Economic and Social Sciences in accordance with the Resolutions governing this award course.

**Participating Faculties: Faculty of Economics and Business & Faculty of Law**

**Course Title: Bachelor of Economics and Bachelor of Laws**

1. These Resolutions must be read in conjunction with the *University of Sydney (Coursework) Rule 2000* (as amended), which sets out the requirements for all coursework courses, and the relevant Resolutions of the Senate.
2. ***Cross-faculty management of the combined award course***
  - (1) Students will be under the general supervision of the Faculty of Economics and Business until the end of the semester in which they complete the requirements for the Bachelor of Economics. They will then be under the general supervision of the Faculty of Law.
  - (2) The Deans of the Faculty of Economics and Business and the Faculty of Law shall jointly exercise authority in any matter concerning the combined award course not otherwise dealt with in these Resolutions.
3. ***Units of study***
  - (1) The units of study which may be taken for the Bachelor of Economics are set out under the *Table of undergraduate units of study-Faculty of Economics and Business* in the Faculty of Economics and Business Handbook, together with:
    - (a) designation as junior, senior or honours level;
    - (b) credit point value;
    - (c) the units of study with which they are mutually exclusive;
    - (d) the semesters in which they are offered;
    - (e) corequisites/prerequisites/assumed learning/assumed knowledge; and
    - (f) any special conditions.
  - (2) The units of study which may be taken for the Bachelor of Laws are set out under the *Table of undergraduate units of study* in the Faculty of Law Handbook, together with:
    - (a) designation as compulsory or optional;
    - (b) credit point value;
    - (c) the units of study with which they are mutually exclusive;
    - (d) the semesters in which they are offered;
    - (e) corequisites/prerequisites/assumed learning/assumed knowledge; and
    - (f) any special conditions.
4. ***Requirements for the Bachelor of Economics and the Bachelor of Laws***
  - (1) To qualify for the award of the pass degrees a student must complete successfully units of study amounting to a total of 240 credit points.
    - (a) To qualify for the award of the Bachelor of Economics degree a student must complete successfully units of study amounting to a total of 144 credit points, including:
      - (i) 4 core units of study (comprising 24 junior credit points), as specified in the Faculty of Economics and Business Handbook; and
      - (ii) either a major (minimum of 36 senior credit points) or an extended major (minimum of 48 senior credit points), comprising units of study from the subject area of Economics, as specified in the Faculty of Economics and Business Handbook; or
      - (iii) a major (minimum of 36 senior credit points) or an extended major (minimum of 48 senior credit points), comprising units of study from the subject area of Econometrics, and a minimum of 12 senior credit points from the subject area of Economics, as specified in the Faculty of Economics and Business Handbook;
      - (iv) 7 compulsory units of study (48 credit points) in Law, as specified in the Faculty of Economics and Business and Faculty of Law Handbooks; and
      - (v) no more than 48 credit points of junior units of study in Economics and Business.
    - (b) To qualify for the award of the Bachelor of Laws degree a student must complete successfully units of study amounting to a total of 144 credit points, including:
      - (i) the 7 compulsory units of study (48 credit points) listed in 1(a)(iv);

- (ii) a further 6 compulsory units of study (48 credit points), as specified in the Faculty of Law Handbook; and
  - (iii) 6 elective units of study (48 credit points), as specified in the Faculty of Law Handbook with a maximum of 5 units (40 credit points) from Part 1 of the *Table of undergraduate units of study* and a minimum of 1 unit (8 credit points) from Part 2 of the *Table of undergraduate units of study*.
- (2) Students must complete the Law units of study in the annual sequence specified in the Faculty of Economics and Business and Faculty of Law Handbooks.
- (3) Students must complete the requirements for the Bachelor of Economics before proceeding to the Bachelor of Laws (unless they have permission from the Faculty of Law stating otherwise).

**5. Requirements for the award of honours**

Both the Bachelor of Economics and the Bachelor of Laws may be awarded with honours.

- (1) To qualify for the award of honours in the Bachelor of Economics a student must complete successfully an additional year of study (the honours year), as specified in the Faculty of Economics and Business Handbook.
- (a) Students who qualify to undertake the honours year may elect to do so either:
- (i) by suspending candidature from the Bachelor of Laws (including the combined Economics/Laws award course) for one year with the permission of the Faculty of Law; or
  - (ii) after completion of the combined award course.
- (b) The Bachelor of Economics may be awarded with honours in any of the subject areas where honours units are listed in the *Table of undergraduate units of study*-Faculty of Economics and Business or, as approved by the Faculty of Economics and Business, with joint honours in two of these subject areas.
- (c) To enrol in the honours year, a student must satisfy the following:
- (i) successful completion of the requirements for the pass degree;
  - (ii) confirmation of the student's eligibility for entry to the honours year from the relevant Discipline(s)/Department; and
  - (iii) any other requirements for entry into the honours year set by the relevant Discipline(s)/Department and the Faculty of Economics and Business, unless otherwise approved by the Faculty of Economics and Business.
- (d) The classes for the award of honours in the Bachelor of Economics are specified in the following table:

Description	Mark Range
Honours Class I and University Medal	90 – 100*
Honours Class I	80 – 100
Honours Class II (Division 1)	75 – 79
Honours Class II (Division 2)	70 – 74
Honours Class III	65 – 69
Pass	50 – 64

\*NB This is a minimum criterion only, other criteria apply

- (2) To qualify for the award of honours in the Bachelor of Laws students must obtain the following WAM across all Law units, including those taken as part of the combined award course and any failures. An honours year is not required.
- (a) Honours in the Bachelor of Laws may be awarded in two classes: Class I and Class II.
  - (b) First class honours are awarded to students who obtain an average mark of 75% or higher (weighted in accordance with the credit points for each unit of study).
  - (c) Second class honours are awarded to students who obtain an average mark of between 70% and 74.9% (weighted in accordance with the credit points for each unit of study).

- (d) Students who qualify for the award of first class honours, and whose work is of outstanding merit in the opinion of the Faculty, may be considered for the award of a University medal.

**6. Award of Bachelor of Economics and Bachelor of Laws**

A student who completes the requirements for the Bachelor of Economics and the Bachelor of Laws shall receive at graduation a separate testamur for each of the degrees.

- (1) The Bachelor of Economics and the Bachelor of Laws may be awarded in two grades, namely pass and honours.
  - (a) The testamur for pass degree of Bachelor of Economics shall specify the major(s) completed.
  - (b) The testamur for the Bachelor of Economics with honours shall specify the subject area(s) and the class of honours. It shall not include majors.
  - (c) The testamur for the Bachelor of Laws with honours shall specify the class of honours.
- (2) Students may abandon the combined award course and elect to complete the Bachelor of Economics in accordance with the Resolutions governing this award course.

## **Amendments to Economics and Business Faculty Resolutions relating to Coursework Award Courses**

### **[Section 2]**

Detailed below are the Section 2 Resolutions of the Faculty of Economics and Business. These rules apply to all award courses administered by the Faculty (as listed in the table below). Students enrolled in combined degrees should familiarise themselves with the Resolutions of their supervising faculty as specified in the relevant Faculty Handbook.

<b>Degree</b>	<b>Supervising Faculty</b>
Bachelor of Commerce	Faculty of Economics and Business
Bachelor of Commerce/Bachelor of Arts	Faculty of Economics and Business
Bachelor of Commerce/Bachelor of Science	Faculty of Economics and Business
Bachelor of Commerce (Liberal Studies)	Faculty of Economics and Business
Bachelor of Economic and Social Sciences	Faculty of Economics and Business
Bachelor of Economics	Faculty of Economics and Business
Bachelor of Engineering/Bachelor of Commerce	Faculty of Engineering
Bachelor of International Studies	Faculty of Economics and Business
Combined Laws	Faculty of Economics and Business (until students meet the requirements of the Bachelor of Commerce, Bachelor of Economic and Social Sciences, Bachelor of Economics or Bachelor of International Studies. Students are then transferred to the Faculty of Law to complete the additional requirements for the Bachelor of Laws and are thereby subject to the <del>Section 2</del> Resolutions of the Faculty of Law).

#### **4. Transitional arrangements**

In accordance with the Academic Board parameters for transition to standardisation, the Faculty of Economics and Business has established the following transitional arrangements:

##### **Student Workload-Credit Formula**

To ensure students will not be academically disadvantaged or required to contribute greater student effort as a consequence of the transition to standardisation, the Faculty has developed comprehensive guidelines to assist academic staff in the redesign of existing units of study, including a Student Workload-Credit Formula. This formula has been designed in conjunction with members of the Centre to Advance Learning in Economics and Business (CALEB) and approved by the Faculty Undergraduate Studies Board and Faculty Learning and Teaching Committee. It has also been endorsed by the University Institute for Teaching and Learning.

##### **Extension units of study**

To ensure students can complete their award course under the Faculty Resolutions current at the time of transition to standardisation, extension units to the value of two (2) credit points each will be created by each discipline within the Faculty of Economics and Business. If continuing students require less than six (6) credit points in order for them to meet the requirements of their major(s) and/or degree, they may apply to enrol in these extension units. Extension units can be attached (up to two per major) to any six (6) credit point unit of study at 2000 or 3000 level. Extension units essentially comprise two (2) credit points of additional work (eg. An additional or longer essay, presentation or exam). Four (4) extension units are to be created per discipline and will be titled <Discipline alpha code><9001-9004><Discipline name><Extension>. Students will receive the same grade for both the six (6) credit point unit and the attached extension unit as the results achieved across all assessment tasks will be aggregated.

##### **Sunset clause**

In recognition of the increased workload for both academic and administrative staff during the transition period, the Faculty of Economics and Business has included a "Sunset clause" in Section 2 of the Faculty of Economics and Business Resolutions. This clause indicates that transitional arrangements will no longer be available after three (3) years (end of 2008).

## Faculty Resolutions

### Faculty of Health Sciences

The Resolutions of the Faculty of Health Sciences relating to the Bachelor of Applied Science, Bachelor of Behavioural Health Science and Bachelor of Health Sciences degrees are amended, with effect from 1 January 2006, as follows (additions indicated by underline, deletions indicated by strikethrough):

### DEGREE OF BACHELOR OF APPLIED SCIENCE

#### TABLE A—EXERCISE AND SPORT SCIENCE

##### A.1- Pass Course (3 year full-time)

###### Year 1

###### Semester 1

~~Health, Exercise and Sport Psychology~~  
Introductory Behavioural Health Science  
Cell Metabolism and Biochemistry  
Functional Anatomy A - Exercise Science  
Introductory Neuroscience  
~~Sport First Aid Trainer~~  
Biomechanics of Human Movement

###### Semester 2

Body Systems: Structure and Function I  
Sport First Aid Trainer or Sport Coaching  
Functional Anatomy B - Exercise Science  
Fundamentals of Exercise Science  
Muscle Mechanics and Training

###### Year 2

###### Semester 1

Body Systems: Structure and Function II  
Motor Control  
Biochemistry of Exercise  
Biomechanical Analysis of Movement  
Exercise Physiology - Acute Responses

###### Semester 2

~~Health, Sport and Society~~  
Motor Control and Learning  
Nutrition, Health and Performance  
Exercise Physiology – Training Adaptations  
Growth, Development and Ageing

###### Year 3

###### Semester 1

Sociology and Psychology of Organisations

or

~~Sport Pharmacology~~  
~~Environmental Physiology~~  
Research Methods and Practice  
Exercise Testing and Prescription  
Exercise, Health and Disease  
Elective (choose one from list below)

###### Semester 2

~~Professional Practice~~  
~~Projects in Biomechanics~~  
Exercise and Rehabilitation

Electives: (choose ~~two~~ three from the following):

Ergonomics\*  
Exercise Pharmacology and Immunology  
Applied Biomechanics\*  
~~Readings and Conference~~  
Management, Marketing and the Law  
~~Exercise and Ageing~~  
Physiological Testing and Training  
Sport, Society and Social Theory

\* at least one of the electives marked \* must be included

##### A.2 – Honours Course (4 year full-time)

Year 1 – as for Pass course

Year 2 – as for Pass course

Year 3 – as for Pass course

###### Year 4

Honours Thesis

#### TABLE B—EXERCISE, SPORT SCIENCE AND NUTRITION

##### B.1 – Pass Course (4 year full-time)

###### Year 1

###### Semester 1

Chemistry 1A or chemistry 1 Life Sciences A (Advanced)  
~~Health, Exercise and Sport Psychology~~  
Introductory Behavioural Health Science  
Functional Anatomy A - Exercise Science  
~~Introductory Neuroscience~~  
Biomechanics of Human Movement

###### Semester 2

Chemistry 1B or Chemistry 1 (Life Sciences B (Advanced))  
Molecular Biology & Genetics – Intro  
Body Systems: Structure and Function 1  
Functional Anatomy B - Exercise Science  
~~Sport First Aid Trainer~~  
~~Fundamentals Principles~~ of Exercise Science

**Year 2 (first offered in 2005)**

**Semester 1**

Life Science Statistics  
Molecular Biology and Genetics A  
Food Science Introductory (Advanced)  
Body Systems: Structure and Function II  
Exercise Physiology - Acute Responses

**Semester 2**

Human Biochemistry  
Nutritional Science Introductory (Advanced)  
~~Health, Sport and Social Theory~~  
Exercise Physiology – Training Adaptations  
Muscle Mechanics and Training

**Year 3 (first offered in 2006)**

**Semester 1**

Life Sciences Calculus  
Motor Control  
Biomechanical Analysis of Movement  
~~Environmental Physiology~~  
Exercise Testing and Prescription  
Exercise Health and Disease

**Semester 2**

Statistical Tests  
Exercise and Rehabilitation  
Growth, Development and Ageing  
Motor Control and Learning

**TABLE E—MEDICAL RADIATION SCIENCES**

**E.1 – Pass course (3 year full-time)**

**Year 1**

**Semester 1**

Foundations of Psychology for Health Science  
Introductory Radiation Physics 1A  
Human Biology and Biochemistry  
Structure, Function and Disease I  
Introduction to Clinical Education

**Semester 2**

Foundations of Health Sociology  
Designing Health Research  
Introductory Radiation Physics 1B  
Structure, Function and Disease II  
plus

*Diagnostic Radiography*

**Semester 1**

Radiographic Practice 1A

**Semester 2**

Radiographic Practice 1B  
Radiographic Physics 1  
Clinical Education 1A  
or

*Nuclear Medicine*

**Semester 1**

Nuclear Medicine 1A

**Semester 2**

Nuclear Medicine 1B  
Nuclear Medicine Physics 1

**Year 4 (first offered in 2007)**

**Semester 1**

Nutritional Assessment Methods  
Methods in Nutrition Practice  
Nutrition for Health, Exercise and Sport  
Exercise Pharmacology and Immunology

**Semester 2**

Cellular and Medical Biochemistry  
Human Molecular Cell Biology  
Medical and Metabolic Biochemistry  
Community and Public Health Nutrition  
Nutrition and Chronic Disease

**B.2—Honours Course (5 years full-time)**

*Year 1 — as for Pass course*

*Year 2 — as for Pass course*

*Year 3 — as for Pass course*

*Year 4 — as for Pass course*

**Year 5 (Honours in Exercise, Sport Science and Nutrition)**

**Semester 1**

Honours Thesis A

**Semester 2**

Honours Thesis B

Clinical Education 1B  
or

*Radiation Therapy*

**Semester 1**

Radiation Therapy 1A

**Semester 2**

Radiation Therapy 1B  
Radiation Therapy Physics 1  
Clinical Education 1C

**Year 2**

**Semester 1**

Structure, Function and Disease III  
~~Intro Radiation Biology & Protection~~  
Sectional Anatomy

**Semester 2**

Intro Radiation Biology and Protection  
Medical Ethics and Professional Issues  
plus  
*Diagnostic Radiography*

**Semester 1**

~~Radiographic Physics 2~~  
Radiographic Practice 2  
Radiographic Pathology 1  
Clinical Education 2.1A

**Semester 2**

~~Clinical Education 2A~~

Radiographic Physics 2  
Clinical Education 2.2A  
Clinical Education 2.3A

or

*Nuclear Medicine*

~~Nuclear Medicine Physics 2~~

Nuclear Medicine 2

Radiopharmacy

Clinical Education 2.1B

**Semester 2**

~~Clinical Education 2B~~

Nuclear Medicine Physics 2

Clinical Education 2.2B

Clinical Education 2.3B

or

*Radiation Therapy*

**Semester 1**

Oncology A

~~Radiation Therapy Physics 2~~

Radiation Therapy 2

Clinical Education 2.1C

**Semester 2**

~~Clinical Education 2C~~

Radiation Therapy Physics 2

Clinical Education 2.2C

Clinical Education 2.3C

### Year 3

#### Semester 1

*Choice of one of the following research units:*

~~Analysing Health Research: General~~

~~Quantitative Health & Social Research~~

~~Qualitative Health & Social Research~~

*Choice of one of the following:*

~~Clients, Practitioners and Organisations~~

~~Health, Attitudes and Interaction~~

plus

Image Processing

Integrated Diagnosis and Treatment

#### Semester 2

*Choice of one of the following research units:*

Analysing Health Research: General

Quantitative Health and Social Research

Qualitative Health and Social Research

*Choice of one of the following:*

Clients, Practitioners and Organisations

Health, Attitudes and Interaction

*Choice of one of the following:*

Health Policy and Service Delivery

Cognition and Cognitive Impairment

plus

Medical Radiations Project

~~Integrated Diagnosis and Treatment~~

plus

*Diagnostic Radiography*

#### Semester 1

Radiographic Physics 3A

Radiographic Practice 3

Sonography A

Radiographic Pathology 2

Clinical Education 3.1A

Operating Theatre Radiography

#### Semester 2

Radiographic Physics 3B

Clinical Education 3.2A

Radiography electives (see note # below) – 6

1 x 3cp in sem 1 sem 2

Elective studies (see note x below) – 1 x 3cp

sem 1 sem 2

or

*Nuclear Medicine*

#### Semester 1

Sonography A

Nuclear Medicine Physics 3

Nuclear Medicine 3A

Clinical Education 3.1B

Elective studies (see note x below) - 1 x 3 cp

#### Semester 2

Nuclear Medicine 3B

Clinical Education 3.2B

Elective studies (see note x below) - 1 x 3 cp

or

*Radiation Therapy*

#### Semester 1

Oncology B

Radiation Therapy Physics 3

Radiation Therapy 3A

Clinical Education 3.1C

#### Semester 2

Radiation Therapy 3B

Seminars in Radiation Therapy

Clinical Education 3.2C

Elective studies (choice of 1 elective)

#. Radiography Electives - students choose 2 1 of the following in semester 2 (3 credit points ~~each~~).

MRTY 3080 Seminars in Diagnostic Radiography

MRTY 3081 Interventional Radiography

~~MRTY 3083 Sports Injury Imaging~~

MRTY 3084 Paediatric Radiography

~~MRTY3085 Operating Suite Radiography~~

MRTY 3086 Functional Brain Imaging

x. Elective studies – Elective studies may be taken from within or outside the Faculty of Health Sciences, subject to availability, prerequisites and minimum student enrolment. Students must discuss their choice of elective/s with their academic advisor prior to enrolment. Students may choose from the following pool of electives, from across the Faculty or from other faculties (by permission of Head of School):

Radiography – choose 1 elective in semester 2

Nuclear Medicine – choose 2 electives, one x 3 credit point elective in semester 1 and one x 3 credit point elective in semester 2

Radiation Therapy – choose 1 elective in semester 1

## **E.2 – Honours course (4 year full-time)**

### **Full-time mode**

*Years 1 - as for pass course*

*Years 2 - as for pass course*

*Years 3 - as for pass course*

### **Year 4**

#### **Semester 1**

Honours Thesis 1A

#### **Semester 2**

Honours Thesis 1B

### **Part-time mode**

*Years 1 - as for pass course*

## **TABLE G—ORTHOPTICS**

### **G.1 – Pass course (4 year full-time)**

#### **Year 1**

##### **Semester 1**

Foundations of Health Sociology

Foundations of Psychology for Health Science

Human Biology and Biochemistry

Optics

Ocular Biology I

Professional Practice IA

Visual Processes

Introduction to Professional Practice

##### **Semester 2**

Clients, Practitioners and Organisations

Body Systems I

Neuroscience I

Professional Practice IB

Binocular Vision

Introduction to Ocular Pathology &  
Assessment

Clinical Optics

#### **Year 2 (first offered in 2005)**

##### **Semester 1**

Analysing Health Research: General

Neuroscience II

Ocular Biology II

Concomitant Strabismus A

Professional Practice II [inter-semester]

Cataract and Ocular Surface Involvement

Instrumentation IIA

##### **Semester 2**

Health, Attitudes and Interaction

Cognition and Neurocognitive Recovery

*Years 2 - as for pass course*

*Years 3 - as for pass course*

### **Year 4**

#### **Semester 1**

Honours Thesis A

#### **Semester 2**

Honours Thesis B

### **Year 5**

#### **Semester 1**

Honours Thesis C

#### **Semester 2**

Honours Thesis D

Visual Neuroscience

Body Systems II

Concomitant Strabismus B

Glaucoma and Ocular Emergencies

Instrumentation IIB

#### **Year 3 (first offered in 2006)**

##### **Semester 1**

Assess & Manage Refractive Errors

Professional Practice IIIA

Professional Practice IIIB

##### **Semester 2**

Embryology and Genetics

Ocular Motor Systems

Orbital and Restrictive Conditions

Instrumentation III

Rehabilitation in Childhood

Orthoptics in Paediatrics

Orthoptics in Neurology

#### **Year 4 (first offered in 2007)**

##### **Semester 1**

Developing a Research Project

Neurological Eye Movement Disorders

Orthoptics in Adult Practice

Orthoptics in Ophthalmic Practice

Professional Studies

Rehabilitation for Vision Impairment

##### **Semester 2**

Professional Practice IVA

Professional Practice IVB

Professional Practice IVC

Clinical Project

**G.2 – Honours course (4 year full-time)**

*Year 1 – as for Pass course*

*Year 2 – as for Pass course*

**Year 3 (first offered in 2006)**

**Semester 1**

Developing a Research Project  
Assess & Manage Refractive Errors  
Professional Practice IIIHA  
Professional Practice IIIHB

**Semester 2**

Embryology and Genetics  
Ocular Motor Systems  
Orbital and Restrictive Conditions  
Instrumentation III  
Orthoptics in Paediatrics  
Orthoptics in Neurology

**TABLE H—PHYSIOTHERAPY**

**H.1 – Pass course (4 year full-time)**

**Year 1**

**Semester 1**

Foundations of Health Psychology for Health  
Science  
Designing Health Research  
Molecules and Energy  
Functional Anatomy A  
Introductory Neuroscience  
Biomechanics A  
Motor Performance and Learning

**Semester 2**

Foundations of Health Sociology  
Quantitative Health & Social Research  
or  
Qualitative Health & Social Research  
plus  
Body Systems: Structure and Function I  
Functional Anatomy B (Physiotherapy)  
Neurosciences for Physiotherapists  
Biomechanics B  
Muscle Mechanics

**Year 2 (first offered in 2005)**

**Semester 1**

Maladaptive Behaviours/Behaviour Change  
Body Systems II and Pharmacology  
Applied Physiology  
Evidence Based Physiotherapy  
Professional Practice  
Clinical Observation and Measurement

**Semester 2**

Cardiopulmonary Physiotherapy A  
Neurological Physiotherapy A  
Musculoskeletal Physiotherapy A  
Musculoskeletal Physiotherapy B

Research Proposal

**Year 4 (first offered in 2007)**

**Semester 1**

Neurological Eye Movement Disorders  
Orthoptics in Adult Practice  
Orthoptics in Ophthalmic Practice  
Professional Studies  
Professional Practice IVHA  
Research Report A

**Semester 2**

Professional Practice IVHBA  
Professional Practice IVHBB  
Professional Practice IVHBC  
Research Report B

**Year 3 (first offered in 2006)**

**Semester 1**

Cardiopulmonary Physiotherapy B  
Neurological Physiotherapy B  
Musculoskeletal Physiotherapy C  
Musculoskeletal Physiotherapy D

**Semester 2**

Physiotherapy Practicum A  
Physiotherapy Practicum B  
Physiotherapy Practicum C

**Year 4 (first offered in 2007)**

**Semester 1**

Musculoskeletal Physiotherapy E  
Cardiopulmonary & Neurological  
Physiotherapy  
Physiotherapy Practicum D  
Physiotherapy Practicum E

**Semester 2**

Physiotherapy in Childhood  
Physiotherapy in the Workplace  
Physiotherapy in Recreation  
Physiotherapy in the Community  
Physiotherapy for Older People  
Elective Studies

**H.2 – Honours course (4 year full-time)**

*Year 1 – as for Pass course*

*Year 2 – as for Pass course*

*Year 3 – as for Pass course*

**Year 4 (first offered in 2007)**

**Semester 1**

Musculoskeletal Physiotherapy E

Cardiopulmonary & Neurological  
Physiotherapy  
Physiotherapy Practicum D  
Physiotherapy Practicum E  
**Semester 2**  
Select four from the following five:  
Physiotherapy in Childhood

Physiotherapy in the Workplace  
Physiotherapy in Recreation  
Physiotherapy in the Community  
Physiotherapy for Older People  
plus  
Honours Research Dissertation

**TABLE J — BACHELOR OF APPLIED SCIENCE (EXERCISE AND SPORT SCIENCE)/BACHELOR OF SCIENCE (NUTRITION)**

Candidates must complete over 10 semesters the following units of study. In order to proceed from year 1 to year 2 of the program candidates must achieve a year WAM of at least 60. In order to proceed to the following years of the program a candidate must achieve at least 65 in each of NUTR2911, NUTR2912, NUTR3901 and NUTR3902, and a year WAM of at least 65 in Years 2 to 4. Candidates who fail to maintain these results in any year will be transferred to either the BSc, the BAppSc(ExSpSc) or the BAppSc(Ex,SpSc&Nutr).

**J.1— Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition) with Honours in Nutrition and Dietetics (5 years full-time)**

**Year 1**

**Semester 1**

Chemistry 1A or chemistry 1 Life Sciences A (Advanced)

~~Health, Exercise and Sport Psychology~~

Introductory Behavioural Health Science

Functional Anatomy A – Exercise Science

~~Introductory Neuroscience~~

Biomechanics of Human Movement

**Semester 2**

Chemistry 1B or Chemistry 1 (Life Sciences B (Advanced)

Molecular Biology & Genetics – Intro

Body Systems: Structure and Function 1

Functional Anatomy B - Exercise Science

~~Sport First Aid Trainer~~

~~Fundamentals~~ Principles of Exercise Science

**Year 2 (first offered in 2005)**

**Semester 1**

Life Science Statistics (to be offered in 2006)

Introductory Neuroscience (first offered 2007)

Molecular Biology and Genetics A

Food Science Introductory (Advanced)

Body Systems: Structure and Function II

Exercise Physiology – Acute Responses

**Semester 2**

Human Biochemistry

Nutritional Science Introductory (Advanced)

~~Health, Sport and Social Theory~~

Exercise Physiology – Training Adaptations

Muscle Mechanics and Training

**Year 3 (first offered in 2006)**

**Semester 1**

Life Sciences Calculus

Motor Control

Biomechanical Analysis of Movement

~~Environmental Physiology~~

Exercise Testing and Prescription

Exercise Health and Disease

**Semester 2**

Statistical Tests

Exercise and Rehabilitation

Growth, Development and Ageing

Motor Control and Learning

**Year 4 (first offered in 2007)**

**Semester 1**

Nutritional Assessment Methods

Methods in Nutrition Practice

Nutrition for Health, Exercise and Sport

Exercise Pharmacology and Immunology

**Semester 2**

~~Cellular and Medical Biochemistry~~

Human Molecular Cell Biology

Medical and Metabolic Biochemistry

Community and Public Health Nutrition

Nutrition and Chronic Disease

EXIT POINT\*

**Year 5 (first offered in 2008)**

**Semester 1**

Clinical Nutritional Science A

**Semester 2**

Clinical Nutritional Science B

EXIT POINT\*\*

**J.2— Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition) with Honours in nutrition (5 year full-time)**

Year 1 — see table J.1  
Year 2 — see table J.1  
Year 3 — see table J.1  
Year 4 — see table J.1

**YEAR 5 Semester 1**

Nutrition Research A

Nutrition Research B

**Semester 2**

Nutrition Research C 12

Nutrition Research D 12

**EXIT POINT\*\*\***

Notes

\* Students can exit here with BAppSc (Exercise, Sports Science and Nutrition)

\*\* BAppSc (Ex & Sport Sc) & BSc (Nut) with Honours in Nutrition and Dietetics

\*\*\* BAppSc (Ex & Sport Sc) & BSc (Nut) with Honours in Nutrition

**DEGREE OF BACHELOR OF BEHAVIOURAL HEALTH SCIENCE**

**A.1 – Pass course**

**Year 1 (First offered in 2006)**

**Semester 1**

~~Introduction to Health Psychology~~  
~~Health, Illness and Social Inquiry~~  
~~Health and Research Design: General~~  
~~Analysing Health Research: General~~  
~~Frameworks: Health & Community Settings~~  
~~Basic Sciences for Health Studies~~  
~~Biochemistry and Human Biology~~  
~~Introductory Behavioural Health Science~~  
~~Environments, Health and Society~~

**Semester 2**

~~Disability, Interaction & Community~~  
~~Practitioners, Clients & Organisations~~  
~~Cognition and Neurocognitive Recovery~~  
~~Human Biology and Biochemistry~~  
~~Select ONE of the following units:~~  
~~Fundamentals of Exercise Science~~  
~~Management, Marketing and the Law~~  
~~Creative Arts in Recreation~~  
~~Introductory Microbiology and Biotechnology~~  
~~Structure, Function and Disease A~~  
~~Human Behaviour and Behaviour Change~~  
~~Professional Practice & Communication~~

**Year 2 (first offered in 2005/2007)**

**Semester 1**

~~Health and Social Theory~~  
~~Body Functions~~  
~~Psych Disorders & Their Management~~  
~~Communication & Conflict Management~~  
~~Community Action~~  
~~Research Methods for Health Sciences~~  
~~Psychology and Mental Health~~  
~~Organisational Studies~~

**Semester 2**

~~Organisational Studies~~  
~~Health Policy Development~~  
~~Select TWO of the following units:~~  
~~Lifespan Psychology and the Family~~  
~~Brain and Cognition~~  
~~Psychology of Motor Behaviour~~

~~Elective Studies~~

~~Community Action~~

~~Practitioners, Clients and Organisations~~

~~Counselling Skills~~

~~Indigenous Australian Health~~

**Year 3 (first offered in 2006/2008)**

**Semester 1**

~~Health Promotion~~

~~Counselling~~

~~Psychosocial Aspects of Ageing~~

~~Professionals and the Workplace I~~

~~Human Resource Management~~

~~Select ONE of the following units~~

~~Health Policy and Service Delivery~~

~~Social Dimensions of Biotechnology~~

~~Environmental Health and Safety~~

~~Self, Society and Mental Health~~

~~Project Design and Management~~

~~Health Psychology~~

~~Health policy~~

**Semester 2**

~~Workplace Attachment~~

~~Health Psychology~~

~~Professionals and the Workplace II~~

~~Select ONE of the following units:~~

~~Evaluation for Health Settings~~

~~Research Project Development~~

~~History and Philosophy of Science~~

~~Elective Studies~~

~~AND~~

~~Select ONE of the following units:~~

~~Writing a Research Proposal~~

~~Health and Globalisation~~

~~Sociology of Alternative Healing Systems~~

~~Sport, Society and Social Theory~~

~~Cyberpsychology and E-health~~

~~AND~~

~~Select ONE of the following units:~~

~~Evaluation for Health Settings~~

~~Research Project Development~~

~~History and Philosophy of Science~~

**A2 – Honours course (first offered 2009)**

*Year 1 – As for Pass course*

*Year 2 – As for Pass course*

*Year 3 – As for Pass course*

**Year 4**

**Semester 1**

Honours Workshop

Honours Elective

Research Project 1

Research project: data collection

Research Support Elective<sup>3</sup>

General Elective<sup>2</sup>

**Semester 2**

Research Thesis Support

Research Project 2

Research Project: Interpretation

Honours Elective

Special Investigation

Notes

1. Students may take other combinations of units of study to the value of 6CP subject to availability and approval. Electives are offered subject to staff availability and minimum enrolment.

2. Elective studies may be taken from within or outside the Faculty of Health Sciences, subject to availability and prerequisites. Students must discuss their electives with their academic advisor prior to enrolment. A list of electives available in the Faculty of Health Sciences is included in Chapter 18 of the handbook.

~~1. Electives are offered subject to staff availability and minimum enrolment.~~

~~2. Elective studies may be taken from within or outside the Faculty of Health Sciences, subject to availability and prerequisites. Students must discuss their electives with their academic advisor prior to enrolment. A list of electives available in the Faculty of Health Sciences is included in Chapter 18 of the handbook.~~

3. Research Support Electives

Intermediate Statistics

Qualitative Research Methods

Survey Research Methods

4. Honours Electives

Abnormal Psychology and Mental Health

Addictive Behaviours

Cognitive Function in Neuro Disorders

Organisational Psychology

Stress and Coping

Stress and Disability

Disability and the Community

Ethnic Minorities & Health Care in Australia

Health and Cultural Pluralism

Occupational Health and Stress

Organisational Structures/Health Contexts

Cyberpsychology

**DEGREE OF BACHELOR OF HEALTH SCIENCES**

**A.1 – Pass course (3 year full-time)**

**Year 1 (first offered in 2006)**

**Semester 1**

Introductory Behavioural Health Science

Environments, Health and Society

BIOS 1134 Basic Sciences for Health Studies

Biochemistry and Human Biology

Foundations of Psychology for the Health Sciences

Introduction to Environmental Health & Safety

Cultural Dimensions of Health

Human Biology and Biochemistry

Introductory Microbiology

**Semester 2**

Professional Practice and Communication

Human Behaviour and Behaviour Change

Introductory Microbiology and Biotechnology

Structure, Function and Disease A

Foundations of Health Sociology

Health, Attitudes and Interaction

Health Policy and Service Delivery

Introduction to Toxicology

Introduction to Biotechnology

Current Issues in Health Care 1

Australian Health Care Systems

**Year 2 (first offered in 2007)**

**Semester 1**

Research Methods for Health Sciences

Introductory Toxicology

Introduction to Management Principles

~~Health and Research Design: General~~

~~Applied Body Systems 1~~

Electives

General/core

**Semester 2**

Indigenous Australian Health

Structure, Function and Disease B

Epidemiology and Principles of Disease

~~Analysing Health Research: General~~

~~Applied Body Systems 2~~

~~Ethical and Legal Aspects of Health Care~~

~~Epidemiology~~

~~Electives~~

~~General/core electives~~

**Year 3 (first offered in 2008)**

**Semester 1**

Applied Body Systems 3

Project Design and Management

Current Issues in Health Care 2

Core electives

General/core electives

**Semester 2**

Core electives

General/core electives

**A.2 – Honours course (4 year full-time)**

**Years 1 and 2**

As for Pass course

**Year 3 (first offered in 2008)**

**Semester 1**

Project Design and Management

Current Issues in Health Care

Principles of Pharmacology

~~Current Issues in Health Care 2~~

Electives

General/core electives

**Semester 2**

Honours Research Proposal

Electives

General/core electives

**Year 4 (first offered in 20059)**

**Semester 1**

Honours Research Seminar 1

Honours Thesis/Research Report A

**Semester 2**

Honours Research Seminar 2

Honours Thesis/Research Report B

~~Core~~ Electives for Bachelor of Health Sciences

*Ageing*

Sociology of the Aged and Ageing

Ageing Society and Professional Practice

Older People in the Community

Older People in Care

Psychosocial Wellbeing in Older Adults

Applied Biology of Ageing

Biological Aspects of Disease Management

*Cultural Dimensions of Health*

Sociology of Community

Lifespan Psychology and the Family

*Environmental Health*

Environmental Hazards

Risk Management

Environmental and Occupational Health

Environmental Safety

Ergonomics in Environmental Health

Fieldwork Practicum

Occupational Rehabilitation and Workers'

Compensation

*Health Promotion*

Sociology of Sport

Psychology of Sport & Exercise Adherence

Complementary Health Care

Fundamentals of Exercise Science

Leisure in Australia

Creative Arts in Recreation

Social Psychology of Leisure and Play

Learning Processes and Leisure Education

Outdoor Recreation and Education

Research Project in Leisure and Health

*Health Services Management*

Organisational Studies

Human Resource Management

Marketing Practice

Management Information Systems

Managing Yourself and Others

Human Resource Management

Leadership Issues

*Research and Evaluation*

Advanced Epidemiological Methods

Epidemiological Research

Evaluation Research

History & Philosophy of Science

Intermediate Statistics

Multivariate Statistics

Qualitative Research Methods

Survey Research Methods

Developing a Research Project

Evidence Based Health Care Research

Metabolic Epidemiology

*Sexuality*

Sexuality for Health Professionals

*Toxicology*

Fieldwork Practicum

Principles of Toxicology 1

Principles of Toxicology 2

Principles of Toxicology 3

Principles of Toxicological Testing

*Support for Environmental Health and*

*Toxicology electives*

Neuroscience I

Functional Anatomy A

Functional Anatomy B

Neuroscience II

## Amendment of Faculty Resolutions

### Resolutions of the Faculty

#### Faculty of Science

The Resolutions of the Faculty of Science relating to the Bachelor of Science are amended, with effect from 1 January 2006, as follows (additions indicated by underline, deletions indicated by strikethrough):

#### Section 1

##### *Streams*

1. The Bachelor of Science degree comprises the following streams:

- (a) Bachelor of Science;
- (b) Bachelor of Science (Advanced);
- (c) Bachelor of Science (Advanced Mathematics);
- (d) Bachelor of Science (Bioinformatics);
- (e) Bachelor of Science (Environmental);
- (f) Bachelor of Science (Marine Science);
- (g) Bachelor of Science (Molecular Biology and Genetics);
- (h) Bachelor of Science (Molecular Biotechnology); and
- (i) Bachelor of Science (Nutrition).

2. A student for the BSc degree in any stream may apply to the Dean for permission to transfer candidature to any other stream.

3. The testamur for the Bachelor of Science shall specify the stream for which it is awarded.

##### *Units of study*

4. The units of study, which may be taken for the degree, are set out under Subject areas in Table I and Table VI together with:

- (1) designation as Junior, Intermediate, Senior or Honours and, where appropriate, as Advanced units of study;
- (2) credit point values;
- (3) assumed knowledge, corequisites/prerequisites;
- (4) the semesters in which they are offered; and
- (5) the units of study with which they are mutually exclusive.

5. The Dean may permit a student of exceptional merit who is admitted to the Talented Student Program to undertake a unit or units of study within the Faculty other than those specified in Table I.

6. A student who enrolls, in accordance with these resolutions, in a unit or units of study prescribed for a degree other than the Bachelor of Science, shall satisfy the prerequisites, corequisites and other requirements prescribed for such units of study.

##### *Requirements for the Pass Degree*

7. To qualify for the award of the degree a student shall complete units of study having a total value of at least 144 credit points, including:

- (1) at least 96 credit points from Science subject areas;
- (2) at least one major from those included in Table I;
- (3) at least 12 credit points from the Science subject areas of Mathematics and Statistics;
- (4) at least 24 credit points of Junior units of study from at least two Science subject areas other than Mathematics and Statistics;
- (5) no more than 60 credit points from Junior units of study; and

8. A major in the BSc normally requires the completion of a minimum of 24 credit points of Senior units of study in one Science area, including any units of study specified in the Table of undergraduate units of study as compulsory for that major. (A major in Psychology requires 48 credit points of Intermediate and Senior Psychology units of study including PSYC(2111 or 2012), PSYC (2113 or 2013) and PSYC (2114 or 2014). No other Intermediate Psychology units can be counted towards the major). A student may not count a unit of study toward more than one major.

9. A maximum of 48 credit points may be counted towards the degree requirements from units of study offered by faculties other than the Faculty of Science.

10. Units of study completed at the University of Sydney Summer School which correspond to units of study specified in Section 7 and Section 9 may be credited towards the course requirements.

11. The testamur for the degree of Bachelor of Science shall specify the major(s) completed in order to qualify for the award.

**Honours courses**

12. There shall be honours courses in all Science subject areas listed in Table VI (Honours units of study).

13. To qualify to enrol in an honours course, students shall:

(1) (a) have qualified for the award of a pass degree; or

(b) be a pass graduate of the Faculty of Science; or

(c) be a pass graduate holding a Bachelor of Science degree or an equivalent qualification from another institution.

(2) have completed a minimum of 24 credit points of Senior units of study relating to the intended honours course (or equivalent at another institution);

(3) have achieved either:

(a) a credit average in the relevant Senior Science units of study; or

(b) a SCIWAM of at least ~~58~~ 60 (or equivalent at another institution); and

(4) satisfy any additional criteria set by the Head of Department concerned.

## AGENDA ITEM 10 Report of the Graduate Studies Committee

### 10.2 Report of the Graduate Studies Committee meeting held on 4 October 2005

The Committee met on 4 October 2005 when there were present: The Chair (Associate Professor A Masters) presiding Professor J Christodoulou, Associate Professors W Julian, M Thompson and N Weber, Drs J Bobis and P Dunbar-Hall, and Mrs J Lee. Associate Professor M Crock and the Acting Secretary Ms S Paynter were present.

#### 10.2.1 Receipt of Report

The Committee recommends that the Academic Board receive and note the following report of the meeting held on 4 October 2005.

#### 10.2.2 Proposals for new and amended postgraduate courses

##### 10.2.2.1 Faculty of Economics and Business:

##### (1) Master of Public Affairs; Graduate Diploma in Public Affairs and Graduate Certificate in Public Affairs 65-70

The Graduate Studies Committee, on the recommendation of the Postgraduate Coursework Sub-Committee, has approved the proposal from the Faculty of Economics and Business to amend the Master of Public Affairs; Graduate Diploma in Public Affairs and Graduate Certificate in Public Affairs.

The purpose of this proposal is to vary the requirements of the Public Affairs award programs by:

- 1) altering the standard entry requirements enabling graduates not only from the University of Sydney but also from approved institutions to enrol;
- 2) adjusting the award of the award courses to reflect a standardisation across the Faculty, in particular the Honours award; and
- 3) structuring the course around core and elective units to provide emphasis on practical concepts.

The proposed course is not replacing an existing award course, but is an amendment to the existing course to fulfil the market need for an academic qualification in this field.

The Graduate Studies Committee recommends that Academic Board approve these amendments and recommend Senate endorse the proposal and amend the Resolutions of the Senate relating to these courses, with effect from 1 January 2006.

#### **Recommendation**

*That Academic Board:*

- (i) *approve the proposal from the Faculty of Economics and Business to amend the Master of Public Affairs; Graduate Diploma in Public Affairs and Graduate Certificate in Public Affairs*
- (ii) *recommend that Senate:*
  - (a) *endorse the Academic Board's approval of the proposal; and*
  - (b) *approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Economics and Business and relating to the course; and*
- (iii) *approve the faculty requirements relating to the degree; with effect from 1 January 2006, as set out in the report presented.*

**(2) Master of Public Policy** 71-73

The Graduate Studies Committee, on the recommendation of the Postgraduate Coursework Sub-Committee, has approved the proposal from the Faculty of Economics and Business to amend the Master of Public Policy.

The purpose of this proposal is to enable students to articulate from the Graduate Diploma of Public Administration to the Master of Public Policy (MPP). The change proposed will allow students to gain credit for up to six units for the MPP from the Graduate Diploma of Public Administration (Graduate School of Government/School of Economics and Political Science). This is an exact parallel to a change made last year when the Faculty approved adding an 'embedded sequence' of exactly the same units to enable students to articulate into the Master of Public Administration.

The Graduate Studies Committee recommends that Academic Board approve these amendments and recommend Senate endorse the proposal and amend the Resolutions of the Senate relating to this course, with effect from 1 January 2006.

**Recommendation**

*That Academic Board:*

- (i) *approve the proposal from the Faculty of Economics and Business to amend the Master of Public Policy*
- (ii) *recommend that Senate:*
  - (a) *endorse the Academic Board's approval of the proposal; and*
  - (b) *approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Economics and Business and relating to the course; and*
- (iii) *approve the faculty requirements relating to the degree;*  
*With effect from 1 January 2006, as set out in the report presented.*

**10.2.2.2 Faculty of Health Sciences: Graduate Diploma in Communication Disorders**

The Graduate Studies Committee, on the recommendation of the Postgraduate Coursework Sub-Committee, has approved the proposal from the Faculty of Health Sciences to introduce the Graduate Diploma in Communication Disorders.

The purpose of the proposal is to introduce a new one year full-time 48 credit point full fee paying Graduate Diploma proposed by the School of Communication Sciences and Disorders. This course will articulate with the current Master of Speech Language Pathology.

The Graduate Studies Committee recommends that Academic Board approve the introduction and recommend Senate endorse the proposal and amend the Resolutions of the Senate relating to this course, with effect from 1 January 2006.

**Recommendation**

*That Academic Board:*

- (i) *approve the proposal from the Faculty of Health Sciences to introduce the Graduate Diploma in Communication Disorders*
- (ii) *recommend that Senate:*
  - (a) *endorse the Academic Board's approval of the proposal; and*
  - (b) *approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Health Sciences and relating to the course; and*
- (iii) *approve the faculty requirements relating to the degree;*  
*With effect from 1 January 2006, as set out in the report presented.*

### **10.2.2.3 Faculty of Veterinary Science: Master of Veterinary Public Health Management 74-75**

The Graduate Studies Committee, on the recommendation of the Postgraduate Coursework Sub-Committee, has approved the proposal from the Faculty of Veterinary Science to amend the Master of Veterinary Public Health Management.

The purpose of the proposal is to introduce a minimum Weighted Average Mark (WAM) for access to Research Projects and therefore the Master of Veterinary Public Health Management. Students who achieve less than the minimum WAM in their first 24 credit points of study in Master of Veterinary Public Health Management will be permitted to complete the Graduate Certificate in Veterinary Public Health Management or the Graduate Diploma in Veterinary Public Health Management, but will not be permitted to progress to the Master of Veterinary Public Health Management.

The Graduate Studies Committee recommends that Academic Board approve the amendments and recommend Senate endorse the proposal and amend the Resolutions of the Senate relating to this course, with effect from 1 January 2006.

#### ***Recommendation***

*That Academic Board:*

- (i) *approve the proposal from the Faculty of Veterinary Science to amend the Master of Veterinary Public Health Management*
  - (ii) *recommend that Senate:*
    - (a) *endorse the Academic Board's approval of the proposal; and*
    - (b) *approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Veterinary Science and relating to the course; and*
  - (iii) *approve the faculty requirements relating to the degree;*
- With effect from 1 January 2006, as set out in the report presented.*

### **10.2.3 Amendments to the Resolutions of the Senate**

#### **10.2.3.1 Faculty of Arts : Master of Arts in Public History; Master of Letters in Public History; Master of Theology; Master of Theology (Honours); Graduate Diploma in Early Christian Studies; Graduate Diploma in Modern Language Teaching; Graduate Diploma in Public History; Graduate Diploma in Public History (Heritage); Graduate Diploma in Public History (Media); Graduate Certificate in Early Christian Studies; Graduate Certificate in Human Services Management; Graduate Certificate in Modern Language Teaching; and Graduate Certificate in Public History**

76-77

The Graduate Studies Committee on the recommendation of the Postgraduate Coursework Sub-Committee, has approved the proposal from the Faculty of Arts to amend the Master of Arts in Public History; Master of Letters in Public History; Master of Theology; Master of Theology (Honours); Graduate Diploma in Early Christian Studies; Graduate Diploma in Modern Language Teaching; Graduate Diploma in Public History; Graduate Diploma in Public History (Heritage); Graduate Diploma in Public History (Media); Graduate Certificate in Early Christian Studies; Graduate Certificate in Human Services Management; Graduate Certificate in Modern Language Teaching; and Graduate Certificate in Public History.

The purpose of this proposal was to amend the Resolutions of Senate relating to 'Degrees, diplomas and certificates in the Faculty of Arts' (pp. 195-96 *Calendar 2005*) by removing programs no longer offered and re-ordering the titles of existing combined degree programs with the faculties of Science and Economics and Business.

The Graduate Studies Committee recommends that the Academic Board approve these amendments and recommends that Senate approve the rescission the Resolutions of Senate relating to the degrees, diplomas and certificate, with effect from 1 January 2006.

**Recommendation**

*That the Academic Board recommend that Senate approve the rescission of the Resolutions of the Senate relating to the degrees, diplomas and certificates offered by the Faculty of Arts, with effect from 1 January 2006, as set out in the report presented.*

**10.2.4 Review of Policies**

**10.2.4.1 Policy on definition of thesis, dissertation and units of study**

The Graduate Studies Committee recommends that the Academic Board approve the following changes to the “*Guidelines for the Usage of the Terms Thesis, Treatise, Dissertation, Essay and Long Essay as Units of Study Within Coursework Programs*” policy:

1. the term “Long Essay” should be removed from the title as this term is no longer used by the University; and
2. a link to this policy should be included in the course proposal template so faculties can access information when preparing course proposals.

The Postgraduate Coursework Sub-Committee had discussed the changes noting that the number of proposals that incorrectly use the terms of thesis, dissertation and units of study. The policy was still current and provided valuable information in relation to the usage of terms such as thesis, treatise, dissertation and essay. Faculties should be accessing this policy when preparing course proposals.

**Recommendation**

*That the Academic Board approve the changes to the policy “Guidelines for the Usage of the Terms Thesis, Treatise, Dissertation, Essay and Long Essay as Units of Study Within Coursework Programs”.*

**10.2.4.2 PhD Candidature: Maximum Length**

The Graduate Studies Committee, on the recommendation of the Postgraduate Research Training Sub-Committee, recommends the amendment of the policy “PhD Candidature: Maximum Length” as follows (additions indicated by underline, deletions indicated by strikethrough):

**PhD Candidature: Maximum Length**

**Approved by:** Academic Board on 15 May 1995

**Date of effect:** 16 May 1995

**Contact:** Chair, Graduate Studies Committee

The Board noted the following report from the Committee for Graduate Studies:

In response to a request by the Chair, the ~~PhD Award~~ Postgraduate Research Training Sub-Committee had considered the maximum length of part time PhD candidature to ensure that it was and the ~~apparent anomaly that the maximum length of seven years~~ was not equivalent to the maximum length for full-time candidatures of ~~five~~ four years. The Sub-Committee had noted that whilst there might be occasions where a part time candidature of more than ~~seven~~ eight years was appropriate, these could be dealt with by allowing extensions. The Sub-Committee did not consider that a change in the regulations to increase the maximum length to ten years was necessary.

**Recommendation**

That the Academic Board approve the changes to the policy “PhD Candidature: Maximum Length”.

**10.2.5 Postgraduate English Language Requirements**

78-83

The Graduate Studies Committee noted that the updating of the *Postgraduate English Language Requirements* policy was awaiting review in response to the outcome of the International Office report regarding the inconsistencies between the two policies relating to English Language Requirements, one for Undergraduate the other Postgraduate. The Graduate Studies Committee approved the amendments to Appendix One: “*Schedule of approved Faculty variations, above the University minimum requirements*” of the *Postgraduate English Language Requirements* policy and noted that once the International Office had submitted their recommendations the policy would be updated and forwarded to the Graduate Studies Committee for approval.

**(a) Faculty of Health Sciences**

The Faculty of Health Sciences recommended through the Graduate Studies Committee that the Academic Board approve the amendment of appendix one of the policy *Postgraduate English Language Requirements* to provide for requirements above the University minimum for admission to postgraduate award courses in the School of Exercise and Sport Science.

The Faculty wished to change the IELTS cut-off from the University standard of 6.5 to set an overall band score of 7.0 or better, with individual bands of speaking and writing of no less than 6.5.

The School of Exercise and Sports Science in the Faculty of Health Sciences had found that using the current University standard had led to difficulties with some of their students, requiring inordinate time for editing of written work.

**(b) Faculty of Medicine**

The Faculty of Medicine recommended through the Graduate Studies Committee that the Academic Board approve the amendment of appendix one of the policy *Postgraduate English Language Requirements* to change the TOEFL score of 600 or better to 577 or better to be consistent with the current IELTS score of 6.5 or more. The amendments was required to correct an error in Appendix One of the Postgraduate English Language Requirement policy.

**(c) Faculty of Science**

The Faculty of Science recommended through the Graduate Studies Committee that the Academic Board approve the amendment of appendix one of the policy *Postgraduate English Language Requirements* to provide for requirements above the University minimum for admission to the Master of Environmental Science and Law and the Master of Environmental Law.

The Faculty wished to change the IELTS cut-off from the University standard of 6.5, with no band less than 6, to an overall score of 7.0 with no band less than 6.0.

As the students in this program undertook the same Law units of study as those enrolled in the Master of Environmental Law, it was appropriate for the IELTS requirement to be consistent across those two programs. The justification for the proposal rests on the fact that the Law-based units were heavily dependant upon understanding the spoken language and that the vocabulary used in the teaching Law was often difficult even for local students.

Currently the IELTS language requirement for the Master of Environmental Science Law states that the final average mark must be at least 6.5, with no component mark below 6.0. For the Master of Environmental Law, the requirement is an IELTS average of 7.0, with no mark below 6.0. As the students undertaking the Master of Environmental Science Law do the same LAWS units as students in the Master of Environmental Law, it seemed ridiculous that the students in the Master of Environmental Science Law were allowed a less rigorous English requirement, particularly as it would lead to the students having difficulty understanding the content of the units.

**(d) Sydney Conservatorium of Music**

The Sydney Conservatorium of Music recommended through the Graduate Studies Committee that the Academic Board approve the amendment of appendix one of the policy *Postgraduate English Language Requirements* to provide for requirements above the University minimum for admission to all postgraduate research degrees of an IELTS of 7.0 with no band less than 6.5. Admission for the Graduate Certificate of Music Studies (Pedagogy), Graduate Diploma of Music Studies (Pedagogy) and Master of Music Studies (Pedagogy) and the Graduate Certificate of Music Studies (Creative Sound Production), Graduate Diploma of Music Studies (Creative Sound Production) and Master of Music Studies (Creative Sound Production) to be an IELTS overall score of 6.5 with no band less than 6.0 and admission to the Graduate Diploma of Music (Performance) and Master of Music Studies (Performance) to be set at an IELTS overall score of 6.0.

***Recommendation***

*That the Academic Board amend the policy “Postgraduate English Language Requirements”, as set out in the report presented.*

**10.2.6 Proceedings of the Committee**

**(1) Second quarter report of 2005**

The Chair of the PhD Awards Sub-Committee, Associate Professor J Kril spoke to the Sub-Committees report, commenting that the results in the second quarter faculty reports of examination times for PhD theses reflected similar examination times as in the first quarter and that the percentage of degrees awarded in six months or more was still high. In discussion it was noted that the main issue for faculties was to ensure that the examiners were appointed in a timely manner and that the length of time examiners took to examine theses was monitored closely. Members were asked to remind their faculties of the importance of this issue.

## Amendments to the Resolutions of the Senate

### Resolutions of the Senate

#### Faculty of Economics and Business

The Resolutions of Senate relating to the Master of Public Affairs, Graduate Diploma in Public Affairs and Graduate Certificate in Public Affairs in the Faculty of Economics and Business (pp 239-240, 242, 243-244) are amended, with effect from 1 January 2006, as follows (additions indicated by underline, deletions indicated by strikethrough):

#### MASTER OF PUBLIC AFFAIRS

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 Faculty Resolutions.
2. Requirements for the Pass award course  
To qualify for the award of the Pass award course a student must:
  - (1) complete successfully units of study amounting to a total value of forty eight (48) credit points; and
  - (2) satisfy the requirements of all relevant By-Laws, Rules and Resolutions of the University.

#### *Award of the degree*

1. (1)~~The degree of Master of Public Affairs shall be awarded in two grades, namely the Pass degree and the degree with Honours.~~
- (2)~~The pass degree shall be awarded with merit to students who obtain an average of at least 80% in the completed units of study.~~

#### *Eligibility for admission*

2. ~~An applicant for admission to candidature for the degree of Master of Public Affairs shall, except as provided in chapter 10 of the By-laws\*:~~
  - (a) ~~be a graduate of The University of Sydney; and~~
  - (b) ~~have completed a bachelor's degree or equivalent at a standard acceptable to the Faculty of Economics and Business.~~

#### *Areas of study*

3. ~~The degree shall be offered by the Department of Government and Public Administration on behalf of the Faculty of Economics and Business.~~

#### *Requirements for the degree*

4. (1)~~A candidate for the degree shall engage in full-time study as prescribed annually by the Department for not less than two semesters or part-time study for not less than four semesters and, except with the permission of the Faculty, shall complete the requirements within no more than ten semesters.~~
- (2)~~The requirements for the degree at the Pass grade may be met by completing 8 units of study as prescribed by the Faculty.~~
- (3)~~The requirements for the degree at the Honours level may be met by completing 8 units of study as prescribed by the Faculty and the submission of a dissertation of not more than 50 000 words on a topic approved by the head of department.~~

#### *Credit*

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

#### *Examination*

6. ~~A candidate may be tested by written and oral examinations, assignments, exercises and practical work or any combination of these.~~

### ***Honours candidatures***

7. (1) A candidate shall carry out an investigation on a topic approved by the head of the department and write a dissertation embodying the results of this investigation.

(2) The Faculty on the recommendation of the head of the department, shall appoint a full time member of staff of the University to act as supervisor of the candidate. An associate supervisor may also be appointed.

(3) A candidate shall lodge with the Registrar three copies of the dissertation.

(4) The dissertation may be submitted for examination in a temporary binding which should nonetheless be strong enough to withstand ordinary handling and postage. The degree will not, however, be awarded until the candidate has caused at least two copies of the dissertation, containing any amendment or corrections that may be required, to be bound in permanent form.

(5) A dissertation shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the dissertation is satisfactory.

(6) The candidate shall not lodge as the dissertation any work previously submitted for a degree or diploma of this or any other university, but such work may be incorporated in the dissertation, provided that the candidate indicates the work so incorporated.

### ***Honours examination***

8. (1) The Faculty shall appoint at least two examiners for the dissertation.

(2) On completion of the requirements for the degree the results of the examination of coursework shall be reported to the faculty, together with the reports of the examiners, which shall determine the result of the examination.

### ***Termination***

9. The Faculty may, on the recommendation of the head of the department, call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature. Candidates who fail more than one unit of study will automatically be required to show cause why their candidature should not be terminated.

## **GRADUATE DIPLOMA IN PUBLIC AFFAIRS**

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 Faculty Resolutions.

2. Requirements for the Pass award course

To qualify for the award of the Pass award course a student must:

(1) complete successfully units of study amounting to a total value of thirty-six (36) credit points; and

(2) satisfy the requirements of all relevant By-Laws, Rules and Resolutions of the University.

~~1. An applicant for admission to candidature for the Graduate Diploma in Public Affairs shall, except as provided in Chapter 10 of the By laws\*\*:~~

~~(a) be a graduate of the University of Sydney; and~~

~~(b) have completed a Bachelor's degree or equivalent at a standard acceptable to the Faculty of Economics and Business; or~~

~~(c) have completed the requirements for the Graduate Certificate in Public Affairs with at least a Credit average.~~

~~\*\*Chapter 10 of the By laws has been repealed and Part 9, section 47 of the University of Sydney (Amendment Act) Rule (as amended) 1999 refers.~~

~~2. A candidate for the graduate diploma shall:~~

~~(a) complete 6 units of study as prescribed by the Faculty;~~

~~(b) engage in the University of Sydney either in full time study for at least one year or part time study for at least two years; and~~

~~(c) complete all requirements for the award of the diploma within three years of first enrolment, unless exempted by the Faculty.~~

- ~~3. A candidate may be tested by written and oral examinations, assignments, exercises and practical work or any combination of these.~~
- ~~4. The Faculty may terminate any candidature where the candidate has not shown evidence of sufficient progress at the annual review of postgraduate candidatures in the Faculty. Candidates who fail more than one unit of study will automatically be required to show cause why their candidature should not be terminated.~~

### **GRADUATE CERTIFICATE IN PUBLIC AFFAIRS**

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 Faculty Resolutions.

2. **Requirements for the Pass award course**

To qualify for the award of the Pass award course a student must:

- (1) complete successfully units of study amounting to a total value of twenty-four (24) credit points; and
- (2) satisfy the requirements of all relevant By-Laws, Rules and Resolutions of the University.

- ~~1. Admission to candidature for the Graduate Certificate in Public Affairs may be granted to an applicant who:~~

- ~~(1) is a graduate of the University of Sydney or any other institution approved by the Faculty and the Academic Board, and has completed a bachelor's degree or equivalent at a standard acceptable to the Faculty, or~~
- ~~(2) is accepted by the Faculty and the Academic Board as being suitably prepared for study in the subject matter of public affairs.~~

- ~~2. A candidate for the graduate certificate shall:~~

- ~~(1) complete four units of study as prescribed by the Faculty;~~
- ~~(2) engage in the University of Sydney either in full-time study for at least one semester or part-time study for at least two semesters; and~~
- ~~(3) complete all requirements for the award of the certificate within two years of first enrolment, unless exempted by the Faculty.~~

- ~~3. A candidate may be tested by written and oral examinations, assignments, exercises and practical work or any combination of these.~~

- ~~4. The Faculty may terminate any candidature where the candidate has not shown evidence of sufficient progress at the annual review of postgraduate candidatures in the Faculty.~~

- ~~5. A candidate whose performance is of at least Credit standard may be permitted to transfer to candidature for the Graduate Diploma in Public Affairs.~~

## Amendments to the Resolutions of the Faculty

### Faculty Resolutions

#### Faculty of Economics and Business

The Resolutions of the Faculty of Economics and Business are amended, with effect from 1 January 2006, as follows (additions indicated by underline, deletions indicated by strikethrough):

#### **MASTER OF PUBLIC AFFAIRS**

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**

##### **2. Admission**

An applicant for admission to candidature for the Master of Public Affairs shall:

- (1) have completed a bachelor's degree or equivalent at an institution approved by the Faculty and at a standard acceptable to the Faculty; or
- (2) have completed the requirements for the Graduate Diploma in Public Affairs at a standard acceptable to the Faculty.

##### **3. Units of study**

The units of study which may be taken for the Pass and Honours award courses are set out under *Postgraduate units of study* in the Faculty of Economics and Business Handbook, together with:

- (1) credit point value;
- (2) assumed knowledge;
- (3) co-requisites/prerequisites/assumed learning/assumed knowledge; and
- (4) any special conditions.

##### **4. Requirements for the Pass award course**

To qualify for the award of the Pass award course, a student must successfully complete units of study amounting to a total of 48 credit points, including:

- (1) at least 4 core units (24 credit points) as specified in the Faculty of Economics and Business Handbook; and
- (2) up to 4 elective units (24 credit points) as specified in the Faculty of Economics and Business Handbook.

##### **5. Requirements for the Honours award course**

- (1) Students who achieve an average of at least ~~80~~ 75% in selected units of study in the Master of Public Affairs may apply to upgrade to the Master of Public Affairs (Honours).
- (2) To qualify for the award of the Honours award course, a student must successfully complete units of study amounting to a total of 48 credit points, including:
  - (a) at least 4 core units (24 credit points) as specified in the Faculty of Economics and Business Handbook;
  - (b) 1 compulsory Research Design unit (6 credit points) as specified in the Faculty of Economics and Business Handbook; and
  - (c) up to 1 elective units (6 credit points) as specified in the Faculty of Economics and Business Handbook; and
  - (d) a 20,000 word dissertation (2 units totalling 12 credit points) as specified in the Faculty of Economics and Business Handbook.

##### **6. Award of the award course**

The award course shall be award in three grades, namely Pass, Merit and Honours.

- (1) Merit shall be awarded to students who achieve an average of at least ~~80~~75% in the award course.
- (2) Honours shall be awarded according to Section 2 of the Faculty Resolutions.

### **GRADUATE DIPLOMA IN PUBLIC AFFAIRS**

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**

##### **2. Admission**

An applicant for admission to candidature for the Graduate Diploma in Public Affairs shall:

- (1) have completed a bachelor's degree or equivalent at an institution approved by the Faculty and at a standard acceptable to the Faculty; or
- (2) have completed the requirements for the Graduate Certificate in Public Affairs at a standard acceptable to the Faculty.

##### **3. Units of study**

The units of study which may be taken for the Pass award course are set out under *Postgraduate units of study* in the Faculty of Economics and Business Handbook, together with:

- (1) credit point value;
- (2) assumed knowledge;
- (3) co-requisites/prerequisites/assumed learning/assumed knowledge; and
- (4) any special conditions.

##### **4. Requirements for the Pass award course**

To qualify for the award of the Pass award course, a student must successfully complete units of study amounting to a total of 36 credit points, including:

- (1) at least 3 core units (18 credit points) as specified in the Faculty of Economics and Business Handbook; and
- (2) up to 3 elective units (18 credit points) as specified in the Faculty of Economics and Business Handbook.

##### **5. Award of the award course**

The award course shall be awarded in the Pass grade.

### **GRADUATE CERTIFICATE IN PUBLIC AFFAIRS**

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**

##### **2. Admission**

An applicant for admission to candidature for the Graduate Certificate in Public Affairs shall have met the work requirements of the Faculty.

##### **3. Units of study**

The units of study which may be taken for the Pass award course are set out under *Postgraduate units of study* in the Faculty of Economics and Business Handbook, together with:

- (1) credit point value;
- (2) assumed knowledge;
- (3) co-requisites/prerequisites/assumed learning/assumed knowledge; and
- (4) any special conditions.

**4. Requirements for the Pass award course**

To qualify for the award of the Pass award course, a student must successfully complete units of study amounting to a total of 24 credit points, including:

- (1) at least 2 core units (12 credit points) as specified in the Faculty of Economics and Business Handbook; and
- (2) up to 2 elective units (12 credit points) as specified in the Faculty of Economics and Business Handbook.

**5. Award of the award course**

The award course shall be awarded in the Pass grade.

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

### **Resolutions of the Senate**

#### **Faculty of Economics and Business**

The Resolutions of Senate relating to the Master of Public Policy in the Faculty of Economics and Business (pp 240, *Calendar 2005*) are amended, with effect from 1 January 2006, as follows (additions indicated by underline, deletions indicated by strikethrough):

#### **MASTER OF PUBLIC POLICY**

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 Faculty Resolutions.
2. **Requirements for the Pass award course**  
To qualify for the award of the Pass award course a student must:
  - (1) complete successfully units of study amounting to a total value of forty eight (48) credit points; and
  - (2) satisfy the requirements of all relevant By-Laws, Rules and Resolutions of the University.
3. **Requirements for the Honours award course**  
To qualify for the award of the Honours award course, a student must complete the requirements specified in the Faculty Resolutions relating to this award course.

## Amendments to the Resolutions of the Faculty

### Faculty Resolutions

#### Faculty of Economics and Business

The Resolutions of the Faculty of Economics and Business are amended, with effect from 1 January 2006, as follows (additions indicated by underline, deletions indicated by strikethrough):

#### MASTER OF PUBLIC POLICY

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

##### 2. Admission

An applicant for admission to candidature for the Master of Public Policy shall:

- (1) have completed a bachelor's degree or equivalent at an institution approved by the Faculty and at a standard acceptable to the Faculty; or
- (2) have completed the requirements for the Graduate Diploma in Public Policy or the Graduate Diploma in Public Administration at a standard acceptable to the Faculty. The Graduate Diploma in Public Administration forms part of an embedded sequence in the Master of Public Policy. Students may therefore be granted credit in the Master of Public Policy for all or some of the units of study completed in the Graduate Diploma of Public Administration

##### 3. Units of study

The units of study which may be taken for the Pass and Honours award courses are set out under *Postgraduate units of study* in the Faculty of Economics and Business Handbook, together with:

- (1) credit point value;
- (2) assumed knowledge;
- (3) co-requisites/prerequisites/assumed learning/assumed knowledge; and
- (4) any special conditions.

##### 4. Requirements for the Pass award course

To qualify for the award of the Pass award course, a student must successfully complete units of study amounting to a total of 48 credit points, including:

- (1) at least 2 core units (12 credit points) as specified in the Faculty of Economics and Business Handbook; and
- (2) up to 6 elective units (36 credit points) as specified in the Faculty of Economics and Business Handbook.

##### 5. Requirements for the Honours award course

- (1) Students who achieve an average of at least 75 ~~80~~% in selected units of study in the Master of Public Policy may apply to upgrade to the Master of Public Policy (Honours).
- (2) To qualify for the award of the Honours award course, a student must successfully complete units of study amounting to a total of 48 credit points, including:
  - (a) at least 2 core units (12 credit points) as specified in the Faculty of Economics and Business Handbook;
  - (b) 1 compulsory research/methodology unit (6 credit points) as specified in the Faculty of Economics and Business Handbook; and
  - (c) up to 3 elective units (18 credit points) as specified in the Faculty of Economics and Business Handbook; and

- (d) a dissertation (2 units totalling 12 credit points) as specified in the Faculty of Economics and Business Handbook.

**6. Award of the award course**

The award course shall be award in three grades, namely Pass, Merit and Honours.

- (1) Merit shall be awarded to students who achieve an average of at least ~~80~~75% in the award course.
- (2) Honours shall be awarded according to Section 2 of the Faculty Resolutions.

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

### **Resolutions of the Senate**

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

The Resolutions of Senate relating to the Master of Veterinary Public Health Management in the Faculty of Veterinary Science (pp 389, *Calendar 2005*) are amended, with effect from 1 January 2006, as follows (additions indicated by underline, deletions indicated by strikethrough):

#### **MASTER OF VETERINARY PUBLIC HEALTH MANAGEMENT GRADUATE DIPLOMA IN VETERINARY PUBLIC HEALTH MANAGEMENT GRADUATE CERTIFICATE IN VETERINARY PUBLIC HEALTH MANAGEMENT**

#### **Eligibility for admission**

1. The Dean of the Faculty of Veterinary Science may admit to candidature for:
  - (i) Graduate Certificate in Veterinary Public Health Management
    - (a) an applicant who is the holder of the degree of Bachelor's degree in veterinary science, animal science or equivalent; or
    - (b) an applicant who has a minimum of 4 years work experience in a relevant discipline
  - (ii) Graduate Diploma in Veterinary Public Health Management
    - (a) an applicant who is the holder of the degree of Bachelor's degree in veterinary science, animal science or equivalent; or
    - (b) an applicant who has completed the Graduate Certificate in Veterinary Public Health Management
  - (iii) Master of Veterinary Public Health Management
    - (a) an applicant who is the holder of the degree of Bachelor's degree in veterinary science, animal science or equivalent; or
    - (b) an applicant who has completed the Graduate Certificate in Veterinary Public Health Management; or
    - (c) an applicant who has completed the Graduate Diploma in Veterinary Public Health Management.

#### **Availability**

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

#### **Method of progression**

3. (1) A candidate for the course shall proceed by completing units of study as prescribed by the Faculty.
- (2) A unit of study shall consist of such on campus seminars, online learning activities, assignments, group exercises, practical work, or project work as may be prescribed. In these resolutions, 'to complete a unit of study' or any derivative expression means:
  - (i) to participate in all residential and online class activities, if any
  - (ii) to complete satisfactorily the on campus seminars, online learning activities, assignments, group exercises, practical work, and project work, if any; and
  - (iii) to pass any other examination of the unit of study that may apply.
- (3) A candidate for the MVPHMgt must obtain a WAM of 70 or above to proceed to the units of study for the Research Project.

### Time limits

4. A candidate may proceed on either a full-time or a part-time basis.
5. (1) A full-time candidate for the Graduate Certificate in Veterinary Public Health Management shall complete the requirements for the award in a minimum of one semester and a maximum of two semesters, except with permission of the Dean within three semesters of admission to candidature.  
(2) A full-time candidate for the Graduate Diploma in Veterinary Public Health Management shall complete the requirements for the award in a minimum of two semesters and a maximum of three semesters, except with permission of the Dean within four semesters of admission to candidature.  
(3) A full-time candidate for the Master of Veterinary Public Health Management shall complete the requirements for the award in a minimum of two semesters and a maximum of four semesters, except with permission of the Dean within five semesters of admission to candidature.
6. (1) A part-time candidate for the Graduate Certificate in Veterinary Public Health Management shall complete the requirements for the award in a minimum of two semesters and a maximum of four semesters, except with permission of the Dean within five semesters of admission to candidature.  
(2) A part-time candidate for the Graduate Diploma in Veterinary Public Health Management shall complete the requirements for the award in a minimum of three semesters and a maximum of five semesters, except with permission of the Dean within six semesters of admission to candidature.  
(3) A part-time candidate for the Master of Veterinary Public Health Management shall complete the requirements for the award in a minimum of four semesters and a maximum of six semesters, except with permission of the Dean within seven semesters of admission to candidature.

### Requirements for the course

7. (1) Candidates for the Graduate Certificate of Veterinary Public Health Management are required to complete satisfactorily units of study granting a minimum of 24 credit points selected from units of study approved from time to time by the Faculty.  
(2) Candidates for the Graduate Diploma of Veterinary Public Health Management are required to complete satisfactorily units of study granting a minimum of 36 credit points selected from units of study approved from time to time by the Faculty.  
(3) Candidates for the Master of Veterinary Public Health Management are required to complete satisfactorily units of study granting a minimum of 48 credit points selected from units of study approved from time to time by the Faculty.

### Examination

8. On completion of the requirements for the course, the Faculty shall determine the results of the candidature.

### Progress

9. The Faculty may
  - (1) call upon any candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the course; and
  - (2) where the candidate does not show good cause, terminate the candidature.
  - (3) require a candidate of the MVPHMgt to transfer candidature to GradDipVPHMgt if the candidate has not attained a WAM of 70 or more in their first 24 credit point of candidature

### Credit

10. A candidate who, before admission to candidature, has spent time in graduate study and, within the previous three years, has completed coursework considered by the dean to be equivalent to units of study prescribed for the course, may receive credit of up to
  - (1) 6 credit points of the requirements of the Graduate Certificate in Veterinary Public Health Management
  - (2) 9 credit points of the requirements of the Graduate Diploma in Veterinary Public Health Management
  - (3) 12 credit points of the requirements of the Master of Veterinary Public Health Management from within the articulated Veterinary Public Health Management program.

## Amendment to the Resolutions of Senate

### Resolutions of the Senate

#### Faculty of Arts

The Resolutions of Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Arts (pp 195-196, *Calendar 2005*) are amended, with effect from 1 January 2006, as follows (additions indicated by underline, deletions indicated by strikethrough):

#### DEGREES, DIPLOMAS AND CERTIFICATES IN THE FACULTY OF ARTS

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

- (a) Bachelor of Arts (BA)
- (b) Bachelor of Arts (Advanced) (BA (Advanced))
- (c) Bachelor of Arts (Honours) (BA(Hons))
- (d) Bachelor of Arts (Asian Studies) (BA(AsianStud))
- (e) Bachelor of Arts (Asian Studies) (Honours) (BA(AsianStud)(Hons))
- (f) Bachelor of Arts (Languages) (BA (Lang))
- (g) Bachelor of Arts (Languages) (Honours) (BA (Lang)(Hons))
- (h) Bachelor of Arts (Media and Communications) (BA (Media & Comm))
- (i) Bachelor of Arts (Media and Communications) (Honours) (BA (Media & Comm)) (Hons)
- (j) Bachelor of Arts Informatics (BA Informatics)
- (k) Bachelor of Arts Informatics (Honours) (BA Informatics (Hons))
- (l) Bachelor of Social Sciences (BSocSci)
- (m) Bachelor of Social Sciences (Honours) (BSocSci(Hons))
- (n) Bachelor of Arts and Sciences (BASc)
- (o) Master of Arts (MA)
- (p) Master of Arts (Research) (MA (Research))
- (q) Master of Arts in Early Christian Studies (MA (Early Christian Stud))
- ~~(r) Master of Arts in Public History (MA(Public History))~~
- ~~(rs) Master of Development Studies (MDVST)~~
- ~~(st) Master of Letters (MLitt)~~
- ~~(u) Master of Letters in Public History (MLitt(Public History))~~
- ~~(tv) Master of Liberal Studies (MLibStud)~~
- (uw) Master of Media Practice (MMediaPrac)
- (vx) Master of Medical Humanities (MMedicalHum)
- (wy) Master of Philosophy (MPhil)
- (xz) Master of Professional Communication (MPC)
- (y) Master of Strategic Public Relations (MStratPR)
- ~~(ii) Master of Theology (MTh)~~
- ~~(iii) Master of Theology (Honours) (MTh (Hons))~~
- (ziv) Doctor of Philosophy (PhD)
- (aa) Doctor of Letters (DLitt)
- (ab) Doctor of Arts (DArts)
- (ac) Doctor of Social Sciences (DSocSci)

2. The diplomas and certificates in the Faculty of Arts shall be:

- (a) Graduate Diploma in Arts (GradDipArts)
- (b) Graduate Diploma in Development Studies (GradDipDVST)
- ~~(c) Graduate Diploma in Early Christian Studies (GradDip (Early Christian Stud))~~
- (cd) Graduate Diploma in Liberal Studies (GradDipLibStud)
- (de) Graduate Diploma in Media Practice (GradDipMediaPrac)
- (ef) Graduate Diploma in Medical Humanities (GradDipMedicalHum)
- ~~(g) Graduate Diploma in Modern Language Teaching (GradDipModLangTeach)~~
- (fh) Graduate Diploma in Museum Studies (GradDipMuseumStud)
- ~~(i) Graduate Diploma in Public History (GradDip(Public History))~~
- ~~(j) Graduate Diploma in Public History (Heritage) (GradDip(Public History)(Heritage))~~

- ~~(k) Graduate Diploma in Public History (Media) (GradDip(Public History)(Media))~~
  - (g) Graduate Diploma in Professional Communication (GradDipPC)
  - ~~(hm) Graduate Diploma in Strategic Public Relations (GradDipStratPR)~~
  - (ia) Graduate Certificate in Arts (GradCertArt)
  - (j) Graduate Certificate in Development Studies (GradCertDVST)
  - ~~(p) Graduate Certificate in Early Christian Studies (GradCert(Early Christian Stud))~~
  - (kq) Graduate Certificate in HSC English (GradCert(HSC English))
  - ~~(r) Graduate Certificate in Human Services Management (GradCertHSM)~~
  - (ls) Graduate Certificate in Liberal Studies (GradCertLibStud)
  - (m) Graduate Certificate in Media Practice (GradCertMediaPrac)
  - ~~(n) Graduate Certificate in Medical Humanities (GradCertMedicalHum)~~
  - ~~(v) Graduate Certificate in Modern Language Teaching (GradCertModLangTeach)~~
  - (ow) Graduate Certificate in Museum Studies (GradCertMuseumStud)
  - (p) Graduate Certificate in Professional Communication (GradCertPC)
  - ~~(y) Graduate Certificate in Public History (GradCert(Public History))~~
  - (qz) Graduate Certificate in Strategic Public Relations (GradCertStratPR)
    - (i) Diploma of Arts (DipArts)
    - (ii) Diploma of Language Studies (DipLangStud)
    - (iii) Diploma of Social Sciences (DipSocSc)
    - (iv) Diploma in Indonesian and Malaysian Studies (DipInd&MalayStud)
3. The combined degrees in the Faculty of Arts shall be:
- (a) Bachelor of Arts and Bachelor of Commerce (BA/BCom)
  - (b) Bachelor of Arts and Bachelor of Laws (BA/LLB)
  - (c) Bachelor of Arts and Bachelor of Music (BA/BMus)
  - (d) Bachelor of Arts and Bachelor of Music Studies (BA/BMus Studies)
  - (e) Bachelor of Arts and Bachelor of Science (BA/BSc)
  - (f) Bachelor of Arts and Bachelor of Social Work (BA/BSW)
  - (g) Bachelor of Arts and Bachelor of Theology (BA/BTh)
  - (h) Bachelor of Education and Bachelor of Arts (BEd/BA)
  - (i) Bachelor of Engineering and Bachelor of Arts (BE/BA)
  - (j) Bachelor of Nursing and Bachelor of Arts (BN/BA)
4. The degrees in the Faculty of Arts offered in conjunction with other faculties shall be:
- (a) Bachelor of Liberal Studies (BLibStud)
  - (b) Bachelor of Liberal Studies (International) (BLibStud(International))
  - (c) Bachelor of Liberal Studies (Advanced) (BLibStud(Advanced))



# The University of Sydney

## Postgraduate English Language Requirements

Amended by the Academic Board: 2 November 2005

Date of effect: 3 November 2005

### 1. Policy

This policy outlines the Academic Board's position on English language requirements for applicants for postgraduate award courses for whom English is not their first language.

### 2. Background

The Academic Board has established the minimum English language requirements for postgraduate award course applicants. Faculties may ask the Academic Board to approve specific requirements above the University minimum levels. Students must be made aware of the English language requirements at the time of application.

### 3. Coverage

This policy applies to all applicants, both local and international, for postgraduate coursework and postgraduate research award courses.

### 4. Principles

- 4.1 Once candidates have satisfied academic eligibility provisions (admission) and met any necessary student visa requirements, candidates must also satisfy these provisions relating to English language proficiency.
- 4.2 Faculties may request that the Academic Board approve English language requirements above the minimum set out in 4.3.3 below. Approved Faculty variations above the minimum requirements are set out in appendix one of this policy.
- 4.3 Proof of proficiency in English may include:
  - 4.3.1 a record of satisfactory achievement in tertiary studies in which the language of the institution was English and the language of instruction, examination and assessment was English. Satisfactory achievement will be determined by the appropriate Faculty and should be relevant to the discipline concerned.
  - 4.3.2 successful completion of the course "English for Academic Purposes" at the University's Centre for English Teaching.
  - 4.3.3 an internationally recognised English language test meeting the University minimum requirements, or approved Faculty requirements where these are higher than the University minimum:
    - 4.3.3.1 IELTS (International English Language Testing Scheme) overall band score of 6.5 with a minimum of 6.0 in each band; or
    - 4.3.3.2 TOEFL (Test of English as a Foreign Language) 577 plus TWE (Test of Written English) at 4.5; or
    - 4.3.3.3 CBT (Computer-based TOEFL) 233 plus Essay Rating 4.5; or
    - 4.3.3.4 Cambridge Certificate of Proficiency in English grade A or B;
    - 4.3.3.5 GCSW English language grade A or B; or
    - 4.3.3.6 CULT (Combined Universities Language Test 70); or

4.3.3.7 the relevant Faculty requirements set out in Appendix One, where the requirements are higher than the University minimum above.

**5. Dean's ability to waive English language requirements in certain circumstances**

- 5.1 In accordance with the *Delegations of Authority: Academic Functions*, the Dean of the Faculty has the ability to waive English language requirements in certain circumstances.
- 5.2 In waiving English language requirements the Dean of the Faculty must be satisfied, on the advice of the head of department/school concerned that the candidate has English language competency to enable the successful completion of the course.
- 5.3 The Dean of the Faculty may waive English language requirements where a candidate submits a recognised English language test score which deviates from the University, or specific course requirements by:
- 5.3.1 IELTS (International English Language Testing Scheme) not more than 0.5 below the overall band score and not more than 1.0 below in any of the individual bands; or
- 5.3.2 TOEFL (Test of English as a Foreign Language) not less than [International Office to provide equivalent] plus not less than TWE (Test of Written English) at [International Office to provide equivalent];
- 5.4 In establishing satisfaction that the candidate has English language competency to enable the successful completion of the course, where the Dean is waiving English language requirements, the Dean may consider all relevant factors including such things as ability to communicate in an academic environment; the fact of a student having been known to the Faculty for at least two years; previous appropriate work experience in an English language environment; and verbal discussion between the Faculty and the candidate.
- 5.5 The Graduate Studies Committee may approve exceptions to the limits of 5.3 in exceptional circumstances.

**6. Time limits**

- 6.1 Where a candidate is providing proof of proficiency in English through a record of satisfactory achievement in tertiary studies. The tertiary studies must have been undertaken no more than a maximum of 5 years prior to the application.
- 6.2 Where a candidate is providing proof of proficiency in English through successful completion of an appropriate course at the University's Centre for English Teaching, the course shall have been completed no more than 2 years prior to the application
- 6.3 Where a candidate is providing proof of proficiency in English through an internationally recognised English language test, scores older than two years at the time of application will not be accepted.

**7. Procedures for waiving English language requirements**

- 7.1 The Dean must record in writing the approval to waive English requirements on an individual basis outlining:
- 7.1.1 the proof of proficiency in English provided by the candidate;
- 7.1.2 the reasons, in accordance with this policy, the Dean approved the waiver.
- 7.2 The Faculty Office (or appropriate administrative unit) shall ensure:
- 7.2.1 a record of the approved waiving of requirements is kept on the student file;
- 7.2.2 for local applicants, that the basis for admission is recorded in FlexSIS; and

- 7.2.3 for International applicants, that the International Office is advised of the approval to waive English requirements and the basis for the decision and that the International Office ensures that the basis for admission is recorded in FlexSIS.

**8. Authority**

**8.1 Development/consultation**

Consultation on this policy involved the International Office, the Strategic Director (Internationalisation), faculties, the Postgraduate Research Training Sub-Committee, Graduate Studies Committee, and the Academic Board.

**8.2 Management responsibility**

The Dean of Graduate Studies shall have overall management responsibility for the policy.

**8.3 Implementation and monitoring**

The Dean of Graduate Studies shall have responsibility for implementing and monitoring the policy.

**8.4 Review**

The Dean of Graduate Studies shall initiate a review of the policy in July 2006

**8.5 Communication**

The Dean of Graduate Studies shall be responsible for communicating the policy.

**8.6 Contact**

Inquiries should be directed to:  
Office of the Dean of Graduate Studies  
H04  
Phone: 9036 9518  
E-mail: [DoGS@usyd.edu.au](mailto:DoGS@usyd.edu.au)

**9. Related information**

- 9.1 Related University legislation, resolutions, policies and procedures include:
- 9.1.1 University of Sydney (Amendment Act) Rule 1999 (as amended) at <http://www.usyd.edu.au/publications/calendar/>
- 9.1.2 Probationary candidate and English expression at [http://db.usyd.edu.au/policy/policy\\_index.stm](http://db.usyd.edu.au/policy/policy_index.stm)
- 9.2 University policies superseded or replaced by this policy:
- 9.2.1 Postgraduate English Language Requirements (approved 28 April 2004) at [http://db.usyd.edu.au/policy/policy\\_index.stm](http://db.usyd.edu.au/policy/policy_index.stm)
- 9.3 External legislation, resolutions, policies related to this policy include:
- 9.3.1 Education Services for Overseas Students Act 2000 at <http://www.dest.gov.au/esos/>
- 9.3.2 National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (The National Code) at [http://www.dest.gov.au/esos/National\\_Code/contents.htm](http://www.dest.gov.au/esos/National_Code/contents.htm)

**Appendix One: Schedule of approved Faculty variations, above the University minimum requirements**

<b>Faculty</b>	<b>Course</b>	<b>Requirements (above the University minimum)</b>	<b>Approval Date</b>
Faculty of Agriculture, Food and Natural Resources			
Faculty of Architecture	All postgraduate award courses	<ul style="list-style-type: none"> <li>• TOEFL – 600 or better plus TWE at 4.5+</li> <li>• IELTS – Overall band score of 7.0 or better, with no component being below 6.5</li> </ul>	12 May 1999
Faculty of Arts			
Faculty of Dentistry			
Faculty of Economics and Business	All postgraduate award courses except the Commerce courses	<ul style="list-style-type: none"> <li>• TOEFL – 600 or better plus TWE at 4.5+</li> <li>• IELTS – Overall band score of 7.0 or better, with no component being below 6.0</li> </ul>	12 February 1997
Faculty of Education and Social Work	Master of Teaching	<ul style="list-style-type: none"> <li>• IELTS – Overall band score of 7.5 or better with no band less than 7</li> </ul>	16 March 2005
Faculty of Engineering			
Faculty of Health Sciences	Doctor of Health Sciences	<ul style="list-style-type: none"> <li>• IELTS - Overall band of 7.0, with individual band of speaking and writing of no less than 6.5</li> </ul>	12 June 2002 (effective from 1 January 2003)
	Master of Occupational Therapy	<ul style="list-style-type: none"> <li>• TOEFL – 600 or better, plus TWE at 5.0+</li> <li>• IELTS – Overall band score of 7.0 or better, with at least 6 for Speaking and 7 for Writing on each band</li> </ul>	8 December 2000
	All postgraduate Physiotherapy courses	<ul style="list-style-type: none"> <li>• IELTS – Overall band score of 7.0 or better</li> </ul>	12 February 1997
	All postgraduate award courses in the School of Exercise and Sports Science	<ul style="list-style-type: none"> <li>• <u>IELTS – Overall band score of 7.0 or better with individual bands of speaking and writing</u></li> </ul>	2 November 2005

		<u>of no less than 6.5</u>	
Faculty of Law	All postgraduate award courses	<ul style="list-style-type: none"> <li>• IELTS – Overall band score of 7.0 or better, with at least 6.0 in each of the components</li> </ul>	12 February 1997
Faculty of Medicine	All postgraduate award courses	<ul style="list-style-type: none"> <li>• TOEFL – <del>600</del> 577 or better overall, plus TWE at 4.5+</li> </ul>	2 November 2005
Faculty of Nursing	All postgraduate award courses	<ul style="list-style-type: none"> <li>• IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components</li> </ul>	14 August 2002
Faculty of Pharmacy	All postgraduate award courses	<ul style="list-style-type: none"> <li>• TOEFL – 600 or better plus TWE at 4.5+</li> <li>• IELTS – Overall band score of 7.0 or better, with no component being below 6.5</li> </ul>	28 April 2004 (effective from 1 January 2005)
Faculty of Rural Management			
Faculty of Science	Master of Nutrition and Dietetics; Master of Nutritional Science; Master of Applied Science (Nutrition and Dietetics); Graduate Diploma in Applied Science (Nutrition and Dietetics); and Graduate Certificate in Applied Science (Nutrition and Dietetics)	<ul style="list-style-type: none"> <li>• TOEFL – 610 or better plus TWE at 5.0+</li> <li>• CBT – 253 or better plus Essay Rating 5.0</li> <li>• IELTS – Overall band score of 7.5 or better, with at least 6.5 in each of the components</li> </ul>	28 April 2004 (effective from 1 January 2005)
	Graduate Certificate in Applied Science (Psychology of Coaching), Graduate Diploma in Applied Science (Psychology of Coaching) and Master of Applied Science (Psychology of Coaching)	<ul style="list-style-type: none"> <li>• IELTS: Overall band score of 7.5 as a minimum on each band with no band falling below a score of 6.0</li> </ul>	16 March 2005 (effective from 1 January 2005)
	<u>Master of Environmental Science and Law and Master of Environmental Law</u>	<ul style="list-style-type: none"> <li>• <u>IELTS – Overall band score of 7.0 with no band less than 6.0</u></li> </ul>	2 November 2005
Faculty of Veterinary Science	All postgraduate award courses except the Veterinary Public Health Management courses	<ul style="list-style-type: none"> <li>• IELTS: Overall band score of 7.0 with no band falling below a score of 6.5.</li> <li>• TOEFL: 600 or better plus TWE at</li> </ul>	16 March 2005 (effective from 1 January 2005)

		<p>5.0+</p> <ul style="list-style-type: none"> <li>• CBT: 250 plus essay rating 5.0</li> </ul>	
	<p>Master of Veterinary Public Health Management; Graduate Diploma in Veterinary Public Health Management; and Graduate Certificate in Veterinary Public Health Management</p>	<ul style="list-style-type: none"> <li>• TOEFL – 600 or better plus TWE at 5.0+</li> <li>• CBT – 250 plus Essay Rating 5.0</li> <li>• IELTS – Overall band score of 7.0 or better, with at least 7.0 for Speaking and 7.0 for Writing on each band.</li> </ul>	12 November 2003
Sydney College of the Arts			
Sydney Conservatorium of Music	<p><u>All postgraduate award courses</u></p>	<ul style="list-style-type: none"> <li>• <u>IELTS – Overall band score of 7.0 with no band less than 6.5</u></li> </ul>	2 November 2005
	<p><u>Graduate Certificate of Music Studies (Pedagogy), Graduate Diploma of Music Studies (Pedagogy) and Master of Music Studies (Pedagogy)</u></p>	<ul style="list-style-type: none"> <li>• <u>IELTS – Overall band of 6.5 with no band less than 6.0</u></li> </ul>	2 November 2005
	<p><u>Graduate Certificate of Music Studies (Creative Sound Production), Graduate Diploma of Music Studies (Creative Sound Production) and Master of Music Studies (Creative Sound Production)</u></p>	<ul style="list-style-type: none"> <li>• <u>IELTS – Overall band of 6.5 with no band less than 6.0</u></li> </ul>	2 November 2005
	<p><u>the Graduate Diploma of Music (Performance) and Master of Music Studies (Performance)</u></p>	<ul style="list-style-type: none"> <li>• <u>IELTS – Overall band of 6.0</u></li> </ul>	2 November 2005

## **AGENDA ITEM 11** **Report of the Learning and Teaching Committee**

### **11.2 Report of the Learning and Teaching Committee meeting held on 10 October 2005**

The Committee met on 10 October 2005 when there were present: The Chair (Professor P Gay) presiding, Professors M Jackson and J Sachs, Associate Professors B Bennett, D Dragovich, M Freeman, K J Hodgson, C Roberts and B Sutton, Drs I Cathers, S Cattle, M Edmond, C Groenlund, J Hanrahan, D O'Connor, P Russell and C Taylor, Ms S Hanfling, Ms R Jackson, Mr S Lojewski and Mr I Trevena. Ms M Kemmis was in attendance.

#### **11.2.1 Receipt of Report**

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 10 October 2005.

#### **11.2.2 Academic Board Faculty Reviews: Faculty Progress Reports**

86-97

The Board is asked to note that the Committee received and noted progress reports from the Faculty of Agriculture, Food and Natural Resources and the Faculty of Economics and Business in response to recommendations from the Academic Board Phase Two Faculty Reviews.

#### ***Recommendation***

*That the Academic Board note the Academic Board Faculty Reviews: Faculty Progress Reports from the Faculty of Agriculture, Food and Natural Resources and the Faculty of Economics and Business.*

#### **11.2.3 Proceedings of the Committee**

##### **(1) Focus Topic: Improving SCEQ Scores**

The Committee held a general discussion on the current Student Course Evaluation Questionnaire (SCEQ) and whether or not the University could improve the current results from this questionnaire.

##### **(2) Report of the Chair**

The Chair, with the support of the Committee, undertook to hold further discussions with the Deputy Vice-Chancellor (Academic and International) regarding the "Student Plagiarism: Coursework" policy.

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

The Pro Vice-Chancellor (Teaching and Learning) raised the following points:

- the position of Director, Institute for Teaching and Learning was being re-advertised, as the selected candidate from the first advertisement had declined the offer of appointment. In the interim, Professor Jackson would continue to act in this role;
- the e-learning initiative would be reviewed later in the year, and a report would come to the Committee in early 2006;
- the website for the e-learning symposium had been established, and members were encouraged to register for the symposium and to advise other staff about the event;
- the draft benchmarking guidelines for teaching and learning had been submitted to the Deputy Vice-Chancellor (Academic and International) for approval and would be provided to the Committee;
- the Pro Vice-Chancellor indicated that a workshop in early December was being planned where members of the Committee would develop the new University Teaching and Learning Plan; and
- the Pro Vice-Chancellor encouraged members to submit suggestions for future Focus Topics.

**(4) Report of the Director, Institute for Teaching and Learning**

The Director advised the Committee that the Institute had received 54 applications for the 2006 intake for the Graduate Certificate in Education (Higher Education) but had funding for only 35 places.

## Agriculture, Food & Natural Resources

### Goal One: Teaching and Learning

<b>Recommendation 1</b>	The Faculty should consider developing a more proactive and co-ordinated strategy to integrating graduate attributes throughout degree programs
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Addressed in review and revision of curricula in 2004 and 2005 for implementation in 2005 and 2006</li> <li>• Policy developed by Faculty Teaching and Learning Committee has been adopted</li> <li>• Substantial progress through TIF project on mapping and integrating generic attributes in curricula</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Continuing emphasis on generic attributes as new curricula are fine tuned in 2006</li> <li>• Generic attributes described for each degree</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Success as indicated by TIF-funded graduate attributes project and active engagement of Faculty teaching staff</li> <li>• Improvement in student evaluation of Faculty's approach to generic attributes</li> </ul>
<b>Recommendation 2</b>	Major work needs to be done so address the current mismatch between student expectations and the content of the Bachelor of Animal Science degree. The Faculty should establish a group to consider the program philosophy, promotional materials, marketing strategy, and target career options for the degree. Students should be consulted as part of this process, with a view to creating a higher level of student satisfaction and a more clearly articulated program identity. Deliberations should also involve the Faculties of Veterinary Science and Rural Management.
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• The BAnimSc degree has been discontinued by the Faculty</li> <li>• The BAnimVetBioSci degree has been introduced in the Faculty of Veterinary Science, which includes some units taught by AFNR</li> <li>• A new BScAgr 4<sup>th</sup> Year specialisation in Livestock Production is being introduced in 2006, catering to students who wish to specialise across the agronomy-animal production nexus</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Curriculum development of the new BAnimVetBioSci degree is underway via the Board of Management for that degree (which includes FVS and FAFNR staff, and student representation)</li> <li>• The BOM is aware of student expectations for this degree and, with input from stakeholders, are aligning the curriculum accordingly – this includes more “animal content” in Years 1 and 2 of the degree</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Successful outcome for AFNR, FVS and College S&amp;T of a difficult issue</li> <li>• Strength of enrolments for BAnimVetBioSci degree in the coming years, and numbers of BScAgr students specialising in Livestock Production in the coming years</li> </ul>
<b>Recommendation 3</b>	Consideration should be given to ways to improving the student experience in general. The Review Team perceived unevenness in levels of student satisfaction
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Revised curricula have improving student experience as an objective</li> <li>• Full detail of all units made explicit in new curricula</li> <li>• Increased resources and support from Faculty for PG students; e.g. all postgraduate students now have a computer supplied by Faculty</li> <li>• Faculty-Student Liaison Committee seeking to increase cross-year communication among students</li> </ul>

	<ul style="list-style-type: none"> <li>• Mentoring program</li> <li>• Function for parents of First Year Students</li> <li>• Major upgrade of student computing facilities</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Continue to address concerns of PG students based at Cobbitty</li> <li>• Continue to press for upgrade of the Faculty's inadequate accommodation and teaching venues</li> <li>• Identify areas of dissatisfaction through USE results</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Improved student evaluations of student experience through SCEQ and CEQ survey scores.</li> </ul>
<b>Recommendation 4</b>	<p>Priority should be given to improving communication in the Faculty in relation to a range of activities. This should include, for example, transmission of information to students (and a co-ordinated approach to email communication), ensuring that all students receive accurate unit of study outlines in a timely fashion, and ensuring that program promotional materials accurately describe programs of study</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• All students receive information electronically (email, intranet) and in handouts in all UoS;</li> <li>• Detailed PG and 4<sup>th</sup> Year handbooks given to all students concerned</li> <li>• Student email lists checked and updated</li> <li>• Faculty intranet considerably enhanced</li> <li>• Adoption of WebCT in many units (~18 in 2005)</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Ongoing improvements to the Faculty intranet</li> <li>• Increased adoption of WebCT; the Faculty's ICT Committee released a report in June 2005 (accepted by Faculty) calling for the gradual implementation of WebCT into all AFNR units with more than 20 enrolled students by July 2007</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Fewer complaints from students</li> <li>• Fewer incidents of miscommunication</li> <li>• Improved USE scores for the (Faculty-specific) question relating to ICT and learning</li> </ul>
<b>Recommendation 5</b>	<p>While there have clearly been improvements in the provision of feedback on work to students, the Review Team found that this was patchy, and recommended a more co-ordinated Faculty strategy supported by quality assurance mechanisms to ensure implementation. For example, the Faculty might wish to set maximum deadlines for feedback</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Addressed in revision of curricula - better scheduling of assessment tasks, ensuring number and magnitude of assessment tasks are consistent with expectations of student effort, and reducing over-assessment</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• The Learning &amp; Teaching Committee will develop guidelines (for staff) for the timely provision of feedback on all items of assessment, and advise students of these via the Faculty Intranet</li> <li>• The LTC will also advise staff on the broad level of feedback required for various assessment task types</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Improved scores for the question relating to assessment in USE surveys</li> </ul>
<b>Recommendation 6</b>	<p>Academic Board policy must be complied with in relation to parallel teaching of Masters and undergraduate students. The Review Team suggests that high achieving undergraduate students take masters courses so that they too are extended. By so doing the standards and</p>

	expectations of high achieving undergraduate students are being met and postgraduate students are being provided with units of study at an appropriate level
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>Advanced streams in BIOL and PLNT units are available to AFNR students from 2005</li> <li>High achieving UG students are offered opportunities for extension through co-curricular activities</li> <li>Revision and development of coursework postgraduate programs, including the offering of a re-organised MAg program, and new GradCertAgr and GradDipAgr programs for 2006/2007- Academic Policy on parallel teaching has been complied with in the formulating of these programs</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>All units offered as part of the coursework postgraduate programs will carry the following advice; <i>To achieve the objectives of the courses, especially for students seeking training in a new discipline, some material taught in advanced undergraduate Units may form a part of the postgraduate coursework Units. However, the learning level and completion of assessment tasks are at a postgraduate level, and expectations of students will be clearly specified as such in the learning objectives</i></li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>Increased enrolments in advanced undergraduate units</li> <li>Increased enrolments in coursework postgraduate programs</li> <li>Improved USE "Overall satisfaction" scores for advanced undergraduate units and postgraduate units</li> </ul>
<b>Recommendation 7</b>	Consideration needs to be given to finding ways to better support the language needs international and NESB students
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>Improvement of identifying students at risk (e.g. unit coordinators monitoring progressive assessment task results of international and NESB students during Year 1) – mentoring by the degree coordinator if necessary</li> <li>Recommend that identified students at risk should attend the Centre for English Teaching</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>Develop a formal mechanism of cross-referencing end-of-semester results for all international and NESB students to identify English language problems</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>An improvement of retention and progression rates of international and NESB students</li> </ul>
<b>Recommendation 8</b>	The Faculty should consider providing handbooks, in a similar vein to the excellent Postgraduate Student Handbook, to all students
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>Comprehensive 4<sup>th</sup> Year Sciences Handbook produced in 2004 and 2005</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>Additional handbooks for specific senior units are under consideration for 2006</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>Direct feedback sought annually from this cohort of less than 50 students - the 4<sup>th</sup> Year Sciences Handbook has been well received by students in 2004 and 2005</li> </ul>
<b>Recommendation 9</b>	The profile of the University's Intellectual Property rule should be raised among the student body.

<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>PG Handbook provides general information on IP rule for all PG students</li> <li>Additional specific information provided to students as relevant</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>No feedback received from students</li> </ul>

#### Goal Four: Internationalisation

<b>Recommendation 10</b>	It is recommended that the Faculty consider whether it might be appropriate to extend student professional experience opportunities to encompass more developing countries, perhaps working with NGOs and organisations such as AusAid
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>All students are made aware of opportunities for PE in developing countries in connection with CARD and ACIAR projects, or through staff links</li> <li>Students encouraged to self-manage own PE portfolio to assist in developing workplace skills</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>General review of PE program in 2005/2006</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>Students undertaking PE overseas</li> </ul>

#### Goal Six: Effective Management

<b>Recommendation 11</b>	The Faculty should give priority to improving its IT strategy, including in particular improving systems of communication (such as email and the Web) and implementing a proper and fully supported WebCT strategy (which would need to be supported by appropriate staff development).
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>Faculty IT Committee and Computer Sub-Committee established for policy and operational matters, respectively</li> <li>Extensive adoption of ICT to enhance teaching (WebCT, Faculty Intranet)</li> <li>TIF project to enhance adoption of WebCT</li> <li>Workshops for staff on ICT in teaching</li> <li>Conversion of a "Mac" lab to PC has brought substantial improvement for UG access</li> <li>Acquisition of new computers and changes in hardware configuration has led to major and rapid improvement</li> <li>All students receive information electronically (email, intranet) and in handouts in all UoS</li> <li>Student email lists checked and updated</li> </ul>
<b>Further action planned but not yet implemented</b>	<ul style="list-style-type: none"> <li>Continue to enhance Faculty intranet</li> <li>Further adoption of WebCT as appropriate and link to existing web-enhanced teaching – the Faculty intends to gradually implement a</li> </ul>

<b>(if appropriate)</b>	<p>WebCT presence into all AFNR units with more than 20 enrolled students by July 2007</p> <ul style="list-style-type: none"> <li>• Application for a TIF grant for 2006 to expedite the development of new WebCT sites by staff members of AFNR</li> <li>• Conduct a series of “in-house” workshops dealing with WebCT site development and to stimulate idea exchange on blended learning strategies</li> </ul>
<b>Faculty’s evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Increasing proportion of units of study supported by ICT, and by online resources of increased complexity</li> <li>• Improved USE scores for the (Faculty specific) question relating to ICT and learning</li> </ul>
<b>Recommendation 12</b>	<p>The Faculty should implement a succession planning strategy. The Review Team perceived a need for support and development for staff taking up management positions. The Faculty may also wish to provide greater encouragement to staff to undertake staff development, such as teaching programs offered by the University’s Institute of Teaching and Learning.</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Several staff have completed ITL programs</li> <li>• Increased involvement of staff in College and University development programs</li> <li>• All new academic appointments have completion of ITL programs as confirmation criteria</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Ongoing encouragement, through the PM&amp;D program, for all teaching staff to undertake development programs</li> <li>• Expressions of interest for Faculty management positions called every two years</li> <li>• Strategy for replacement of retiring staff in place</li> </ul>
<b>Faculty’s evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Increased number of staff with teaching qualifications</li> </ul>
<b>Recommendation 13</b>	<p>It is recommended that the Faculty keep a watching brief on the effectiveness and sustainability of the new structure as it beds down</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• A one-year-on review of the Faculty’s new structure has been completed, with recommended changes implemented</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Further review of faculty structures as part of ongoing strategic planning</li> </ul>
<b>Faculty’s evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• No major operational issues identified</li> </ul>

### Quality Assurance Issues

<b>Recommendation 14</b>	<p>While the impending review of the undergraduate programs was welcome, the Review Team considered that this was somewhat overdue and recommends that the Faculty implement a more systematic approach to faculty and program review procedures.</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Curriculum review of the BScAgr, BHortSc, BLWSc, BAgEc and BResEc programs completed in 2005</li> <li>• Staffing profile has been reviewed with input from stakeholders, through the many contacts that AFNR has with industry and professional groups</li> </ul>

<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"><li>○ Ongoing review of agricultural sector needs for graduates, through interaction with industry groups and organisations such as CRCs, rural funding bodies and catchment management authorities</li><li>○ Agricultural sector feedback will inform the curriculum review process, which would normally occur every 3-5 years</li></ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"><li>• Continued strong graduate employment rates, as indicated by CEQ results and the Good Universities Guide</li></ul>

## Economics and Business

Recommendation 1	<i>The Review Team recommends that the Faculty review and consolidate the Working Parties of the Teaching and Learning Committee. (Section 3.3.5)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ Consolidation has been achieved by the following steps:               <ul style="list-style-type: none"> <li>○ Disbanding the following subcommittees and working parties:                   <ol style="list-style-type: none"> <li>1. Strategic Directions &amp; Quality Assurance Subcommittee</li> <li>2. Transition, Diversity and Equity Subcommittee</li> <li>3. Staff Development in Teaching &amp; Learning Subcommittee</li> <li>4. Groupwork &amp; eLearning Subcommittee</li> <li>5. Transition Working Party</li> <li>6. Diversity and Equity Working Party</li> <li>7. Academic Honesty Working Party</li> <li>8. Casual Tutor Training Working Party</li> <li>9. eLearning Working Party</li> <li>10. Graduate Attributes Working Party</li> </ol> </li> <li>○ Planning to close two further working parties at the end of 2005 when these 2004 TIF-funded projects are completed (ie, Groupwork and Academic Mentoring and Leadership).</li> <li>○ One working party is reconstituted each semester to cover PG and UG orientation activities and one has been formed for implementing new Blackboard QA procedures and advise on LMS issues.</li> </ul> </li> <li>▪ Membership has been revitalised and/or broadened on:               <ul style="list-style-type: none"> <li>○ the Learning &amp; Teaching Committee to ensure there are representatives of schools (3 from each), Learning Centre, Fisher Library and ITL.</li> <li>○ two of three reference groups (Student Reference Group, Tutor Reference Group, Undergraduate Coordinators Group).</li> </ul> </li> <li>▪ Terms of reference of Learning &amp; Teaching Committee revised to indicate clear relationship to Centre to Advance Learning in Economics and Business (CALEB).</li> <li>▪ More work has been taken on by:               <ul style="list-style-type: none"> <li>○ the L&amp;T Committee Secretary (in preparation for Committee meetings);</li> <li>○ CALEB (e.g. Casual Tutor Training Working Party has been replaced by an academic with responsibility for tutor development)</li> <li>○ disciplinary-based CALEB Associates (recently-established distributed network)</li> </ul> </li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>▪ Further reliance on:               <ul style="list-style-type: none"> <li>○ CALEB academics for projects of a longer term nature;</li> <li>○ disciplinary-based CALEB Associates for consultation and dissemination; and</li> <li>○ additional smaller working parties, chaired by existing L&amp;T Committee members, as needs arise to handle actioning of shorter term L&amp;T Committee items (e.g. Head of School of Business to chair a working party to develop a proposal for external benchmarking academic assessment standards)</li> </ul> </li> <li>▪ Monitor effectiveness of remaining committees and working parties and make further adjustments as necessary.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>▪ Reduced number of working parties (6) and subcommittees (4)</li> <li>▪ L&amp;T Committee has:               <ul style="list-style-type: none"> <li>○ wider representation;</li> <li>○ reduced number of meetings;</li> <li>○ improved attendance;</li> <li>○ reduced workload burden on committee, subcommittees and working party members;</li> <li>○ more efficient and effective decision-making by Committee.</li> </ul> </li> <li>▪ Extra workload undertaken by several stakeholders with revised responsibilities.</li> <li>▪ Additional consultation and dissemination, beyond wider representation of L&amp;T Committee, is achieved through CALEB Associates.</li> </ul>

<b>Recommendation 2</b>	<i>The Review Team recommends that the Faculty prioritise and appropriately resource CALEB's strategic change program. (Section 3.4.3)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ CALEB strategic priorities paper approved by Faculty Executive Committee on Feb 2, 2005. Action items include: <ul style="list-style-type: none"> <li>○ five major portfolios have been identified within CALEB for future budgets and planning: <ol style="list-style-type: none"> <li>1. Orientation, transition and retention</li> <li>2. Foundation attributes</li> <li>3. Professional and curriculum development</li> <li>4. ICT-supported learning and teaching</li> </ol> </li> <li>○ Learning and teaching governance and quality distributed network of academics with L&amp;T expertise in disciplines (Semester 2, 2005).</li> <li>○ a pilot peer learning program embedded in two UG units of study (Semester 2, 2005).</li> <li>○ helpdesk for staff and students engaged in online learning with Blackboard following a Dec 2004 review (in conjunction with the Office of the PVC Teaching &amp; Learning).</li> </ul> </li> <li>▪ Staff engaged in learning and teaching development and support activities have been consolidated within CALEB with 4 academics (to lead each portfolio) and 8 professional staff (of which 3 are currently casual and 2 on one year fixed contracts).</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>▪ CALEB budget from 2006 will include: <ul style="list-style-type: none"> <li>○ all areas of current responsibility (e.g. peer mentoring program staff previously funded from Schools; orientation activities previously funded from Marketing).</li> <li>○ implementing and supporting the work of CALEB through CALEB Associates located in the disciplines.</li> <li>○ conversion of 3 casual to full-time HEO positions to reflect additional administrative work (e.g. administrative assistance for peer learning and mentoring to support increased participation by students in these activities).</li> </ul> </li> <li>▪ CALEB currently recruiting one academic for outstanding portfolio, namely to support permanent and casual academics in professional development.</li> <li>▪ Further alignment of CALEB's priorities with the Faculty's L&amp;T Plan, AACSB and Academic Board recommendations.</li> <li>▪ Ongoing evaluation of CALEB pilot projects (e.g. Peer Assisted Study Scheme program in Economics and Accounting undergraduate units) and programs (e.g. peer mentoring) to implement refinements and ensure outcomes achieved.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>▪ Strategic change project appropriately resourced and five priority portfolios identified (listed above).</li> <li>▪ Evaluation is a key part of CALEB's work. Early positive signs include: <ul style="list-style-type: none"> <li>○ PG peer mentoring program has high participation rates (~ 50% Semester 1, 2005) and was a runner-up in the 2005 Vice Chancellor's Award for Support of the Student Learning Experience.</li> <li>○ UG peer mentoring program piloted and rolled out also with high participation rates.</li> <li>○ high voluntary participation (~ 65% Semester 2, 2005) in the site review process by Blackboard helpdesk.</li> <li>○ Increased attendance in tutor orientation and development sessions.</li> </ul> </li> </ul>
<b>Recommendation 3</b>	<i>The Review Team recommends that the Faculty clarify the role of the Student Reference Group and encourage all disciplines to become involved. (Section 3.6.4)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ Student Reference Group (SRG) membership revised to ensure that at least one representative from each Discipline.</li> <li>▪ Faculty has increased calls for SRG involvement increased in focus groups, surveys, change initiatives, questionnaires, award selection panels (amongst others) in 2005.</li> <li>▪ L&amp;T Committee Secretary implemented more efficient system of organising meetings and following up with representatives.</li> </ul>

<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ul style="list-style-type: none"> <li>▪ Seek feedback from SRG as to how to promote and encourage feedback and participation in the regular meetings especially.</li> </ul>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ul style="list-style-type: none"> <li>▪ Each Discipline now formally represented on the SRG.</li> <li>▪ Quality and usefulness of SRG feedback (e.g. ICT survey participation increased markedly because of suggestion)</li> <li>▪ Increased call for involvement of SRG representatives in ad hoc faculty initiatives (e.g. selection panel for Wayne Lonergan Outstanding Award for Teaching)</li> <li>▪ Poor attendance recorded at meetings is a common occurrence with timetabling or work clashes most often cited reasons.</li> </ul>
<p><b>Recommendation 4</b></p>	<p><i>The Review Team recommends that the Faculty develop and communicate a separate process for students to provide feedback about teaching performance. (Section 3.6.6)</i></p>
<p><b>Action taken by the Faculty</b></p>	<ul style="list-style-type: none"> <li>▪ The Faculty has funded and appointed a new SIO-based Program Advisor who, in addition to providing program advice, collates and appropriately disseminates issues raised by students in one-to-one consultation.</li> <li>▪ Tutors in the tutor development program are encouraged to seek feedback from students and given examples of methods to attain this feedback.</li> <li>▪ Use of the ITLS PG student survey to gauge student opinions.</li> </ul>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ul style="list-style-type: none"> <li>▪ A second Program Advisor position is planned.</li> </ul>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ul style="list-style-type: none"> <li>▪ The Program Advisor's 6-month report identified a range of issues, which were taken to the Faculty's L&amp;T Committee, and also disseminated to the appropriate people for actioning.</li> </ul>
<p><b>Recommendation 5</b></p>	<p><i>The Review Team recommends that CALEB undertake a study of Postgraduate pedagogy and that this study evaluate the quality of student learning in block teaching using different methodologies including PBL and case-based learning. (Section 3.8.3)</i></p>
<p><b>Action taken by the Faculty</b></p>	<ul style="list-style-type: none"> <li>▪ The PG Pedagogy project (funded by a TIF grant for \$50,000 received in 2005) aims to:             <ul style="list-style-type: none"> <li>○ strengthen the use of Unit of Study Outline Templates;</li> <li>○ encourage peer review of unit of study outlines by academic colleagues;</li> <li>○ promote the development of links between PG curricula and teaching and industry/professional perspectives and experience. Building on the Faculty's initiatives in the area of alumni relations and industry advisory boards, a system of peer review of unit outlines by relevant industry/professional reference groups will be established.</li> </ul> </li> <li>▪ Actions identified include:             <ul style="list-style-type: none"> <li>○ collection and collation of unit of study outlines and analysis of pedagogy (completed);</li> <li>○ arranging and running the industry consultation groups;</li> <li>○ setting up the database of best practice curriculum exemplars;</li> <li>○ collecting and setting up the database of industry resources;</li> <li>○ running the postgraduate teaching forum; and</li> <li>○ facilitating three subsequent academic peer review meetings.</li> </ul> </li> </ul>

<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ul style="list-style-type: none"> <li>▪ Complete remaining phases in the project: showcase best practice (phase 2) and foster industry relationships (phase 3).</li> <li>▪ Establishment of a database of pedagogical good practice and industry-relevant resources to support teaching.</li> <li>▪ Monitor: <ul style="list-style-type: none"> <li>○ percentage of units completing peer review process;</li> <li>○ percentage of units changing from traditional lecture mode (passive learning in intensive block teaching) to incorporate more appropriate interactive and active learning strategies</li> <li>○ longer term impact on USE results</li> </ul> </li> </ul>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ul style="list-style-type: none"> <li>▪ Phase 1 completed <ul style="list-style-type: none"> <li>○ A preliminary discussion with the Faculty's new Development Officer revealed potential ways to work together on fostering industry relationships.</li> </ul> </li> </ul>
<p><b>Recommendation 6</b></p>	<p><i>The Review Team recommends that the Faculty monitor the Group Work – Technology TIF Grant for any learning relevant to assessment and feedback to students that will assist staff to develop alternative methods of assessment. (Section 3.9.2)</i></p>
<p><b>Action taken by the Faculty</b></p>	<ul style="list-style-type: none"> <li>▪ Alternative methods of formative and summative assessments were identified while conducting the TIF-funded project. In addition to typical out-of-class groupwork assessments, opportunities were identified for: <ul style="list-style-type: none"> <li>○ in-class individual and groupwork formative and summative assessments, such as: <ul style="list-style-type: none"> <li>– IF-AT assessments (Immediate Feedback-Assessment Test) which provide students with immediate feedback during a MCQ test as students consider alternative choices and/or debate with team peers the most appropriate answer prior to their selection by scratching out their choice.</li> <li>– alternative uses of Automatic Response System (KEEPads). This assists staff not just with formative feedback but also with peer and individual learning, teaching administration, student preparation and teaching evaluation.</li> </ul> </li> <li>○ online individual and groupwork formative and summative assessments, such as: <ul style="list-style-type: none"> <li>– software (i.e. Respondus) to assist easy development of online quizzes made available within Blackboard. Simple self-help sheet and Blackboard support available from helpdesk.</li> <li>– importance of staff developing online quizzes that clearly identify MCQ level of difficulty to assist students adopt deep rather than surface approaches to learning.</li> <li>– availability of early self-diagnostic and self-paced support resources for students to voluntarily use prior to assessments. Several projects in collaboration with Learning Centre and Maths Learning Centre recently completed. These help students self-diagnose and seek support and development in advance of assessments (e.g. Annotated resources. [<a href="http://www.usyd.edu.au/stuserv/documents/learning_centre/AnnotatedWebsites/AWelcome.html">http://www.usyd.edu.au/stuserv/documents/learning_centre/AnnotatedWebsites/AWelcome.html</a>]; Maths quizzes [<a href="http://quiz.econ.usyd.edu.au/mathquiz/">http://quiz.econ.usyd.edu.au/mathquiz/</a>]; Clearer writing resources [<a href="http://www.usyd.edu.au/stuserv/academic_support/learning_centre/resour.shtml">http://www.usyd.edu.au/stuserv/academic_support/learning_centre/resour.shtml</a>]) and dissemination to staff now underway</li> <li>– availability of plagiarism detection software as Blackboard building block and possible use with draft assessments (i.e. plagiarism preventative mode).</li> </ul> </li> </ul> </li> <li>▪ Importance of preparing and supporting out-of-class groups for exploiting the full advantages of diversity in out-of-class and in-class groupwork activities. Based on Volet's work (e.g. Volet and Ang, 1998) that international students prefer to seek help and work in groups with those with who there is less distance, staff can improve their students' experience of groupwork by better preparing and supporting students through activities that reduce that distance.</li> <li>▪ Several initiatives to develop a building block for Blackboard to enable online confidential self and peer assessment groupwork have been undertaken. Complex negotiations with four other universities have delayed the process.</li> </ul>

<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ul style="list-style-type: none"> <li>▪ Manual to encourage good practice groupwork, in particular out-of-class groupwork, be completed by Nov 2005 for online distribution to staff and students. Feedback to be gathered from both stakeholders on usefulness.</li> <li>▪ Collaboration with Faculty of Education and Social Work to provide further good practice examples of in-class and online groupwork.</li> <li>▪ Faculty successfully applied for a TEF grant to fund further audience response systems equipment. Some funds were for permanent installation to enable easy academic use in-class. Further in-class uses including for assessment are being explored.</li> <li>▪ IF-AT assessments being piloted for in-class individual and team-based formative and summative assessments in Semester 2, 2005.</li> <li>▪ Roll out of SafeAssignment building block for plagiarism detection beyond pilot in Semester 2, 2005. Focus on supporting student development of ethical professionalism graduate attribute to be further evaluated.</li> <li>▪ A pilot project to consider SOLO-based MCQ quizzes underway in Semester 2, 2005. Focus on assisting staff to set quizzes that go beyond recall and surface approaches to learning.</li> <li>▪ Further dissemination of Respondus software to staff now underway</li> <li>▪ TIF grant has provided staff with additional resources to support formative and summative assessments, including assessment of foundational attributes:             <ul style="list-style-type: none"> <li>○ online academic honesty module</li> <li>○ online plagiarism detection</li> <li>○ online literacy resources</li> <li>○ online numeracy resources and workshops</li> </ul> </li> <li>▪ Contractual details still to be resolved to enable online self and peer assessment software to be developed.</li> <li>▪ Widely disseminate self-diagnostics (e.g. maths quizzes).</li> <li>▪ Improve CALEB website to make sure these resources easily available to staff.</li> </ul>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ul style="list-style-type: none"> <li>▪ TIF grant has provided staff with additional resources to support formative and summative assessments including those that for foundational attributes.</li> <li>▪ Progress in disseminating groupwork manual has been delayed by changes in staffing in Groupwork working party. A six-month report from the SIO's Program Advisor indicates groupwork continues to be a problem for students.</li> <li>▪ Pilot with detection software showed positive impact on student approaches to preparing assessments:             <ul style="list-style-type: none"> <li>○ 41% reported more cautious and conscious of consequences when referencing</li> <li>○ 38% reported improved assignment after submitting draft to detection software</li> </ul> </li> <li>▪ Simple self-help sheets have been developed for some alternative resources (e.g. Respondus for automating development of quizzes) and Blackboard support now available from helpdesk.</li> <li>▪ Legal and stakeholder changes have delayed the SPARK project. Third round of negotiations to jointly develop improved version appears promising.</li> </ul>
<p><b>Recommendation 7</b></p>	<p><i>The Review Team recommends that the Review of Post-Graduate Pedagogy (Recommendation 5) include an investigation of how Postgraduate Coursework programs can be designed to satisfy two distinct streams of students. (Section 4.1.3)</i></p>
<p><b>Action taken by the Faculty</b></p>	<p>See Recommendation 5</p>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	

<b>Faculty's evaluation of the success of action taken</b>	
<b>Recommendation 8</b>	<i>The Review Team recommends that the Faculty increase the opportunities for student engagement with industry, especially in the postgraduate coursework area. (Section 8.2.2)</i>
<b>Action taken by the Faculty</b>	See Recommendation 5
<b>Further action planned but not yet implemented (if appropriate)</b>	
<b>Faculty's evaluation of the success of action taken</b>	
<b>Recommendation 9</b>	<i>The Review Team recommends that the Faculty widely communicate the Academic Board's Resolutions for Double Degrees and the fact that these single resolutions replace the need to refer back to the resolution in place at the date of the student's enrolment. (Section 9.2.2)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>▪ In consultation with its partner faculties, the Faculty has redrafted the Faculty Resolutions for the combined degrees for which it has administrative responsibility (i.e. from 2006, the B.Com/B.Arts, B.Com/B.Sci as well as the existing Combined Laws degrees).</li> <li>▪ The Faculty is currently liaising with its partner faculties about administrative procedures for combined degree students (in line with the proposal for the Faculty to undertake administrative responsibility for the B.Com/B.Arts, and B.Com/B.Sci for students commencing from 2006).</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>▪ The revised Resolutions are to be submitted to the Undergraduate Studies Committee for endorsement in its meetings to take place in August and October, 2005</li> <li>▪ The revised Faculty Resolutions, consistent with the Academic Board templates, are planned for introduction in 2006.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>▪ Successful introduction of revised Faculty resolutions.</li> </ul>

## **AGENDA ITEM 12**

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

#### **12.2 Report of the Academic Staffing Committee meeting held on 24 August 2005**

The Committee met on 24 August 2005 when there were present: The Chair (Professor Chris Murphy) presiding, Professors John Carter, Michael Fry, Sally Andrews, Associate Professors Iqbal Ramzan, Peter McCallum, Peter Phibbs, Ms Lucille Coward and Mr Simon Malcolm. Ms Kate Hadfield was in attendance.

##### **12.2.1 Receipt of report**

The Committee **recommends** that the Board receive and note the following report of its meeting held on 24 August 2005.

##### **12.2.2 Proceedings of the Academic Staffing Committee**

###### **(1) Report of the Chair**

The Chair welcomed several new Committee members and confirmed that the Committee membership list is now up to date.

That the Academic Board notes that the Academic Staffing Committee met on 27 July to discuss the proposed review of recruitment and selection policies and procedures, as requested by the Pro Vice Chancellor (ER). The outcomes of this meeting were presented to the PVC (ER).

That the Academic Board notes the proceedings of the Academic Staffing Committee's meeting held on 24 August relating to the following matters:

- Consideration of a fast track promotions process
- Examination of the support available to Heads of School

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

That the Academic Board note that Professor Fry has received College feedback regarding the proposed changes to the academic recruitment and selection policy and procedures.

## AGENDA ITEM 13 General Business

### 13.1 Report on promotion of academic staff from Level B to Level C

Sixty six (66) applications were received.

The Committee comprised Professor John Hearn Deputy Vice-Chancellor, Academic and International (Chair), Professor John Carter (Chair, Academic Board), Professor Anthony Baker (Chair, Academic Board, University of Technology), Professor Elspeth Probyn (nominee, Pro-Vice-Chancellor, CHASS), Associate Professor Phillip Hirsch (nominee, Pro-Vice-Chancellor, CST), Professor Tania Sorrell (nominee, Pro-Vice-Chancellor, CHS), Associate Professor Elaine Cornell (Applied Vision Sciences), Associate Professor Peter Phibbs (Architecture), Professor Charles Areni (Economics)

On the advice of the Committee, the Vice-Chancellor has approved the following (56) promotions to Level C, effective from 1 January 2006.

#### Senior Lecturer

Dr Andy An-Si Dong	Faculty of Architecture
Dr Densil Andrew Cabrera	Faculty of Architecture
Dr Nicole Gurran	Faculty of Architecture
Dr Stefan Bernard Williams	School of Aerospace, Mechanical & Mechatronic Engineering
Dr Frank Seebacher	School of Biological Sciences
Dr Glenda Wardle	School of Biological Sciences
Dr Kalina Yacef	School of Information Technologies
Dr Seok-Hee Hong	School of Information Technologies
Dr Weidong Cai	School of Information Technologies
Dr Georg Gottwald	School of Mathematics and Statistics
Dr Marc Eric Raimondo	School of Mathematics and Statistics
Ms Sandra Britton	School of Mathematics and Statistics
Dr Peter Tuthill	School of Physics
Dr Fiona White	School of Psychology
Dr Margaret Charles	School of Psychology
Dr Imke Tammen	Faculty of Veterinary Science
Dr Jaqueline Norris	Faculty of Veterinary Science
Dr Mark Krockenberger	Faculty of Veterinary Science
Dr Paul Sheehy	Faculty of Veterinary Science
Dr Susan Hemsley	Faculty of Veterinary Science
Dr Martijn Van Eijkelenborg	Optical Fibre Technology Centre
Dr Peter Gerangelos	Faculty of Law
Dr Fleur Johns	Faculty of Law
Dr Michael Anderson	School of Policy and Practice
Dr Nigel Bagnall	School of Policy and Practice
Dr Ariadne Vromen	School of Economics and Political Science
Dr Jennifer Shaw	Conservatorium of Music
Ms Anne Ferran	Sydney College of the Arts
Ms Josephine Starrs	Sydney College of the Arts
Dr Catherine Driscoll	School of Philosophical and Historical Inquiry
Dr Nicholas Eckstein	School of Philosophical and Historical Inquiry
Dr Anthony Moses	School of Philosophical and Historical Inquiry
Dr Stephen Robertson	School of Philosophical and Historical Inquiry
Dr Edward Robinson	School of Philosophical and Historical Inquiry

Dr Julian Murphet	School of English, Art History, Film and Media
Dr Nerida Jarkey	School of Languages and Cultures
Dr Ki-Sung Kwak	School of Languages and Cultures
Dr Adrienne Hunt	School of Physiotherapy
Dr Helen Ritchie	School of Biomedical Sciences
Dr Susan Forsyth	Nursing & Midwifery
Dr Lillian Hayes	Nursing & Midwifery
Dr Heather McKenzie	Nursing & Midwifery
Dr Alaina Ammit	Pharmacy
Dr Sinthia Bosnic-Anticevich	Pharmacy
Dr Timothy Chen	Pharmacy
Dr John Loadman	Central Clinical School (Anaesthesia)
Dr Patricia Lyon	Office of Teaching and Learning in Medicine
Dr Anushka Patel	Central Clinical School (Medicine)
Dr Lyndal Trevena	School of Public Health

Research only Academic

Dr David Alais	School of Medical Sciences (Physiology)
Dr Mark Connor	Northern Clinical School (Medicine)
Ms Davina Ghersli	NHMRC Clinical Trials Centre within the School of Public Health
Dr Yue-kun Ju	School of Medical Sciences (Physiology)
Dr Peregrine Osborne	Northern Clinical School (Medicine)
Dr Elizabeth Wilson	Research Institute for Humanities & Social Sciences
Dr Stavros Paspalas	Archaeological Institute at Athens

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

Faculty	Applications received			Recommendations made		
	Male	Female	Total	Male	Female	Total
Architecture	2	1	3	2	1	3
Arts	10	5	15	7	3	10
Economics and Business	-	2	2	-	1	1
Education and Social Work	2	-	2	2	-	2
Engineering	2	-	2	1	-	1
Health Sciences	-	3	3	-	2	2
Law	1	1	2	1	1	2
Medicine	5	4	9	5	4	9
Nursing	-	3	3	-	3	3
Optical Fibre Technology	1	-	1	1	-	1
Pharmacy	1	2	3	1	2	3
Science	7	6	13	5	6	11
Sydney College of the Arts	-	2	2	-	2	2
Sydney Conservatorium of Music	-	1	1	-	1	1
Veterinary Science	3	2	5	3	2	5
Totals	34	32	66	28	28	56

**Recommendation**

*That the Academic Board note the report on the promotion of academic staff from Level B to Level C in 2005, as set out in the report presented.*

**13.2 Amended Membership of the Central Promotions Committees 2005**

The Central Promotions Committee advises that the following membership change has occurred for the meeting on 9 November 2005 to discuss promotions to Level E:

Professor Charlie Benrimoj to replace Professor Don Nutbeam

This membership amendment has been approved by the Vice-Chancellor.

***Recommendation***

*That the Academic Board note the report on changes to the membership of the Central Promotions Committee, as set out in the report presented.*