



Academic Board Agenda

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Enclosure for the agenda for the meeting of the Academic Board on 13 December 2006

(This attachment includes a number of reports and Senate and Faculty resolutions referred to in the main agenda.)

pages

- ★ 5. Items from Agenda of 15 November 2006
10. Report of the Undergraduate Studies Committee
- 10.2.1.2 Faculty of Health Sciences
- (2) [Bachelor of Health Science \(Physiotherapy\)](#) 43

Recommendation

That the Academic Board approve the reintroduction of the on-shore offering of the Bachelor of Health Science (Physiotherapy), with effect from 1 January 2008, as set out in the report presented.

12. Report of the Learning and Teaching Committee
- 12.2.3 [Research-enhanced Learning and Teaching](#) 44-46

Recommendation

That the Academic Board approve the policy on Research-enhanced Learning and Teaching, as set out in the report presented.

- 12.2.4 [Annual Reports of the Learning Centre and Mathematics Learning Centre](#) 47-55

Recommendation

That the Academic Board:

- (1) *note the need for a significant increase in funding student support services, in particular those services provided by the Learning Centre and the Mathematics Learning Centre; and*
 - (2) *note the executive summaries from the 2005 annual reports of the Learning Centre and the Mathematics Learning Centre*
- as set out in the report presented.*

- ★ 6. **Report of the Chair**
6.3 **General Report**
6.3.2 Academic Board Review of the Off-Shore Health Sciences Programs 56-75

Recommendation

That the Academic Board note the response from the Faculty of Health Sciences to the Academic Board review of the off-shore health sciences programs, as set out in the report presented.

11. **Report of the Undergraduate Studies Committee**
(Associate Professor Scott Kable)

11.2 **Report of the meeting held on 21 November 2006**

11.2.2 **Faculty Resolutions**

- 11.2.2.1 Faculty of Arts: Undergraduate Degrees and Diplomas 76-96

Recommendation

That the Academic Board:

- (1) *note the amendments to the Resolutions of the Faculty relating to the undergraduate degrees and diplomas in the Faculty of Arts, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (2) *approve the faculty requirements relating to the requirements of the degrees and diplomas,*
with effect from 1 January 2006, as set out in the report presented.

- 11.2.2.2 Faculty of Engineering: Bachelor of Engineering 97-98

Recommendation

That the Academic Board:

- (1) *note that the Faculty is in the process of amending its name from Engineering to Engineering and Information Technologies;*
- (2) *note the amendments to the Resolutions of the Faculty relating to the undergraduate degrees in the Faculty, made pursuant to the University of Sydney (Coursework) Rule 2000; and*
- (3) *approve the faculty resolutions relating to the requirements of the degree,*
with effect from 1 January 2008, as set out in the report presented.

12. Report of the Learning and Teaching Committee
(Associate Professor Robyn Ewing)

12.2 Report of the meeting held on 28 November 2006 99-117

[12.2.1 Academic Board Faculty Reviews: Faculty Progress Reports](#) 99-117

Recommendation

The Academic Board note the Faculty Progress Reports from the Faculty of Medicine and the Faculty of Pharmacy, as set out in the report presented.

Resolutions of the Faculty

Bachelor of Health Science (Physiotherapy)

On-shore (Sydney based)

The conversion program is six months full-time. This program leads to a Bachelor of Health Science (Physiotherapy) degree and aims to equip students with the appropriate knowledge, skills and attitudes to work effectively as members of the physiotherapy profession.

Admission requirements

Entry will be restricted to diplomates who have completed the 'A level' entry Diploma in Physiotherapy from Nanyang Polytechnic in Singapore. This pass level conversion course is designed to complement the content of the current Diploma in Physiotherapy offered by the School of Health Sciences, Nanyang Polytechnic, Singapore. Note: Applications will be assessed on the basis of Academic merit.

Course outline

The course outline for the Bachelor of Health Science (Physiotherapy) conversion course is presented in Table 1.

Table 1

Course Code: SH083. Full time over 6 months, July - November				
Year 1 (first offered in 2008)				
Unit Study	of		CP	
PHTY 4096		Physiotherapy in Childhood	4	Prerequisites are waived for successful applicants into this program on the basis of completion of previous equivalent study
PHTY 4097		Physiotherapy in the Workplace	4	Prerequisites are waived for successful applicants into this program on the basis of completion of previous equivalent study
PHTY 4098		Physiotherapy in Recreation	4	Prerequisites are waived for successful applicants into this program on the basis of completion of previous equivalent study
PHTY 4099		Physiotherapy in the Community	4	Prerequisites are waived for successful applicants into this program on the basis of completion of previous equivalent study
PHTY 4100		Physiotherapy for Older People	4	Prerequisites are waived for successful applicants into this program on the basis of completion of previous equivalent study
PHTY 4XXX		Elective Studies	4	Prerequisites are waived for successful applicants into this program on the basis of completion of previous equivalent study
Semester 2 total: 24 credit points				

Research-Enhanced Learning and Teaching

Approved by: Academic Board
Date of Effect: [DATE]

1. Policy outline

1.1 The University of Sydney is an institution of higher education at which links between research and teaching are of the highest priority. The University has a responsibility to ensure that students work in an intellectual environment that focuses on research in an number of ways: (1) in the content of programs of study, (2) in the development of inquiry based learning, and (3) in proactive engagement of staff and students in research into university learning and teaching.

2. Background

2.1 In April 2004 the University agreed to a draft policy of what was understood in the University by research-led teaching and the scholarship of teaching. In 2005, the term 'research enhanced learning and teaching' seemed more applicable. The current policy builds on this statement to clarify and extend terminology, definitions, intentions, directions and responsibilities.

2.2 In April 2004, Academic Board also agreed to monitor progress in the development of the integration of research and teaching on an ongoing basis and to monitor through its Undergraduate Studies and Postgraduate Coursework Committees that research and scholarship on teaching and learning is demonstrably used in designing new curricula. This policy integrates these responsibilities.

3. Coverage

3.1 The University's strong research record and large number of active researchers is the foundation for research-enhanced learning and teaching. The University of Sydney expects all students to be aware that they are taught by active researchers and considers that they are entitled to expect that they will be so. As far as possible, students are also expected to engage in research activity of some kind. The nature of such activities varies at different levels.

3.2 Research-enhanced teaching and learning emphasises the partnership of academics and students as they engage in the critical challenge of open exploratory inquiry. It points to learning and teaching that encourages active learning, critical creative thinking and develops the skills and attributes necessary for lifelong learning. The design of teaching and curricula should be based on the best available evidence of effectiveness for learning. Since research-enhanced teaching is likely to vary in different disciplinary contexts, discussions at the faculty, school and departmental level are encouraged. Research-enhanced teaching is fostered in institutional strategies. Benchmarking with other research-intensive universities worldwide is recommended.

4. Definitions

In the University of Sydney, research-enhanced teaching covers three key areas of activity.

4.1 Research-enhanced teaching: Teaching is informed by staff research. This includes the integration of disciplinary research findings into courses and curricula at all levels such that students are both an audience for research and engaged in research activity

4.2 Research-based learning: Opportunities are provided for students at all levels to experience and conduct research, learn about research throughout their courses,

develop the skills of research and inquiry and contribute to the University's research effort.

4.3 Scholarship of learning and teaching: Staff and students engage in scholarship and/or research in relation to understanding learning and teaching. Evidence-based approaches are used to establish the effects and effectiveness of student learning, teaching effectiveness and academic practice.

5. Policy and procedures

5.1 The role of the University

The University, pursuant to its Strategic Directions which emphasise leadership in research and excellence in learning experiences and outcomes, and which insist upon research-enhanced teaching, both in content and delivery, has a responsibility to encourage the integration of research and teaching wherever possible. It does this through:

- 5.1.1 opportunities, resources and facilities provided for staff to engage in research;
- 5.1.2 initiatives designed to encourage and develop staff capacity to engage in research-enhanced teaching and the scholarship of learning and teaching, such as: funding mechanisms; requirements for faculties to demonstrate how research-enhanced learning and teaching is being developed; through a strategic working group; and through management and operational plans.
- 5.1.3 monitoring progress through performance indicators on a regular basis;
- 5.1.4 including reference to the integration of research and teaching in areas such as appointments, promotions, applications for Special Studies Program leave and as a topic to be discussed in Performance Management and Development;
- 5.1.5 staff training, for example, through the Graduate Certificate in Educational Studies (Higher Education) and Masters in Education (Higher Education) programs;
- 5.1.6 recognition of achievements through teaching awards;
- 5.1.7 benchmarking activities;
- 5.1.8 ensuring that ethical practice in relation to the conduct of research by both students (undergraduate and postgraduate) and staff is maintained;
- 5.1.9 monitoring progress in integrating research and teaching in coursework through the Undergraduate Studies and Postgraduate Coursework Committees.

5.2 Responsibilities of faculties

Faculties have a responsibility to encourage the integration of research and teaching wherever possible. They do this through:

- 5.2.1 opportunities, resources and facilities provided for staff to engage in research;
- 5.2.2 ensuring that teaching and research policies take cognizance of the University's strategic aim to develop research-enhanced learning and teaching at all levels;
- 5.2.3 including strategies for the development of research-enhanced teaching, research-based learning and the scholarship of learning and teaching in Faculty Plans;
- 5.2.4 monitoring progress on a regular basis;
- 5.2.5 appointing the best quality staff who are capable of integrating research and teaching;
- 5.2.6 rewarding staff achievement in integrating teaching and research
- 5.2.7 acting ethically in relation to the conduct of research by students (undergraduate and postgraduate) and staff through the development of appropriate protocols and/or in collaboration with the Ethics Administration within the University's Research Office;

- 5.2.8 reporting on progress to Academic Board as required;
- 5.2.9 ensuring that new course proposals demonstrate how research is to be integrated into teaching;
- 5.2.10 maximizing opportunities for staff to integrate research and teaching.

6. Quality Assurance

- 6.1 The development of curricula and courses to integrate research and teaching is assured through the Annual Quality Assurance processes outlined in the following policies:
 - 6.1.1 Quality Assurance and Continuous Improvement Policy (VCAC July 2005);
 - 6.1.2 The Management and Evaluation of Coursework Teaching (Academic Board May 2001);
 - 6.1.3 Guidelines for Academic Board Faculty Reviews (Academic Board March 2004)
- 6.2 Such processes include:
 - 6.2.1 monitoring of students' experiences of research through the Student Course Experience Questionnaire (SCEQ) and through the Sydney Research Students' Experiences Questionnaire (SREQ) and Postgraduate Research Students Questionnaire (PREQ) processes;
 - 6.2.2 monitoring of the Academic Board requirement that new units of study proposals include information about the integration of research and teaching.
- 6.3 These processes are audited through Academic Board Reviews of faculties.

7. Authority

- 7.1 Management responsibility
Pro-Vice Chancellor (Learning and Teaching)
- 7.2 Implementation and monitoring
Pro-Vice Chancellor (Learning and Teaching)
- 7.3 Review
For review 2009 - Pro-Vice Chancellor (Learning and Teaching)
- 7.4 Communication
Pro-Vice Chancellor (Learning and Teaching)

8. Related information

- 8.1 Related University legislation, resolutions, policies and procedures include:
 - Generic Attributes of Graduates of the University of Sydney (8/12/2004)
<http://www.itl.usyd.edu.au/GraduateAttributes/unipolicy.pdf>
 - AVCC Guidelines for Responsible practice in research
http://www.usyd.edu.au/ab/policies/AVCC_Responsible_Practice_Research.pdf
 - Code of Conduct for Responsible Research Practice and Guidelines for Dealing with Allegations of Research Misconduct
http://www.usyd.edu.au/ab/policies/Rsch_Code_Conduct.pdf
- 8.2 University policies superseded or replaced by this policy: What the University of Sydney means by "research-led teaching" and the "scholarship of Teaching" (Academic Board April 2004).

Learning Centre Annual Report 2005

Executive Summary

Introduction

The mission, values and goals of the Learning Centre reflect those of the Strategic Plan of the University of Sydney. In pursuing its primary role of assisting students to develop the generic learning and communication skills necessary for university study, the Learning Centre aims to contribute to:

- the University's position as a provider of high quality tertiary teaching
- the University's commitment towards providing access to appropriate support for students from a diversity of backgrounds
- the provision of learning support for all students through a **Central Workshop Program**, an **Independent Learning Program**, a **Faculty Program** and provision of **online resources**.
- the research profile of the University
- the support of Internationalisation
- the development of desirable graduate outcomes

Teaching: Facts and Figures

In 2005 the Learning Centre continued to strengthen and consolidate its responses to student learning needs, in order to provide a comprehensive and flexible array of learning support services. Demand for the Centre's services has remained high over recent years. There was a continuing strong demand from faculties for Centre staff to deliver academic skills support integrated within or as an adjunct to units of study. Table 1a below summarises the main teaching activities across the Centre's Programs on the Camperdown/Darlington Campus from 2003 to 2005.

Table 1a Summary of Learning Centre Teaching 2003- 2005 (Camperdown/Darlington Campus)

	2003	2004	2005
Central Workshop Program			
Number of student enrolments	161	146	166
	4	4	8
Number of workshops offered	224	240	256
Number of teaching hours	988	106	109
		0	6
SWOT Lectures			
Number of students taught (Sem 1 & 2)	178	206	185
	8	1	0
Independent Learning Program			
Number of students taught	180	157	128
Number of teaching hours	248	282	248
Faculty Based Program			
Number of students taught	213	226	221
	4	3	9
Number of teaching hours	265	312	326
Number of faculties	11	11	11
Total Students	567	593	586
	8	4	5

Table 1b below summarises the main teaching activities across the Centre's Programs on the Cumberland Campus in 2005.

Table 1b Summary of Learning Centre Teaching 2005 (Cumberland Campus)

200
5

Central Workshop Program

Number of student enrolments	101
Number of workshops offered	5
Number of teaching hours	8
Study Preparation Program	
Number of students taught (Sem 1 & 2)	85
Number of hours	86
Individual Consultations	
Number of students taught	152
Number of teaching hours	475
Faculty Based Program	
Number of students taught	710
Number of teaching hours	24
Number of faculties	1
Total Students	103
	6

CENTRAL PROGRAM

In its Central Program the Learning Centre has a wide range of generic skills workshops which are designed to meet the academic language and learning needs of diverse groups of students. The curriculum offers students a staged and flexible program of learning support. At present there are over 50 different workshops in the Central Program, ranging from 2 to 12 hours per workshop. The timetable runs from January to December, including semester and year breaks.

In 2005, 260 workshops totalling 1104 hours were delivered to 1769 students in the Central Program, representing a 21% increase in workshops offered compared to 2004. The increase over last year is due to the inclusion of students from the Faculty of Health Sciences. A further 300 distance students from this faculty received workshop materials by email and many students made use of the Centre's online materials. In the Central Program workshops totalling 868 hours were available to students of all language backgrounds, with a further 150 hours restricted to students of non-English-speaking backgrounds through the WELL program (Workshops in English Language and Learning). Enrolment patterns¹ were as follows:

- **Female** students (72%) still far outweigh **male** students in enrolment in the Central Workshop Program and compared with 2004, there was a further decrease (2%) in the numbers of male students enrolled.
- International student numbers in the LC's Central program decreased slightly in 2005, after increasing steadily for a number of years. However, they remain high as a proportion of the students attending the Centre: in 2005 international students formed 38% of enrolments in the Central Workshop Program, while representing only 20% of the University population.
- In 2005, 49% of students in scheduled workshops were of **non-English-speaking backgrounds**. International students made up 77% of the NESB student population in the Central Program. A small proportion of this group requires intensive assistance with their English language skills.
- Continuing the trend from the last three years, postgraduate students were increasingly over-represented in the LC's Central Workshop Program (54%), when compared to the total University enrolment (34%).
- **First year students** comprised 54% of the **undergraduates** in the Central Workshop Program.

INDEPENDENT LEARNING PROGRAM

¹ Figures referring to total university enrolment patterns exclude the AGSM, as the Learning Centre does not provide services for this group. The Faculty of Health Sciences is also excluded from the total university figure in this instance as these students are primarily the responsibility of the Learning Centre (Cumberland) and information on the variables shown was not available.

When appropriate, the LC also provides one-to-one consultations with students requiring intense, targeted intervention. However, the number of students receiving this kind of assistance is limited due to the time-consuming nature of the activity. Over the last few years the LC (Camperdown/Darlington) has provided a maximum of 10 to 12 hours per week in the Independent Learning Program. In 2005, 128 students took part in the Independent Learning Program for a total of 248 hours. The numbers would certainly be much higher if they were not capped. (Special provision is made for students in categories for which the LC receives extra funding, i.e. AusAid students or those whose Faculties have requested additional support).

In 2005, 152 students at the Cumberland campus took part in the Independent Learning Program for a total of 475 hours. The Learning Centre (Cumberland) was until this year part of Student Welfare Services of the Faculty of Health Sciences. The relatively high number of individual consultations reflects the traditional practice of the former unit.

FACULTY PROGRAM

The number of hours of face-to-face teaching in faculty (350 hours) increased by 12% in comparison with 2004, and there was a large increase of 29% in the number of students taught (2005: 2929; 2004: 2263). The large rises are due to the inclusion of students involved in faculty-based LC activities on the Cumberland Campus.

The Centre has continued its deep involvement in certain Units of Study, in particular LNGS 1005 *Structure of English* and ECOF 6030 *Introductory Business Communications*. Demand for this kind of support depends to a large extent on the requirements of faculty staff and changes in the faculty will have a significant impact on the number of students the LC teaches in the Faculty Program from year to year. However, the current figures indicate a continuing interest in this mode of delivering academic skills support. Hours in contact with students varied considerably, from one-off lectures to semester-long involvement in seminars and tutorials. Semester-long involvement typically requires considerable preparation time not reflected in the face-to-face teaching hours.

OTHER ACTIVITIES

The Learning Centre continued its SWOT program in 2005, using Student Services SWOT funding. Nine SWOT Learning to Learn lectures were delivered in 2005. Over 1850 new students attended these lectures from a wide range of faculties and degree programs. On Cumberland campus, a total of 85 students attended the Study Preparation Program offered before the beginning of each semester; classes totalling 86 hours were offered in this program over the year.

Teaching Improvement and Curriculum Development

CONTINUING PROJECTS

Learning Centre staff were involved in a number of continuing projects, either independently or in collaboration with faculties:

- The WriteSite, in collaboration with CHASS: online writing support
- The LC Website: a Web-based system of skills support
- The Cohesive Writing Project: a Computer-based Learning Package for Self-study
- Thesis Consultation Program: A Program for Australian Development Scholarship (ADS) Research Students
- Diagnostic Assessment of Student Writing (MASUS)
- Master of Education (Special Education) Support Program
- Sydney University Sport: Elite Athletes Support Program
- Structure of English (LNGS 1005): academic skills support within the disciplinary context
- Professional Writing for Chemical Engineers (CHNG 1006): academic skills support within the disciplinary context
- Introductory Business Communications (ECOF 6030): academic skills support

- within the disciplinary context
- Social, Behavioural and Professional Pharmacy (PHAR 1612): academic skills support within the disciplinary context
- Faculty of Economics and Business Transition Program and Skills Workshops
- Supporting the Writing of Performance Studies Students

Four workshops in the Central Program underwent major revisions:

- *Writing in an Academic Style*
- *Foundations of Grammar*
- *Oral Presentations*
- *Discussion Skills*

A series of workshops to assist Masters by Coursework students was also designed and delivered:

- *Time Management for Coursework*
- *Writing Coursework Assignments*
- *Managing the Literature for Coursework Assignments*
- *Discussion Skills*

A workshop was developed for Northern Clinical School postgraduate students to assist them in publishing a journal article in their field:

- *Writing a Journal Article*

NEW PROJECTS IN 2005

Aligning an online laboratory report writing program to student needs by extending existing resources

This project, a collaboration with the School of Molecular and Microbial Biosciences and the Teaching Development Unit, School of Biological Sciences, aimed to build on student and staff feedback to make strategic extensions to the report writing program, specifically the second year program 'Writing a short report for biochemistry'. Interviews have been carried out with second year and third year students and staff about students' report writing needs and difficulties and about possible improvements to the program. Changes will be implemented in February 2006 and the new second year program will be trialled and evaluated in Semester 1, 2006.

Development of a Flexible Electronic Report-writing Tool (FLERT) to Help Students Learn Report Writing Skills

This project, a collaboration between the Department of Physiology, the Learning Centre and the Flexible Online Learning Team, aimed to develop a Flexible Electronic Report-writing Tool (FLERT) to improve both scientific writing skills and discipline specific understanding in the context of report writing. In early 2005, interviews were carried out with second year physiology students. Later in 2005, a prototype of the literacy support materials for writing the results section of a laboratory report was developed and trialled with third year students. In November 2005, a paper on the development of FLERT was presented at the Educational Health Conference, College of Health Sciences, University of Sydney in Terrigal. The paper won a prize for the best paper in the e-learning section. An application for a TIF grant to include an e-portfolio in the FLERT design and to carry out evaluations of the prototype with second year physiology students in semester 1, 2006 was successful.

Research and Scholarly Activity

CONTINUING RESEARCH PROJECTS

Learning Centre staff were involved in a number of continuing research projects, either independently or in collaboration with faculties:

- Writing to Learn in Science: evaluation of instructional methodology
- Evaluation of Student Learning Facilitated by a WWW Program on Writing a Laboratory Report
- Encouraging Reflective Learning: Determining The Effect On Student Performance And Learning Of Integrating A Draft-Writing And Feedback Cycle Into The Report-Writing Assessment Task In Second- Year Physiology
- Comparative Analysis Of First-Year Computer Science Students Attitudes To And Experiences Of Group Work In 2001 And Third-Year Computer Science Students Attitudes To And Experiences Of Their Group Projects In 2001 And 2003

NEW RESEARCH PROJECTS IN 2005

Learning Centre staff were involved in a number of new research projects, either independently or in collaboration with faculties:

- Pharmacy MASUS First Year Undergraduate Research Project: aims to investigate inadequate and inappropriate citation and integration of sources, links between students' entrance pathways and MASUS results and between students' perceptions of their strengths and weaknesses as writers, their writer histories and their performance in MASUS.
- In 2005 four staff continued their doctoral studies.
- Further Development of WebCT Assessment Tools for 6 credit point units of study in the Bachelor of Science degree: aims to evaluate student satisfaction with and learning from online assessment tools. The Centre's research output was disseminated in journal articles and conference proceedings.

Management

STAFFING

In 2005 the former Student Welfare Services at Cumberland Campus, a part of the Faculty of Health Sciences, was integrated into Student Services. After some reorganisation and new appointments, Learning Skills Advisers of the unit became part of the Learning Centre. Staffing in the Learning Centre (Camperdown/Darlington) remained stable in 2005 at 6.2 FTE, while, by the end of 2005, staffing levels at the Learning Centre (Cumberland) were 1.6 FTE. Staff at each of the Learning Centre's campuses historically have had rather different teaching and administrative practices and one of the challenges in 2005 has been to find ways to facilitate the gradual convergence of these practices while recognising and allowing for the different contexts.

The Centre continued to operate with a rather fragmented workforce in 2005. In 2005 only three staff members worked all or most of the year on a full-time basis. The Centre also employed six part-time academic staff, three part-time general staff and several more casual academic staff. Furthermore, the Centre now operates on two campuses. This situation presents challenges to internal communication, timetabling and liaison with faculty staff. Casual teachers perform a vital role in the Centre by delivering many of the workshops in the Central Program and allowing continuing staff to engage in the Faculty Program and curriculum development. However, there is a high turnover among these staff members as they take up career opportunities, and the recruitment of expert casual teachers is a continual challenge for the Centre.

REGISTRATION

A web-based registration system was developed towards the end of 2005 for students enrol in the Central Workshop Program. It will be trialled in the 2006 Summer School teaching block. The online registration system has the following features:

- a user modelling system (including degree type, year level, language background) so that only workshops appropriate to the students' needs are presented
- a waitlist facility so that students can be registered in workshops if spaces become available
- an email reminder system to promote high levels of attendance at workshops

The system replaces the former practice of manually transferring written data from cards into a database. It is intended to extend the system to incorporate records of students' participation not only in the Central Workshop Program but also in the Independent Learning Program. This would include staff notes on consultations with students. The system will also be extended to include the Learning Centre (Cumberland) in 2006. This will allow for a centralised and standardised database of all information relating to students' participation in the Centre's programs.

QUALITY ASSURANCE

All central workshops are evaluated by student questionnaires. Faculty-based lectures, workshops and web-based projects are evaluated by questionnaires, focus groups or both. The results are compiled and analysed before being disseminated among staff. Feedback from these activities and from informal dialogue between staff and students forms the basis for the continual refining and updating of LC programs. A summary of student evaluations of Central Program workshops appears in Figure 5 in the Appendix.

Future Directions

Across the University, the focus on teaching quality, developments in the use of online learning technologies and the continued emphasis on the development of students' generic skills and improved graduate outcomes have had an impact on the range and complexity of the Centre's responses.

The challenge for a unit such as the Learning Centre is to be creative in the interpretation of its role and proactive in its responses to the provision of support. Part of the challenge is to align the Centre's support for a very diverse body of students closely with University and faculty goals for quality teaching and learning. This entails working collaboratively across disciplinary divides and engaging productively with various perceptions of language and learning, which can result in powerful partnerships across the institution.

The following strategic initiatives are being planned for 2006 and beyond.

- Continuing development of the Learning Centre Gateway project to establish a comprehensive Web-based system for learning skills support.
- Closer integration of the activities of Learning Centre (Camperdown/Darlington) and Learning Centre (Cumberland)
- Further development of computer-based resources to support learning and writing skills in the disciplines.
- Ongoing development of discipline-based Units of Study for credit and skills modules integrated into Units of Study.
- Collaboration with the Department of Linguistics towards the introduction of a Unit of Study to develop students' academic English skills.
- Implementation of an on-line registration system for workshops in the Central Program
- Continuing collaboration with Faculties and other units in curriculum development and research projects.
- Revision and expansion of learning support resources to meet changing student needs, particularly those of international and local NESB students.
- Revision and expansion of learning resources to support postgraduates, both research and coursework students.
- Promotion and publication of the Centre's learning resources (both generic and discipline specific) locally, nationally and internationally.
- Consolidation of established links with local and international universities with a view to joint projects in teaching and research.

Mathematics Learning Centre Annual Report 2005

Executive Summary

In 1984, the University of Sydney established a Mathematics Learning Centre to provide academic support for undergraduate students who, because of their background in mathematics, are considered “at risk” when studying mathematics or mathematics-based courses. The Mathematics Learning Centre is a unit of Student Services.

The operational goals of the Mathematics Learning Centre are:

- *To provide a comprehensive range of academic support programs in mathematics and statistics to address the development of students’ learning in mathematic and statistics;*
- *To conduct research and development projects in the fields of mathematics and student learning of mathematics and statistics and disseminate outcomes through publications and conference presentations.*

By pursuing these operational goals the Mathematics Learning Centre contributes to the University of Sydney Strategic Plan.

A wide range of teaching programs have been developed to meet the needs of those undergraduate students who enter the University without the mathematical knowledge, skills and confidence that are needed for studying first level mathematics or statistics units of study at university. Students attend the Centre’s programs voluntarily.

Programs and resources available to students in 2005 included:

- Bridging courses in mathematics and statistics (fee paying)
- A Drop-in Centre where students can receive individual assistance
- Supplementary tutorials and lectures
- Written and computer resources for self-paced study

The Mathematics Learning Centre provides academic support for and oversees the University Preparation Courses in mathematics and acts as faculty liaison in mathematics for the University of Sydney Foundation Program.

In 2003, the Mathematics Learning Centre User Advisory Committee confirmed that the primary purpose of the Mathematics Learning Centre was the support of eligible undergraduate students. During 2004, it was determined that postgraduate student groups would be eligible for assistance only with funding from the appropriate Faculty.

Staff profile 2005

The number of Mathematics Learning Centre staff was unchanged in 2005 with 2.5 full-time equivalent academic staff in continuing positions (2.5 Senior Lecturers) and one 0.57 administrative staff member. Eight casual teaching staff were employed during 2005.

The Mathematics Learning Centre Week

A description of a busy week during Semester will give the reader a snapshot of the teaching activities of the Mathematics Learning Centre.

Week 9 was the fourth busiest week in Semester 1 with the Drop-in Centre attendance being 194 student hours (student hours = no. of students x no. of hours in attendance). The mean attendance for the Drop-in Centre for Semester 1 was 156 student hours. During Week 9, the Drop-in Centre was open for 36 hours during which time 67 students visited with 36 students making multiple visits. There were a total of 142 visits. There were seven supplementary tutorials run in this week covering five units of study in mathematics and statistics. The supplementary tutorials were attended by 58 students in total. Four lunchtime lectures in calculus were given, which were attended by an average of 19.8 students. In addition, in a typical week, students frequently seek advice from the academic staff. There are many telephone calls requesting advice of a varying nature from within the University or externally. These frequently require the attention of an academic staff member.

Student attendance

Since 2004, we have had access to the HSC enrolment data of commencing students. These data include information on the level of mathematics studied for the HSC and the mark attained by the student. We used these data in 2005 to further refine our targeting strategies for the Centre's programs.

There was a 14% increase in the number of students enrolled in bridging courses in 2005 compared to 2004. There was a 2.5% decrease in the number of students registering for the Drop-in Centre compared to 2004. Table 1 below summaries the student enrolments for the years 2002 to 2005.

Table 1: Number of students all sources for the years 2002 to 2005

Source	2002	2003	2004	2005
Bridging courses	257	227	185	211
University Preparation Course	125	126	100	90
Drop-in Centre	727	690	628*	608*

*Eligibility criteria tightened by using HSC data to identify and target students

In 2005, there was a 5% increase in the total student hours of attendance from all sources compared to 2004. Drop-in Centre attendance stayed about the same while supplementary tutorial and lecture attendance increased by 20% compared to 2004. Table 2 gives a comparison of student use of the Centre's programs for the years 2002 to 2005.

Table 2: Student hours of attendance for the years 2002 to 2005

Student hours attendance all sources	2002	2003	2004	2005
Drop-in Centre	5862	5381	4793	4783
Tutorial classes	1874	1426	1577	1887
Total	7736	6807	6370	6670

Student Profile 2005

Undergraduate students made up 87.5% of our total enrolments (a decrease from 89.7% in 2004). There were more **female** students than **male** students in our enrolments – 59% compared to 41%, with the percentage of female enrolments decreasing from 63% in 2004. There was a change in the percentage of our students who were enrolled in the **College of Sciences and Technology** at 58% down from 62% in 2004. The percentage of students enrolled in the **College of Humanities and Social Sciences** was 27%, the same percentage as for 2004. There was a slight decrease in the percentage of students in the **17 to 20 year age group** from 56.5% in 2004 to 56.3% in 2005. In 2005, 25% of the Centre's students spoke a **language other than English** as their first language compared to 27% in 2004. **International** fee paying students made up about 13% of the Centre's enrolments compared to 17% in 2004. This was due to the absence of international postgraduate students for the Faculty of Economics and Business using the Drop-in Centre. Seven workshops were organised in 2005 to meet the needs of these students.

New teaching projects in 2005

- The introductory calculus lecture series for students “at risk” from the Faculty of Agriculture was extended in Semester 1 2005 from 16 lectures to 20 lectures. These lectures ran in the Semester prior to the unit of study BIOM1003, and were funded jointly by the Mathematics Learning Centre and the Faculty of Agriculture.
- A complete revision of the MLC tutorial program for the new six credit point course, PSYC2012: Statistics and Research Methods for Psychology, was undertaken. This unit of study replaced a four credit point unit of study.
- Work continued with the Faculty of Economics and Business to develop a website with mathematics quizzes and resources, and a workshop series to assist their students learn mathematics. Seven workshops were given in 2005 (4 in Semester 1 and 3 in Semester 2) and the website became operational in July. The project was funded by the Faculty.

Highlights of research and scholarship

Research and participation in the appropriate academic community is an important part of the work of the academic staff of the Mathematics Learning Centre. Highlights for 2005 include:

- Dr Sue Gordon continued in the position of Honorary Senior Lecturer in the School of Development and Learning, Faculty of Education and Social Work. The title was conferred March 2003 to March 2006 in recognition of “significant contribution to the teaching and research of the school”.
- Dr Sue Gordon was reappointed principal supervisor of a PhD candidate in the Faculty of Education and Social Work.
- One journal article was published: Phillips, C and Ivers, D (2005). Spherical magnetic instabilities in the Earth’s core and equatorial symmetries, *Physics of the Earth and Planetary Interiors*, 153, 83-100.
- Dr Collin Phillips continued his work on the “Magnetohydrodynamic instabilities of the Earth’s core and their geophysical implications”. A preliminary study was initiated as preparation for his Special Studies Program in Semester 1 2006. A project, using numerical linear stability analysis of magnetohydrodynamics in a sphere including anisotropic diffusivity, was developed and will form the basis of the Special Studies Program project.
- Dr Collin Phillips (with Dr D. Ivers of the School of Mathematics and Statistics) developed a new project to investigate the effects of anisotropic thermal diffusion in a rotating electrically conducting fluid sphere.
- Dr Sue Gordon continued her collaborative research project into international educators’ ideas on teaching and learning statistics as a service course at university. Dr Gordon presented a paper on the project at the ISI/IASE Satellite Conference on Statistics Education and the Communication of Statistics, Sydney, April. An invited paper on the project is in preparation for the 7th International Conference on Teaching Statistics (ICOTS7) Salvador, Bahia, Brazil, July 2006. A journal paper is in preparation.
- Dr Sue Gordon and Ms Jackie Nicholas continued their analysis of case studies on university teachers’ perceptions about memorising in teaching and learning mathematics and statistics. A paper was presented at the 29th Conference of the International Group for the Psychology of Mathematics Education Melbourne, July.
- Dr Collin Phillips (with Dr D. Ivers) significantly extended their research to investigate magnetic instabilities in the Earth’s core to include an investigation of the effects of vanishing surfaces of the basic state magnetic field on the stability of a rotating conducting fluid sphere. The work resulted in a journal article.
- Staff contributed to the reviewing work of research journals and conferences.

The University of Sydney Academic Board

DRAFT REPORT OF THE ACADEMIC BOARD REVIEW OF THE OFF-SHORE HEALTH SCIENCES PROGRAMS

20 December 2005

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PURPOSE OF THE REVIEW

The purpose of this review was to examine the programs offered by the Faculty of Health Sciences (FHS) through the Singapore Institute of Management (SIM), and by doing so to consider the range of factors that influence the quality of off-shore programs, and to consider the principles governing degree conversion programs offered by the University of Sydney (USyd).

REVIEW TEAM

The membership of the Review Team approved by Academic Board was as follows:

- Professor John Carter Chair, Academic Board
- Professor Judyth Sachs Pro-Vice-Chancellor, Learning and Teaching

BACKGROUND

A Memorandum of Understanding between Singapore Institute of Management and the University of Sydney was signed in August 1994. This MOU established a collaboration through which the Faculty of Health Sciences offered an approved course of study leading to the Bachelor degree in Nursing. From its inception the Bachelor of Health Science (Nursing) has been under the control of the University of Sydney, with the Faculty of Health Sciences, in collaboration with the Faculty of Nursing (now the Faculty of Nursing and Midwifery), designing the programs offered, designing and providing the teaching materials, teaching these programs in direct contact and distance education modes, selecting, enrolling and keeping records of all students, setting and assessment of assignments and examinations and conducting reviews according to the guidelines and timeframe laid down by the Academic Board.

Since 1994, the Academic Board approved courses offered by the Faculty of Health Sciences in the SIM program have expanded to include the following in addition to the Bachelor of Health Science (Nursing):

- Bachelor of Health Science (Medical Radiation Technology)
- Bachelor of Health Science (Occupational Therapy)
- Bachelor of Health Science (Physiotherapy)
- Master of Health Science (Child and Adolescent Health)
- Master of Health Science (Education)
- Master of Health Science (Gerontology)
- Master of Health Science (Management).

TERMS OF REFERENCE

1. To review the experience of the Faculty of Health Sciences in offering off shore programs in collaboration with the Singapore Institute of Management over the past 10 years and specifically to examine:
 - a) The obligations and responsibilities of each partner in ensuring academic quality, and the opportunities and challenges that these present,
 - b) The processes used to ensure academic quality and relevance to the off-shore agency, professions and workforce in which the courses are offered,
 - c) The processes used to determine continuation and expansion or reduction of existing courses, and opportunities or academic risks in offering additional programs, and
 - d) The comparability in quality between the off-shore courses and their Sydney based equivalents.
2. To review the experience of the Faculty of Health Sciences in offering degree conversion programs, and to consider the academic benefits and risks to the University in continuing to offer degree conversion programs.
3. To make recommendations on:
 - actions that need to be taken to preserve and enhance academic quality in off-shore programs, and
 - the principles relating to academic quality that should guide future decisions concerning degree conversion programs.

SELF-EVALUATION REPORT

Following the practice already established for Academic Board Reviews of Faculties, the Faculty of Health Sciences was invited to prepare a Self-Evaluation Report (SER) on their degree programs offered through the Singapore Institute of Management. Copies of the Guidelines issued to the Faculty for preparation of this Report and the Faculty's response are contained in separate documents (Academic Board, 2005; Faculty of Health Sciences, 2005).

After considering the SER provided by the Faculty, the Review Team prepared a list of additional questions and a request for further information from the Faculty of Health Sciences. The details of these questions and requests, together with the response of the Faculty are contained in Appendix A of this report.

STAKEHOLDER INTERVIEWS

The Review Team visited Singapore on Thursday 22 September and Friday 23 September, 2005, with the main purpose of interviewing the local stakeholders, including students and graduates of the degree programs under review, staff of Nanyang Polytechnic(NYP), staff of the Singapore Ministry of Health, and staff of the Singapore Institute of Management. The timing of this visit was selected to coincide with the SIM/University of Sydney graduation ceremony for students who had successfully completed their award courses in the programs under review. The Review team members took part in this graduation ceremony, together with academic staff of the Faculty of Health Sciences, on Friday 23 September.

The Dean and staff members of the Faculty of Nursing and Midwifery at the University of Sydney were also interviewed on 12 December 2005. The Faculty of Nursing and Midwifery is a significant stakeholder in the Singapore program, delivering the teaching in approximately 18 out of a total of 48 credit points of the degree conversion program in Nursing. It is also noted that the degree conversion program in Nursing accounts for approximately 80% of the overall teaching load in the Singapore operation.

PRINCIPAL FINDINGS

Overview

The general findings of the Review Team may be summarised as follows:

1. All award course programs offered in Singapore currently meet the quality standards of the University of Sydney.
2. The presence in Singapore of these award programs, delivered in partnership with SIM, generally enhances the reputation of the University of Sydney.
3. The University should capitalise on its good reputation by extending the programs, where applicable, to the development of research opportunities and research training, and the continued mentoring of NYP staff.
4. The contractual arrangements with SIM should be re-negotiated so that educative principles are, or continue to be, given prominence over business arrangements in the shaping of any future contract.

The Review Team was made aware of the proposal for the establishment of some similar degree conversion programs by the National University of Singapore (NUS). However, these proposed programs are not regarded as a major threat to the award courses offered by the Faculty of Health Sciences through SIM. Indeed, the programs to be offered by NUS are expected to take only the top 5 to 10% of available students, leaving a good supply of others who will also be seeking degree conversion, e.g., approximately 1000 students in Nursing (based on advice provided by the Singapore Ministry of Health). In particular, NUS is expected to take only about 10% of the Nanyang Polytechnic diplomates in Nursing. It is anticipated that for the foreseeable future there would always be a market for a SIM-type program for students who cannot afford to travel to Australia (or elsewhere). However, the numbers of such students are expected to be small in programs other than Nursing.

Program Quality

All Singapore-based stakeholders were very positive about the overall quality of the award programs offered in Singapore by the Faculty of Health Sciences. In particular, the dedication, commitment and helpfulness of the academic staff who deliver these programs “on the ground” in Singapore drew repeated favourable comment. The academic rigour of the programs in the health sciences, and the fact that all programs were well organised were also recognised. Students, the staff of SIM, and staff from the Ministry of Health in Singapore expressed satisfaction with the current arrangements with regard to the amount of face-to-face teaching in the programs. It is noted that predominance of face-to-face teaching of courses may not always be consistent with best practice in pedagogy, and the Faculty should retain an open mind on the most efficient and effective means of course delivery.

Students enrolled in the Singapore programs noted their satisfaction with being able to access on-line the library facilities of the University of Sydney and noted in particular the high quality and usefulness of those facilities. Overall, end-users and students of the Singapore programs perceive the programs to be high quality. It was evident to the Review Team that university staff involved in the programs delivered through SIM had worked hard to develop and maintain excellent relationships with all stakeholders in Singapore. The efforts of Kate O’Loughlin are particularly noteworthy in this regard.

Commendation 1 The Faculty of Health Sciences, which coordinates the Singapore programs, and the staff from the Faculty of Health Sciences and the Faculty of Nursing and Midwifery who deliver the units of study in Singapore are commended for the high quality of the award programs offered and the high standard of delivery of those programs.

Commendation 2 The commitment of staff from the two faculties who travel to Singapore to deliver high quality teaching in these programs, viz., the Faculty of Health Sciences and the Faculty of Nursing and Midwifery, is highly commendable.

Commendation 3 The Faculty of Health Sciences is commended for the work it has done in developing and maintaining the excellent relationships it enjoys with the programs’ stakeholders in Singapore.

Commendation 4 The University of Sydney library is commended for its provision of excellent on-line facilities accessible by students who are resident in Singapore.

Contractual Arrangements

While details of the contractual arrangements between the University of Sydney and the Singapore Institute of Management were not a specific concern of the Review Team, the consequences of the current arrangements, and the implications for the degree conversion programs of on-going contractual arrangements, were of concern. Indeed, reference was made to the current contractual arrangements by several interviewees and on the basis of these comments, and responses to further questions prompted by their comments, the following recommendation is made.

Recommendation 1 The contract with SIM covering the arrangements for delivery of the award courses in Singapore should be renegotiated at the first available opportunity, and the Faculty of Nursing and Midwifery, as a significant player in the delivery of the Nursing degree conversion program, should have input to these negotiations.

Governance

Most of the degree conversion programs offered in Singapore have been running for about a decade, since the Memorandum of Understanding (MOU) between the Singapore Institute of Management and the University of Sydney was signed in August 1994. In particular, since

the signing of the MOU the Faculty of Health Sciences has offered an approved course of study leading to the Bachelor degree in Nursing. From its inception the Bachelor of Health Science (Nursing) has been under the control of the University of Sydney, with the Faculty of Health Sciences taking major responsibility for its operation, in collaboration with the Faculty of Nursing (now the Faculty of Nursing and Midwifery). However, under the current internal arrangements within the University of Sydney there appear to be limited formal means by which the Faculty of Nursing and Midwifery can have effective discussion of, or significant influence on, decisions about academic aspect of the Bachelor of Health Science (Nursing). At present, the only formal mechanism appears to be through membership of the Faculty of Health Sciences by the Dean of Nursing and Midwifery. The Review Team is of the opinion that this issue requires review.

Recommendation 2 Ownership of and responsibility for the teaching program in Nursing offered through SIM should be clarified, and in particular the need to retain two separate University of Sydney award programs, viz., Bachelor of Health Sciences (Nursing) and Bachelor of Nursing should be reviewed.

Recommendation 3 The establishment of a cross-faculty Advisory Board (including members appointed from the Faculties of Health Sciences and Nursing and Midwifery) should be considered. If established, the responsibilities of an Advisory Board would include oversight of the establishment and development of all award courses, and their quality, coherence and on-going relevance.

Student Admissions

The issues of entry standards and advanced standing, particularly for students from Nanyang Polytechnic entering the degree conversion programs, are considered to be very important for the ongoing viability and reputation of the programs and the university. The University of Sydney should set and maintain high standards when agreeing to award advanced standing to any incoming student. It is suggested that there may be grounds for considering the award of a pass grade to be insufficient in some units of study at NYP. It may be that the University of Sydney should demand higher marks in these units of study.

Recommendation 4 Entry requirements into the Nursing degree conversion program should be reviewed, and in particular the arrangements for granting advanced standing should be re-assessed.

Recommendation 5 The University of Sydney should have a greater involvement in the admission of students to the award course offered through SIM.

Operationally, this involvement could be in the form of providing oversight, and final review and approval of students entering the award programs offered in Singapore.

The Review Team was provided with anecdotal evidence of variability in the English language proficiency of students entering the award courses offered through SIM. Students are recruited with a variety of backgrounds, including from Malaysia, the Peoples Republic of China and Singapore. Some students have achieved "A level" status in English, or its equivalent, while others have only "GCE O level". Still others have undergone intensive English language courses of six months duration.

Recommendation 6 Close attention should be given to the minimum standards of proficiency in English language required for entry into the award courses offered through SIM.

Enrolments in the Nursing degree conversion program are high which means that class sizes in this program are large. This has created some difficulties with face-to-face delivery of units of study, as discussed below.

Recommendation 7 The Faculty of Health Sciences (or the Advisory Board mentioned previously) should develop strategies to ensure that the quality of delivery and the content of units of study are not compromised by any desire to expand student numbers.

Curriculum

Several common themes emerged from the groups of interviewees in Singapore, and these relate to particular aspects of the curricula for the degree conversion programs offered through SIM. In particular, the view was expressed that some courses contained an over-emphasis on management topics, with too much of the assessment based on management-type tasks. Most interviewees would like to see greater emphasis placed on the development of analytical skills and critical thinking.

Recommendation 8 In the case of the Nursing degree conversion program the curriculum should be reviewed and updated for consistency with other contemporary Nursing programs and current Nursing practice. Any review of this type should be conducted with the full and active participation of the Faculty of Nursing and Midwifery.

Some concerns were expressed with the Gerontology curriculum. It is perceived as being too theoretical, with insufficient attention given to (a) health assessment, (b) advanced knowledge of drug ordering, and (c) advanced physiology. These topics need to be covered by graduates who seek APN (Advanced Professional Nursing) registration. The current program is regarded as valuable for people who are not nurses, but not sufficient for nurses seeking APN.

Mode of Delivery

Staff and students alike commented on the intensive nature of the delivery of some units of study through SIM. For example, students indicated that whole day sessions are simply too long. They explained that almost all students work full-time and find it difficult to concentrate all day on the course material on what is, for them, their only day off work. They expressed a preference for half day instead of whole day sessions. Staff involved in delivery of the Nursing program commented on the difficulties associated with the current practice of repeating teaching sessions over a short time interval, i.e., repeating the same classes morning and evening.

Face-to-face teaching is regarded as a very important component of the SIM/USyd "product" by most stakeholders in Singapore. However, it may not be the most effective nor most efficient mode of delivery in all cases, and its use should be reviewed.

Recommendation 9 The mode of delivery in all degree programs conducted through SIM in Singapore should be reviewed and in particular alternative modes of delivery, involving less intensive face-to-face delivery should be considered, with a view to adopting a more flexible approach to course delivery.

Assessment

Students and SIM staff mentioned the desirability of providing timely feedback to the students of the results of assessment tasks. In particular, it was requested that the final results in a unit of study should be made known to the students before they progressed to the next module or unit of study in their degree program. Students and SIM staff asked if it would be possible to divorce the release of results in units of study from the constraints of FlexSIS and the University's regular semester cycle of reporting assessment results.

While the desirability of timely feedback is accepted without question, it was recognised that there are particular reasons why such requests may not be practicable. The difficulty is basically one of timing and manpower. In many cases the period from when a student completes one unit of study (or module) and then commences a subsequent unit of study (or module) is often as little as two weeks.

Recommendation 10 The Faculty of Health Sciences should consider whether assessment processing can be accelerated and whether students can receive notification of their final results in a unit of study soon after the teaching and assessment in that unit has been completed.

Administration

In general, administration of the Singapore award courses appeared to be efficient and to be operating smoothly, both within the Faculty and Health Sciences and within SIM. However, some minor frustration with the lack of a “clean” interface between the separate computer-based management systems operating in Singapore and by the University in Sydney was noted. These include the current practice of issuing separate student identification numbers in Singapore and Sydney, problems maintaining accurate and consistent contact data for students, and particularly the issuing of notices to students from Sydney.

Recommendation 11 The interface between the SIM student administration system (in Singapore) and FlexSIS system (in Sydney) should be improved.

Articulation

Several stakeholders expressed the view that a greater range of award course offerings would be desirable for students engaged in the Singapore-based award courses through SIM. In particular, it should be possible to offer to more capable students advanced studies in Nursing and possibly also the allied Health Sciences. These could include the possibility of an Honours stream in the undergraduate degree conversion program, as well as articulation into higher degree programs, such as Masters degrees and research higher degrees.

Recommendation 12 Greater emphasis should be placed on articulation of award courses along a continuum from the undergraduate program, including the option for the award of an honours degree, to post-graduate award programs.

The Review Team received advice from students and end-users that the existing programs would be enhanced if they placed greater emphasis on the development of critical thinking skills. The research component of the award programs could be strengthened, as could sections of the curriculum dealing with statistical methods. Consideration should also be given to extending some existing programs, such as Physiotherapy, Occupational Therapy, and Radiography, into post-graduate specialisations. The viability of such post-graduate options will require examination before a firm decision is made to undertake such extensions.

Recommendation 13 The Faculty of Health Sciences should consider the possibility of extending the existing programs, such as Physiotherapy, Occupational Therapy, and Radiography, into post-graduate specialisations.

Summary

The following Commendations and Recommendations have been made by the Review Team.

Commendation 1 The Faculty of Health Sciences, which coordinates the Singapore programs, and the staff from the Faculty of Health Sciences and the Faculty of Nursing and Midwifery who deliver the units of study in Singapore are commended for the high quality of the award programs offered and the high standard of delivery of those programs.

Commendation 2 The commitment of staff from the two faculties who travel to Singapore to deliver high quality teaching in these programs, viz., the Faculty of Health Sciences and the Faculty of Nursing and Midwifery, is highly commendable.

Commendation 3 The Faculty of Health Sciences is commended for the work it has done in developing and maintaining the excellent relationships it enjoys with the programs' stakeholder in Singapore.

Commendation 4 The University of Sydney library is commended for its provision of excellent on-line facilities accessible by students who are resident in Singapore.

Recommendation 1 The contract with SIM covering the arrangements for delivery of the award courses in Singapore should be renegotiated at the first available opportunity, and the Faculty of Nursing and Midwifery, as a significant player in the delivery of the Nursing degree conversion program, should have input to these negotiations.

Recommendation 2 Ownership of and responsibility for the teaching program in Nursing offered through SIM should be clarified, and in particular the need to retain two separate University of Sydney award programs, viz., Bachelor of Health Sciences (Nursing) and Bachelor of Nursing should be reviewed.

Recommendation 3 The establishment of a cross-faculty Advisory Board (including members appointed from the Faculties of Health Sciences and Nursing and Midwifery) should be considered to oversee the establishment and development of all award courses, and their quality, coherence and on-going relevance.

Recommendation 4 Entry requirements into the Nursing degree conversion program should be reviewed, and in particular the arrangements for granting advanced standing should be re-assessed.

Recommendation 5 The University of Sydney should have a greater involvement in the admission of students to the award course offered through SIM.

Recommendation 6 Close attention should be given to the minimum standards of proficiency in English language required for entry into the award courses offered through SIM.

Recommendation 7 The Faculty of Health Sciences (or the Advisory Board mentioned previously) should develop strategies to ensure that the quality of delivery and the content of units of study are not compromised by any desire to expand student numbers.

Recommendation 8 In the case of the Nursing degree conversion program the curriculum should be reviewed and updated for consistency with other contemporary Nursing programs and current Nursing practice. Any review of this type should be conducted with the full and active participation of the Faculty of Nursing and Midwifery.

Recommendation 9 The mode of delivery in all degree programs conducted through SIM in Singapore should be reviewed and in particular alternative modes of delivery, involving less intensive face-to-face delivery should be

considered, with a view to adopting a more flexible approach to course delivery.

Recommendation 10 The Faculty of Health Sciences should consider whether assessment processing can be accelerated and whether students can receive notification of their final results in a unit of study soon after the teaching and assessment in that unit has been completed.

Recommendation 11 The interface between the SIM student administration system (in Singapore) and FlexSIS system (in Sydney) should be improved.

Recommendation 12 Greater emphasis should be placed on articulation of award courses along a continuum from the undergraduate program, including the option for the award of an honours degree, to post-graduate award programs.

Recommendation 13 The Faculty of Health Sciences should consider the possibility of extending the existing programs, such as Physiotherapy, Occupational Therapy, and Radiography, into post-graduate specialisations.

References

- Academic Board (2005). Guidelines for Preparing the Self-Evaluation Report (SER) for the Academic Board Review of the Off-Shore Health Sciences Programs
- Faculty of Health Sciences (2005). Self-Evaluation Report (SER) for the Academic Board Review of the Off-Shore Health Sciences Programs.

APPENDIX A – FACULTY RESPONSE TO ISSUES REQUIRING CLARIFICATION

Questions to the Faculty

Question	Response
1. Who prepares/designs the student evaluations?	Evaluations have been in place since the inception of the courses in 1994. The evaluation form is prepared by SIM in consultation with the Faculty's Academic Co-ordinator. The evaluation form was/is developed and administered to meet SIM's ISO status requirements and the off-shore context and block mode of delivery of the courses. The form currently in use was endorsed by the Faculty's Teaching and Learning Committee on 28 August 2002.
2. How are "some professional units shaped to the local context of Singapore services"?	The students are registered to practice within the Singapore health care system and all are currently employed in Singapore. The degree conversion courses are not intended to educate and train them to practice in Australia. While there are units of study that are more generic in nature (e.g., Pathophysiology A and B, Research Methods 1 and 2), there are other units of study that are tailored to address the local context. For example, the unit of study SING4063 Legal Perspectives and Health Care examines the Singapore legal system so that the students know and understand the legal context within which they live and work and the associated rights and responsibilities of health care providers and consumers. Another example is the unit of study SING4065 Managing Resources in Health Services. This unit introduces a range of general principles and practices pertaining to health care funding and delivery of services (e.g., health economics, accounting, budgeting, casemix), applies these to the Singapore context and examines the implications for patients and health professionals.
3. How does the data presented in Tables 1 to 6, concerning admissions and progression rates, affect planning for the future?	The data in Tables 1 to 6 show a steady increase in demand for places in the Bachelor of Health Science (Nursing) course in the period 2001-2004 and stable progression rates across all courses. In 2001, the Faculty agreed to increase the maximum number of places from 80 to 100 in the BHS (Nursing) course. Over the past three years the Singapore Ministry of Health has increased the number of places in diploma courses in nursing and allied health at Nanyang Polytechnic (and introduced a nursing diploma at a second polytechnic). In this same period, SIM has asked that the Faculty increase the number of places in all BHS courses to meet the increase in local demand for degree conversions as well as interest from nurses in the People's Republic of China (PRC) for full-time degree conversion courses in Singapore. To date, the Faculty has resisted the pressure to increase the numbers. While an increase in numbers would provide additional income, it raises concerns about maintaining standards and quality and the additional pressures placed on resources at SIM, FHS and the Faculty of Nursing and Midwifery (FNM).

Question	Response
<p>4. How well prepared are students entering the degree conversion programmes?</p>	<p>Is the quality of the program at Nanyang suitable for allocation of two years advanced standing? Yes. The courses, as approved by the Singapore Ministry of Education (MOE) and Ministry of Health (MOH), are deemed to provide a recognised qualification for nurses and allied health practitioners which leads to registration with relevant professional bodies. The health sciences courses at Nanyang Polytechnic (NYP) were initially developed by FHS, including the then School of Nursing at Cumberland Campus. The course structure and curriculum content in the NYP courses were based on the FHS courses and designed to meet standards comparable to those in the Faculty. The NYP courses in Medical Radiation Technology, Occupational Therapy and Physiotherapy are the only polytechnic courses in Singapore requiring A levels for entry (polytechnic courses require O level entry levels). This was a condition set down by the Faculty in establishing the courses at NYP. Additionally, FHS staff were seconded to NYP in the period 1992-2000. This was done to provide qualified and experienced teaching staff; to ensure quality and standards in curriculum development; and to allow local NYP staff to undertake higher degrees at overseas universities, including the University of Sydney. Staff from FHS and FNM have retained a professional relationship with NYP staff through regular meetings in Singapore, consultation on curriculum development and course reviews, and organising clinical exchange programs for students. A small number of NYP students undertake clinical placements in Sydney hospitals each year.</p>
<p>5. Are the credit transfer arrangements reviewed regularly?</p>	<p>Yes, as part of the course review process. During this process consultations are carried out with relevant stakeholders, including the professional bodies, whose input is sought on such matters.</p>
<p>6. What are the reasons for students withdrawing from these programs? Have any particular problems been identified in this regard?</p>	<p>While the drop out rates are low, the reasons given by students for discontinuation are: 1) Financial difficulties 2) Family and/or work pressures There is pressure on the students as they are all working full-time and studying part-time.</p>

Question	Response
<p>7. How are teaching methods modified to meet the needs of the local students in Singapore?</p> <p>8. Does the modular format suit the learning styles of these students?</p>	<p>Singapore and Australia are similar in that both countries have a multi-ethnic population and an education system in which English is the language of instruction, although English may not be the main language spoken in the family. University staff, whether teaching in on-shore or off-shore programs, are aware of the need for acknowledging cultural sensitivity and diversity in developing curricula and formulating teaching and learning plans.</p> <p>In the Singapore context, the emphasis in schooling and education has been on a didactic style of delivery and an instrumental style of learning. There was an expectation that this style of teaching and learning would be applied in delivering the off-shore courses, particularly when seeking approval for the courses from the Singapore Ministry of Education. The intensive, modular format in which the units of study are delivered does, in many ways, lend itself to this style of teaching and learning. The modular format also accommodates timetabling requirements to fit with the shift rosters of the students who are employed full-time in the Singapore health care system. As part of the recent course review process (2003-4), consultations were held with representatives of nursing and allied health professions in Singapore. We were asked to focus more on developing 'research skills' and 'critical appraisal skills' in the students. Such a request reflects the changing nature of health sciences education (from on-the-job training to academic discipline) and professional practice in the Singapore context and a relaxation of the more traditional teaching and learning styles. This change of emphasis is also evident in the NYP diplomates entering the SIM courses.</p>
<p>9. What strategies are in place to ensure the longer term viability of these courses? Some courses currently have relatively low enrolments.</p>	<p>The current contract runs until June 2008 and it is expected that demand for places in most courses will be maintained until that time, and beyond, if the University enters into a further five year contract. The Singapore government has actively sought to establish Singapore as an education hub in South East Asia.</p> <p>The low enrolments in the allied health courses are due to the fact that the pool of potential students is much smaller (e.g., NYP take in 1000 student nurses per year compared to approx 45 physiotherapy students per year). Economy of scale is achieved through the allied health conversion courses having 12 or 15 credit points of core profession-specific units of study with the remaining 9 to 12 credit points made up of elective units drawn from the BHS (Nursing) course.</p> <p>With the PG courses, there has been very little interest in the Child and Adolescent Health course and it is unlikely that this will be offered at SIM beyond 2005. The remaining three PG courses are viable with enrolments of 10 to 20 students per intake.</p> <p>It is acknowledged that there are changes occurring in the Singapore tertiary education sector that could impact on the programs offered through SIM. A Bachelor of Science (Nursing) degree will be introduced at the National University of Singapore in 2006. It is anticipated that full degree courses will be introduced for allied health disciplines in Singapore in 3-5 years. While enrolments in these courses will be small, it is the case that they will become the elite courses for nursing and the allied health professions in Singapore and the benchmark for assessing degree conversion courses offered by overseas universities.</p>

Question	Response
10. Is program management an issue? Appendix D.	<p>There are ongoing concerns about aspects of program management and these are raised with the Program Manager (Ms Noreen Tan) and Divisional Director (Mr Chiow Boon Keng) as required by Dr Kate O'Loughlin, Program Director and/or Dr Alastair Davison, Pro Dean. SIM, in common with many tertiary education providers, is looking to expand its partnership (and student) base. In the 10 year period in which the Faculty has partnered with SIM, there has been a steady increase in the number of local and overseas education providers in Singapore offering a range of courses (degree and degree conversion), including nursing. SIM has recently been through a corporate restructuring, partly to reposition itself in the changing education market.</p> <p>With increased competition, SIM has taken on more courses (including those for students from PRC) and this has, in turn, put pressure on existing resources. The issues raised by FHS are predominantly to do with infrastructure rather than program personnel. Examples of issues that have been raised by teaching staff and students include:</p> <ul style="list-style-type: none">lack of support services (e.g., IT support);differential allocation of teaching rooms causing confusion for staff and students (e.g., a different lecture theatre for each class, involving up to five different locations in one week);lack of office space and facilities for teaching staff (shared facilities with colleagues and/or staff from other partnering institutions); andlack of access to the program administrative support staff. <p>These matters take on particular significance because of the intensive mode of delivery (one or two week teaching block) and teaching timetable (the majority of classes are in a 6-10pm time slot) – there is little opportunity to make up lost time and both teaching staff and students become frustrated when disruptions occur.</p>

Question	Response
<p>11. What are the Faculty's general observations about these degree programs? What are perceived to be their strengths and weaknesses?</p>	<p>Strengths:</p> <ol style="list-style-type: none"> 1. FHS courses are recognised by Singapore's MOH and the nursing and allied health professions as the preferred degree conversion courses and provide the benchmark for assessing other degree conversion courses, particularly in the accreditation process (e.g., nursing). This position results from the Faculty's key role in establishing the health sciences courses at NYP and the continued professional involvement of FHS and FNM staff with these groups. 2. The course structure and number of face-to-face teaching hours; all units of study are fully taught by USyd staff. 3. The partnership with SIM offers a major opportunity for the University, FHS, FNM and individual staff to maintain involvement as key providers of educational programs within the Asian region in line with the University's strategic aim of internationalisation. <p>Weaknesses:</p> <ol style="list-style-type: none"> 1. Mode of delivery: block mode delivery places pressure on staff and students. Each unit of study is condensed into an intensive teaching and assessment exercise. Off-shore teaching is factored into a staff member's teaching load, however there are secondary pressures in that they need to take time out from their normal School/Faculty duties and are required to be away from home for one or two weeks. 2. Dealing with a third party: a balance has to be maintained between University, Faculty and institutional partner requirements. For example, the Faculty's move to the centralised student services system FlexSIS has thrown up difficulties because many of the requirements of FlexSIS (e.g., on-line student enrolment, change of address etc.) become problematic when dealing with a third party. SIM need to be involved in/aware of any changes a student may make to their personal details or enrolment status. At the same time, SIM have introduced a student portal to facilitate communication with students on administrative matters. Students are given login and password details to access the student portal. On enrolment students are also given Unikey access (login and password) to University of Sydney services – this has created some student confusion about where to go for what! 3. Program management issues identified above (Q10).

Further Information Required from the Faculty

Information Required	Background
1. Copies of the reports of previous reviews conducted "as per Academic Board guidelines".	Full documentation is included in Appendix A [of the SER].
2. Commentary and interpretation of the data presented in Tables 1 to 6 inclusive of the SER.	<p>The data in Tables 1 to 6 [of the SER] show a steady increase in demand for places in the Bachelor of Health Science (Nursing) course in the period 2001-2004 and stable progression rates across all courses.</p> <p>BHS (Nursing) (Table 1 and 2): from 1994-1998 the majority of students were fully sponsored by MOH or individual hospitals and drawn from senior nursing staff. In this period admission rates fluctuated depending on available funds, but achieved completion rates of 100%. From 1999 to the present there has been variation in both take up and progression rates dictated to some degree by the fact that there are younger cohorts coming through (NYP diplomates) who are self sponsored. Completion rates are running at 95% or above.</p> <p>BHS – Allied Health (Table 3 and 4): smaller cohorts in these courses (as per Q9) but 100% completion rates for those who take up the courses.</p> <p>MHS – all courses (Table 5 and 6): there is greater variation in the progression and retention rates in the PG courses compared to the UG courses. The main reason for this is the additional cost of the higher degrees and the workplace pressures on the more senior staff who undertake these degrees.</p>
3. An executive summary of the information contained in Appendix C	As a measure of the relative performance of students who have completed UG and PG courses on-shore (USyd) and off-shore (SIM), a weighted average mark (WAM) was calculated for each cohort. For example, in 2004 the WAM for students who completed the Bachelor of Nursing (Post Registration) on a full-time basis in the Faculty of Nursing was 64.18. For the students who completed the BHS (Nursing) on a part-time basis at SIM in the same year, the WAMs were 67.76 (semester 1 start) and 66.89 (semester 2 start). Overall, the WAMs for the various courses indicate that students who complete the off-shore degrees (part-time, intensive modular-style delivery) perform as well as, and in some cases, better than students who complete the full-time, on-shore courses.

APPENDIX B – LIST OF INTERVIEWEES IN SINGAPORE

Name	Position	Affiliation
Lee Kwok Cheong	Chief Executive Officer	Singapore Institute of Management
Noreen Tan	Manager, Higher Education	Singapore Institute of Management
Chiew Boon Keng	Divisional Director, Higher Education	Singapore Institute of Management
Dr K Premarani	Deputy Chief Nursing Officer	Ministry of Health Singapore
Ms Ow Jee Hia	Professional Standards Executive (Nursing Education) Professional Standards and Development Division	Ministry of Health Singapore
Melissa Tan Hui Ling	Senior Health Policy Analyst (Manpower Planning) Planning and Development Division	Ministry of Health Singapore
Dr U Bandara	Deputy Director Professional Standards and Development Division	Ministry of Health Singapore
Dr Koh Khay Wee Benjamin	Assistant Director (Professional Training and Registration) Professional Standards and Development Division	Ministry of Health Singapore
Ms Peggy S K Tan	Deputy Director (Nursing) School of Health Sciences	Nanyang Polytechnic
Bala S Rajaratnam	Manager/Physiotherapy School of Health Sciences	Nanyang Polytechnic
Chin Jin Hon	Manager, Radiography School of Health Sciences	Nanyang Polytechnic
Lim Hua Beng	Manager, Occupational Therapy School of Health Sciences	Nanyang Polytechnic
Mrs Long-Chung Chooi Fong	Director School of Health Sciences	Nanyang Polytechnic

APPENDIX C – SCHEDULE OF INTERVIEWS

1. Singapore Stakeholders

Thursday 22 September 2005

- 4-5pm School of Health Sciences, Conference Room, Nanyang Polytechnic
Mrs Long Chooi Fong, Director
Ms Peggy Tan, Deputy Director (Nursing)
Mr Chin Jin Hon, Program Manager, Medical Radiation Technology
Mr Bala S Rajaratnam, Program Manager, Physiotherapy
Mr Lim Hua Beng, Program Manager, Occupational Therapy
- 6.30-7.30pm Meeting with students/graduates
SIM, Level 6

Friday 23 September 2005

- Ministry of Health, Palmer Room, Level 2
College of Medicine Building
- 9-9.30am Dr. Premarani Kannusamy, Senior Principal Nursing Officer, MOH
Ms Ow Jee Hia, Professional Standards Executive (Nursing Education),
Singapore Nursing Board
- 9.30-10am Dr Bandara, Deputy Director, Professional Standards & Development Division
Dr Benjamin Koh, Assistant Director, Professional Standards & Development
Division
- 11-12.30pm Singapore Institute of Management
Mr Lee Kwok Cheong, CEO SIM Pte Ltd
Mr Chiow Boon Keng, Divisional Director, SIM Pte Ltd
Ms Noreen Tan' Manager, USyd Health Sciences' Programs

2. Sydney Stakeholders

Monday 31 October 2005

- 1.30-3.30pm Prof. Gwyneth Llewellyn, Dean, Faculty of Health Science
Assoc. Prof. Alastair Davidson, Pro-Dean, Faculty of Health Sciences

Monday 12 December 2005

- 1.30-3.30pm Prof. Jocalyn Lawler, Dean, and 7 other staff members of the Faculty of
Nursing and Midwifery

Consolidated comments on Draft Academic Board Review of SIM Programs in relation to inaccuracies or items needing clarification

Recommendation 1 The contract with SIM covering the arrangements for delivery of the award courses in Singapore should be renegotiated at the first available opportunity, and the Faculty of Nursing and Midwifery, as a significant player in the delivery of the Nursing degree conversion program, should have input to these negotiations.

Given that the final report may well be seen by a wide audience including SIM, the wording should be changed to avoid sending a message that is misunderstood. Perhaps the following may be more appropriate:

Discussions regarding the structure and delivery of the award courses in Singapore should be commenced at the first available opportunity, to form a basis for a renewed contract with SIM. The Faculty of Nursing and Midwifery, as a significant player in the delivery of the Nursing degree conversion program, should have input to these discussion and subsequent negotiations.

Recommendations 2 to 3 accepted.

Recommendation 4 Entry requirements into the Nursing degree conversion program should be reviewed, and in particular the arrangements for granting advanced standing should be re-assessed.

The justification for this recommendation is unclear. The preceding paragraph contains the statements:

It is suggested that there may be grounds for considering the award of a pass grade to be insufficient in some units of study at NYP. It may be that the University of Sydney should demand higher marks in these units of study.

If there is evidence or data that there has been a change in the standard of NYP diplomates entering the SIM program then it should be presented. The current statement reflects badly on NYP, without supporting evidence and would not be helpful in maintaining our current good relationship.

Recommendation 5 The University of Sydney should have a greater involvement in the admission of students to the award course offered through SIM.

The Univeristy is in control of the admission of students. The decision on who should be made an offer is made by the University not SIM. In consultation with Faculty of Nursing and Midwifery, FHS provides the list of names of those who should receive a letter of offer and SIM sends out the letters. There have been administrative issues relating to the initial number of offers sent out and the maintenance of a reserve list. In rounds where the acceptance rates have been high, there has been a tendency to exceed the agreed maximum course numbers. Discussions have occurred to correct this in the future. Suggest that the wording is changed to better reflect this:

The University of Sydney should exert greater oversight of the admission of students to the award course offered through SIM to ensure that agreed student numbers are not exceeded.

Recommendation 6 Close attention should be given to the minimum standards of proficiency in English language required for entry into the award courses offered through SIM.

In keeping with the University's guidelines, we do not ask for evidence of English language proficiency where the applicant's primary qualification (Certificate of Nursing, Diploma) is in English. Given that Singapore's language of instruction at all levels of education is in English, it is difficult to ask Singaporeans to take a proficiency test. If the applicant has a three year NYP Diploma (no matter what their country of origin) then we accept that as evidence of their English language proficiency.

To vary this process would create equity issues for other Singaporean students entering the University's programs. Perhaps the following wording would be better:

Discussion should be held with the School of Health Sciences at NYP, concerning the standards of proficiency in English language achieved by diplomates, in the case of students from outside Singapore.

Recommendations 7 accepted.

Recommendation 8 In the case of the Nursing degree conversion program the curriculum should be reviewed and updated for consistency with other contemporary Nursing programs and current Nursing practice. Any review of this type should be conducted with the full and active participation of the Faculty of Nursing and Midwifery.

This recommendation needs to be revised as the program was reviewed in accordance with Academic Board guidelines in 2004 with the report approved by the Board in 2005. The Faculty of Nursing was involved and represented at the review. It is expected that the curricula under the new contract will look quite different and reflect current curricula at the University.

Recommendation 9 The mode of delivery in all degree programs conducted through SIM in Singapore should be reviewed and in particular alternative modes of delivery, involving less intensive face-to-face delivery should be considered, with a view to adopting a more flexible approach to course delivery.

The thrust of this recommendation is accepted but would seem better to be incorporated into the other recommendations concerning changes to the program.

Recommendation 10 The Faculty of Health Sciences should consider whether assessment processing can be accelerated and whether students can receive notification of their final results in a unit of study soon after the teaching and assessment in that unit has been completed.

This issue has been raised on several occasions by SIM and students. Whilst we have some sympathy with their concerns, to release final unit of study marks progressively would not be in compliance with University guidelines and treat these students differently. Students do receive marks for the various components of their assessments progressively and should be fully aware of their progress. It is suggested that the recommendation be changed as it is suggesting something that is not possible for us to do within current guidelines.

Recommendation 11 The interface between the SIM student administration system (in Singapore) and FlexSIS system (in Sydney) should be improved.

This recommendation is accepted in the broadest sense, but the text in the paragraph prior to this recommendation is incorrect. Students are not issued with two student identification numbers, they get the standard University of Sydney one only. Students have access to the SIM portal as well as access through UniKey to the University's information and services.

This means they have two separate login and password functions, which is where some confusion has occurred.

The text should be amended to:

*These include the **need for different login name and password for the student portal in Singapore and Sydney**, problems maintaining accurate and consistent contact data for students, and particularly the issuing of notices to students from Sydney.*

Recommendations 12 and 13 accepted.

Resolutions of the Faculty Faculty of Arts Undergraduate Resolutions Resolutions of the Faculty

General Faculty Resolutions

Undergraduate degrees and combined degrees

These Faculty 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, the relevant Resolutions of the Senate and the relevant resolutions of other faculties offering units to students in the Faculty of Arts. Unless otherwise specified in the Faculty Resolutions relating to a particular course, these General Faculty Resolutions apply to all students enrolled in degrees, combined degrees and joint degrees under the supervision or part-supervision of the Faculty of Arts. Any Faculty Resolution may be varied by the Dean (or in the case of combined degrees, by the two Deans) on a case by case basis.

1. Admission

- 1.1 All applications for admission to candidature to an undergraduate degree in the Faculty of Arts will be subject to the Undergraduate Admissions policy of the Faculty of Arts;
- 1.2 all applications for admission to candidature to a combined undergraduate degree program in which the Bachelor of Arts forms a part, or to a joint degree program co-supervised by the Faculty of Arts, will be subject to the Undergraduate Admissions policies of the Faculty of Arts and of the partner faculty.

2. Units of study

- 2.1 Undergraduate students in the Faculty of Arts select units of study from the Faculty of Arts Table of units of study, subject to any restrictions on particular units. The Table lists units of study by subject area, and is in two parts:
 - 2.1.1 Part A includes subjects offered by departments in the Faculty of Arts, from which all undergraduate degree, combined degree and joint degree students in the Faculty of Arts must complete at least one major;
 - 2.1.2 Part B includes subjects offered by departments in other faculties.
- 2.2 Students in Bachelor of Arts, Bachelor of Arts (Advanced) (Honours), Bachelor of Arts (Asian Studies), Bachelor of Arts (Languages) or Bachelor of Arts (Media and Communications) may complete their entire degree from Part A subjects; students in other Arts degrees, or combined/joint degrees, take subjects from Part B according to the particular requirements of their degree.
- 2.3 Part A
All-Arts degree, combined and joint degree programs require the completion of at least one major from Part A
 - 2.3.1 Aboriginal Studies
 - 2.3.2 Ancient History
 - 2.3.3 Anthropology
 - 2.3.4 Arab World, Islam and the Middle East
 - 2.3.5 Arabic Language and Literature
 - 2.3.6 Archaeology (Classical and Near Eastern)
 - 2.3.7 Archaeology (Prehistoric and Historical)
 - 2.3.8 Art History and Theory
 - 2.3.9 Asian Studies
 - 2.3.10 Australian Literature
 - 2.3.11 Australian Studies
 - 2.3.12 Biblical Studies
 - 2.3.13 Chinese Studies
 - 2.3.14 Classical Studies
 - 2.3.15 Cultural Studies
 - 2.3.16 Digital Cultures
 - 2.3.17 English
 - 2.3.18 European Studies
 - 2.3.19 Film Studies

- 2.3.20 French Studies
- 2.3.21 Gender Studies
- 2.3.22 Germanic Studies
- 2.3.23 Greek (Ancient)
- 2.3.24 Hebrew (Classical)
- 2.3.25 Hebrew (Modern)
- 2.3.26 Heritage Studies
- 2.3.27 Hindi-Urdu
- 2.3.28 History
- 2.3.29 Indonesian and Malay Studies
- 2.3.30 International and Comparative Literary Studies
- 2.3.31 Italian Studies
- 2.3.32 Japanese Studies
- 2.3.33 Jewish Civilisation, Thought and Culture
- 2.3.34 Korean Studies
- 2.3.35 Latin
- 2.3.36 Legal Studies (no major is available)
- 2.3.37 Linguistics
- 2.3.38 Medieval Studies
- 2.3.39 Modern Greek Studies
- 2.3.40 Music
- 2.3.41 Pali (no major is available)
- 2.3.42 Peace and Conflict Studies (no major available)
- 2.3.43 Performance Studies
- 2.3.44 Philosophy
- 2.3.45 Sanskrit
- 2.3.46 Social Policy
- 2.3.47 Sociology
- 2.3.48 Spanish
- 2.3.49 Studies in Religion
- 2.3.50 Thai (major may not be available)
- 2.3.51 Yiddish (no guarantee of continuing availability of units)

The following Part A subject areas are available only to students in specific degrees, as indicated:

- 2.3.52 Digital Cultures (available only to students in the BA (Digital Technology and Culture))
 - 2.3.53 Global Studies (available only to students in the Bachelor of Global Studies)
 - 2.3.54 Media and Communications (available only to students in the BA (Media and Communications))
 - 2.3.55 Social Sciences (available only to students in the Bachelor of Social Sciences)
 - 2.3.56 Socio-Legal Studies (available only to students in the Bachelor of Socio-Legal Studies)
 - 2.3.57 Legal Studies (available only to students in the Bachelor of Arts and Sciences)
- 2.4 Part B
- 2.4.1 Biochemistry
 - 2.4.2 Bioinformatics
 - 2.4.3 Biology
 - 2.4.4 Chemistry
 - 2.4.5 Computer Science
 - 2.4.6 Economics
 - 2.4.7 Education
 - 2.4.8 Environmental Studies
 - 2.4.9 Geography
 - 2.4.10 Geology and Geophysics
 - 2.4.11 Government and International Relations
 - 2.4.12 History and Philosophy of Science
 - 2.4.13 Industrial Relations and Human Resource Management

- 2.4.14 Information Systems
- 2.4.15 Management
- 2.4.16 Mathematics
- 2.4.17 Microbiology
- 2.4.18 Physics
- 2.4.19 Plant Science
- 2.4.20 Political Economy
- 2.4.21 Psychology
- 2.4.22 Statistics

The following Part B subject areas are available only to students in specific degrees, as indicated:

- 2.4.23 Law (available only to students in the combined Bachelor of Arts and Bachelor of Laws, except for LAWS 1100, which is available only to students in the Bachelor of Arts and Sciences. Law is not recorded as a Bachelor of Arts major)
 - 2.4.24 Psychology for Social Work (available only to students in the Bachelor of Social Work or combined Bachelor of Arts and Bachelor of Social Work. Psychology for Social Work is not available as a Bachelor of Arts major)
 - 2.4.25 Units of study not listed in the Faculty of Arts Table of units of study may be selected where such a selection is specifically required, or allowed by the Faculty resolutions relating to the particular degree, combined degree or joint degree in which a student is enrolled.
 - 2.4.26 Otherwise, the Faculty will consider applications to enrol in units of study not listed in the Faculty of Arts Table of units of study only if the student is able to display to the satisfaction of the Dean the relevance of the unit to a Part A major that the student is undertaking.
- 2.5 The Table of units of study specifies:
- 2.5.1 level and credit point value of each unit;
 - 2.5.2 any assumed knowledge;
 - 2.5.3 any co- or prerequisites;
 - 2.5.4 any other special conditions or restrictions;
 - 2.5.5 the semester/s in which the unit is offered.

3. *The major and cross-listing*

- 3.1 A major from Part A of the Table of units of study consists of either:
 - 3.1.1 36 Senior credit points in a single subject area, or
 - 3.1.2 18 Senior credit points in a single subject area combined with no more than 18 Senior credit points cross-listed to the major, except in the case of Asian Studies, European Studies, Film Studies and Medieval Studies, or in other subject areas as may be approved by the Dean, where the entire major may be cross-listed from the Schedule of cross-listed units of study.
- 3.2 A major from Part B of the Table of units of study is as defined in the resolutions of the Faculty offering the major.
- 3.3 Cross-listing
 - 3.3.1 Where the Faculty deems that the content of a unit of study offered in one subject area is also related to another subject area, the unit may be counted (cross-listed) as a unit in the other subject area.
 - 3.3.2 However, cross-listed units may only be counted once, either in the subject area offering the unit, or in the subject area to which the unit is cross-listed.
 - 3.3.3 Only units of study in the Schedule of cross-listed units of study, updated annually by the Faculty, are available for cross-listing.

4. *Requirements for honours degrees*

- 4.1 To qualify to enrol in an honours course as a Bachelor of Arts (Honours) candidate, a student must:

- 4.1.1 have qualified for the award of the pass degree of Bachelor of Arts from the University of Sydney, or have qualified for the award of a pass degree from another faculty of the University of Sydney, or from another university, and
- 4.1.2 have completed the prerequisites as outlined in the Table of units of study; and
- 4.1.3 have the written permission of the chair of department concerned.
- 4.2 To qualify to enrol in an honours course as a Bachelor of Arts (Asian Studies) (Honours), Bachelor of Arts (Digital Technology and Culture) (Honours), Bachelor of Arts (Languages) (Honours), Bachelor of Arts (Media and Communications) (Honours), Bachelor of Global Studies (Honours), Bachelor of Social Sciences (Honours), Bachelor of Socio-Legal Studies (Honours) or Bachelor of Arts and Sciences (Honours) candidate, a student must:
 - 4.2.1 have qualified for the award of the pass degree of the same name from the University of Sydney or from another faculty of the University of Sydney, or from another university; and
 - 4.2.2 have satisfied all entry requirements specific to honours courses in that degree; and
 - 4.2.3 have completed the prerequisites as outlined in the Table of units of study; and
 - 4.2.4 have the written permission of the relevant chair of department and/or degree coordinator concerned.
- 4.3 To qualify to enrol in an honours course as a Bachelor of Liberal Studies (Honours) candidate, a student must:
 - 4.3.1 have qualified for the award of the degree of Bachelor of Liberal Studies, Bachelor of Liberal Studies (International) or Bachelor of Liberal Studies (Advanced) from the University of Sydney; and
 - 4.3.2 have satisfied all entry requirements specific to honours courses in the Bachelor of Liberal Studies (Honours) degree; and
 - 4.3.3 have completed the prerequisites as outlined in the Table of units of study; and
 - 4.3.4 have the written permission of the chair of department concerned.
- 4.4 A student who is qualified to enrol in two honours courses may either:
 - 4.4.1 complete the honours course in the two subject areas separately and in succession, or
 - 4.4.2 complete a Joint honours course, equivalent to an honours course in a single subject area, in the two subject areas.
 - 4.4.3 A Joint honours course shall comprise such units of the two Honours courses as may be decided by the Dean.
- 4.5 An honours course consists of 48 credit points at 4000 Level in a single subject area, or in two subject areas for students completing Joint honours, completed with a minimum overall mark of 65.
 - 4.5.1 The grade of honours and the honours mark are determined by performance in the honours course according to the following:
 - 4.5.1.1 Honours Class I 80-100
 - 4.5.1.2 Honours Class II (Division 1) 75-79
 - 4.5.1.3 Honours Class II (Division 2) 70-74
 - 4.5.1.4 Honours Class III 65-69
 - 4.5.1.5 Pass (Honours not awarded) 50-64
 - 4.5.2 A student with an honours mark of 90 and an outstanding academic record throughout the award course may be considered by the Dean, on the advice of the Faculty Honours Committee, for the award of a University Medal.
 - 4.5.3 A student who Fails or Discontinue - Fails an honours course may not re-enrol in it.
 - 4.5.4 The honours course is normally full-time over two consecutive semesters. Students who are unable to enrol full-time should make written application to the Faculty to undertake the honours course part-time over a maximum of four consecutive semesters.

- 4.5.5.1 Students who wish to suspend their honours candidature should make written application to the Faculty.
 - 4.5.5.2 The maximum period of suspension is one semester; the maximum period of candidature is five consecutive semesters when a suspension is approved. Honours candidates returning after a semester of suspension must inform the Faculty of Arts in writing of their intention to re-enrol.
 - 4.5.6 A student may not:
 - 4.5.6.1 enrol concurrently in a 4000-level unit of study and any other course or unit of study; and/or
 - 4.5.6.2 enrol in more than two 4000-level units of study in any one semester.
 - 4.5.7 Combined degree students, except those enrolled in BA (Advanced) (Honours)/MBBS, are required to transfer to a single Bachelor of Arts candidature when enrolled in 4000-level units of study.
 - 4.5.8.1 The testamur for the honours course shall specify the Honours subject area/s and the grade of honours, and the University Medal if awarded.
 - 4.5.8.2 The testamur will not include majors.
5. *Enrolment in more/less than minimum load*
- 5.1 In the first two semesters of candidature, students must enrol in a minimum of 12 Junior credit points and a maximum of 48 Junior credit points, unless in receipt of credit or advanced standing that permits enrolment in Senior units.
 - 5.1.2 The minimum enrolment per semester is 6 credit points.
 - 5.1.3 After the first two semesters of candidature the maximum enrolment per semester is 30 credit points.
 - 5.1.4 From any single subject area in the Table of units of study, the maximum number of credit points that may be counted towards a degree is: Junior 18 and/or Senior 60.
6. *Cross-institutional study*
- 6.1 The Faculty of Arts may give students enrolled in award courses under the Faculty's supervision permission to apply to undertake a unit of study at another tertiary institution, provided that the unit is to be counted towards their award course at the University of Sydney.
 - 6.2 Applications will be considered if:
 - 6.2.1 the student has completed 48 credit points towards the award course in which they are enrolled;
 - 6.2.2 the unit of study is relevant to the content of the student's degree;
 - 6.2.3 the content of the unit of study is not taught in any corresponding unit available to the student at the University of Sydney, or the student is unable for good reason to attend a corresponding unit at the University of Sydney.
7. *Restrictions on enrolment*
- 7.1 Students are subject to the provisions of Section 7 Enrolment Restrictions of the University of Sydney (Coursework) Rule 2000 (as amended).
 - 7.2.1 A student may not enrol in a unit of study based on a language other than English if, in the opinion of the chair of department concerned, on the advice of the teacher of the unit, the student's linguistic knowledge or competence would unfairly advantage them over other students enrolled in the unit of study.
 - 7.2.2 If enrolment has already taken place, the Dean may direct that the student be withdrawn without penalty from the unit of study.
 - 7.3.1 A student may not repeat a unit of study in which they have previously gained a result of pass or higher.
 - 7.3.2 Where a student repeats and passes a unit in which they have previously gained a result of Pass (Concessional), the credit point value of the unit cannot be counted twice towards the degree.

8. *Discontinuation of enrolment*

- 8.1.1 Students are subject to the provisions of Section 12 Discontinuation of enrolment of the University of Sydney (Coursework) Rule 2000 (as amended).
- 8.1.2 With reference to section 12.2, a student who totally withdraws or totally discontinues enrolment during the first year of enrolment will, on application to the Faculty, be granted permission by the Dean to re-enrol in the same degree within two semesters of the withdrawal or discontinuation.
- 8.1.3 After that period, the student must apply to UAC and be reselected for admission in competition with other applicants, and will be subject to the Undergraduate Admission policy of the Faculty at the time.

9. *Suspension of candidature and re-enrolment after an absence*

- 9.1 Students are subject to the provisions of Section 13 of the University of Sydney (Coursework) Rule 2000 (as amended).
- 9.2 A student who wishes to suspend candidature for one or more semesters must make written application to the Faculty.
- 9.3 Students who wish to re-enrol after one or more semesters of approved suspension must notify the Faculty in writing two months before the beginning of the semester in which they wish to recommence.
- 9.4 Other than those students who have obtained approval from the Faculty for a suspension, the candidature of a student who is not enrolled in any two consecutive semesters will be regarded as having automatically lapsed.
- 9.5 A student whose candidature has lapsed must apply to UAC and be reselected for admission to candidature in competition with other applicants, and will be subject to the Undergraduate Admission policy of the Faculty at the time.

10. *Satisfactory progress*

- 10.1 Students are subject to the provisions of Sections 14-18 of the University of Sydney (Coursework) Rule 2000 (as amended).
- 10.2 The Faculty requires all students under its supervision or joint-supervision to make satisfactory progress towards completion of the award course in which they are enrolled.
- 10.3 The Faculty defines satisfactory progress as the successful completion of a minimum of 50 per cent of the units of study in which a candidate is enrolled in any two consecutive semesters of enrolment.
- 10.4 Students who do not meet this progression requirement will be notified that the Faculty wishes to see an improvement in their academic progress.
- 10.5 Students who then again fail to successfully complete 50 per cent of the units of study in which they are enrolled in their subsequent two consecutive semesters of enrolment will be required to show good cause why they should be allowed to re-enrol.

11. *Time limits*

- 11.1 Students are subject to the provisions of Section 11 of the University of Sydney (Coursework) Rule 2000 (as amended).
- 11.2 All requirements for the award of a degree or degrees under the supervision or part-supervision of the Faculty of Arts must be completed within 10 calendar years of first admission to candidature.
- 11.3 If a student is admitted, or re-admitted, with credit, the Faculty will determine a reduced time limit for completion.

12. *Assessment policy*

- 12.1 The assessment requirements for each unit of study are outlined in the Faculty Handbook, and detailed in the departmental information distributed to students enrolled in that unit.

13. *Attendance at classes*

- 13.1 Students who will be absent from all classes for more than one week should seek leave of absence from the Faculty.
- 13.2 The Faculty regards a student who is absent without leave from more than 10 per cent of classes in any particular unit of study as having failed to satisfy attendance requirements, which may lead to the student being deemed not to have completed that unit of study.

14. *Credit transfer*

- 14.1 Students are subject to the provisions of Section 8.1 and 8.2.1 Credit for Previous Studies of the University of Sydney (Coursework) Rule 2000 (as amended), and to the detailed provisions of the Faculty of Arts Credit Transfer Policy.
- 14.2 In summary that policy allows students to be granted credit for:
- 14.2.1 up to 96 credit points for units successfully completed in an otherwise incomplete Bachelor degree candidature at a recognised tertiary institution, provided that:
- 14.2.1.1 the units have not, and will not be counted towards another qualification; and
- 14.2.1.2 the units have been completed no more than nine years prior to the current admission or readmission; or
- 14.2.2 up to 48 credit points (including a maximum of 24 Junior credit points) for units successfully completed in a completed Bachelor degree candidature at a recognised tertiary institution, provided that the units were completed no more than nine years prior to the current admission or re-admission.
- 14.3 Students will not be granted credit under both 14.2.1 and 14.2.2.
- 14.4 Students will also be granted credit for units of study completed at the University of Sydney Summer and Winter Schools where those units correspond to units of study in the Faculty of Arts Table of units of study and are not surplus to degree requirements.
- 14.5 The Faculty of Arts Credit Transfer Policy is available on the Web at: www.arts.usyd.edu.au or in the Faculty of Arts Office.

15. *Advanced standing*

- 15.1 Students may be granted Advanced Standing in a particular subject area or areas on the basis of previous studies, experience, skills or knowledge.
- 15.2 Advanced Standing allows the student to advance to Senior units without having to satisfy pre- or corequisites at Junior level.
- 15.3 Advanced Standing does not reduce the number of credit points required for the award of the degree/s.

16. *Units of study surplus to degree requirements*

- 16.1 Units of study paid for through HECS-HELP must be part of an award course. Unless Faculty permission has been given to include surplus units as part of an award course, such units must be taken on a fee-paying, non-award basis.

17. *Variation of number of Junior units*

- 17.1 The Faculty may permit candidates (other than combined degree candidates) to count up to 12 Junior credit points in place of 12 of the Senior credit points required for a particular award course if:
- 17.1.1 they have completed within the Faculty of Arts 48 Junior credit points in either the first two semesters of full-time candidature, or in the first four semesters of part-time candidature; and
- 17.1.2 they have no discontinuations or failures.

Individual degree resolutions

Bachelor of Arts

1. To qualify for the award of the degree students must be admitted to candidature for the degree and complete 144 credit points in total, including:
 - 1.1 a major from Part A of the Table of units of study, consisting of 36 Senior credit points in a single subject area, or cross-listed between subject areas, as outlined in Section 3 The Major and cross-listing in the Arts Undergraduate Resolutions. The testamur for the degree shall specify the major/s;
 - 1.2 no more than 48 Junior credit points in total;
 - 1.3 no more than 60 Senior credit points from any single subject area in the Table of units of study;
 - 1.4 no more than 60 credit points in total (comprising 12 Junior and 48 Senior) from Part B of the Table of units of study, except that the balance between Junior and Senior may be varied where required by the pre- or corequisites in the Table of units of study for a particular Part B subject in which the candidate intends to major, in addition to the compulsory Part A major.

Bachelor of Arts (Honours)

1. An honours course is available in the following subject areas:
 - 1.1 Part A
 - 1.1.1 Ancient History
 - 1.1.2 Anthropology
 - 1.1.3 Arabic Language and Literature
 - 1.1.4 Arab World, Islam and the Middle East
 - 1.1.5 Archaeology (Classical)
 - 1.1.6 Archaeology (Near Eastern)
 - 1.1.7 Archaeology (Prehistoric and Historical)
 - 1.1.8 Art History and Theory
 - 1.1.9 Asian Studies
 - 1.1.10 Australian Literature
 - 1.1.11 Biblical Studies
 - 1.1.12 Classics
 - 1.1.13 Chinese Studies
 - 1.1.14 Cultural Studies
 - 1.1.15 Digital Cultures
 - 1.1.16 English
 - 1.1.17 European Studies
 - 1.1.18 Film Studies
 - 1.1.19 French Studies
 - 1.1.20 Gender Studies
 - 1.1.21 Germanic Studies
 - 1.1.22 Greek (Ancient)
 - 1.1.23 Hebrew (Classical)
 - 1.1.24 Hebrew (Modern)
 - 1.1.25 History
 - 1.1.26 Indonesian and Malay Studies
 - 1.1.27 Italian Studies
 - 1.1.28 Japanese Studies
 - 1.1.29 Jewish Civilisation, Thought and Culture
 - 1.1.30 Korean Studies
 - 1.1.31 Latin
 - 1.1.32 Linguistics
 - 1.1.33 Medieval Studies
 - 1.1.34 Modern Greek Studies
 - 1.1.35 Music
 - 1.1.36 Performance Studies
 - 1.1.37 Philosophy
 - 1.1.38 Sanskrit

- 1.1.39 Sociology
- 1.1.40 Studies in Religion
- 1.2 Part B
 - 1.2.1 Biochemistry
 - 1.2.2 Bioinformatics
 - 1.2.3 Biology
 - 1.2.4 Chemistry
 - 1.2.5 Computer Science
 - 1.2.6 Economics
 - 1.2.7 Education
 - 1.2.8 Environmental Studies
 - 1.2.9 Geography
 - 1.2.10 Geology and Geophysics
 - 1.2.11 Government and International Relations
 - 1.2.12 History and Philosophy of Science
 - 1.2.13 Industrial Relations and Human Resource Management
 - 1.2.14 Information Systems
 - 1.2.15 Mathematics
 - 1.2.16 Microbiology
 - 1.2.17 Physics
 - 1.2.18 Plant Science
 - 1.2.19 Political Economy
 - 1.2.20 Psychology
 - 1.2.21 Statistics
- 2. To qualify for the award of the honours degree students must complete the requirements outlined in Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions.

Bachelor of Arts (Advanced) (Honours)

- 1. To qualify for the award of the degree students must be admitted to candidature for the degree and complete 144 credit points in total, including:
 - 1.1 a minimum of 96 senior (2000-3000 level) credit points from Table of units of study, including an Arts major from Part A of the Table. (An Arts major consists of 36 senior credit points in a single subject area, or cross-listed between subject areas, as outlined in Section 3 The Major and Cross-listing of the Faculty's General Resolutions relating to undergraduate degrees and combined degrees). The credit points completed under 1.1 must include all prerequisites and entry requirements for the 4000-level units required in 1.2;
 - 1.2 after completion of the requirements of 1.1, 48 4000-level credit points from a single subject area from Part A of the Table (this may be the same subject area as the major in 1.1), or from two subject areas, as required in Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions. Students attempting double or joint honours may include one subject area from Part B of the Table;
 - 1.3 no more than 60 2000-3000 level senior credit points from any single subject area in the Table;
 - 1.4 no more than 36 intermediate/senior credit points from units of study in Part B of the Table, except that students who intend to take up double or joint honours may take up to 48 intermediate/senior credit points from units of study in Part B of the Table in one of their honours subjects;
 - 1.5 a minimum credit average (65 per cent) across all units of study attempted in any year of enrolment prior to the year of enrolment in 4000-level units of study. Students who fail to maintain a credit average will be transferred to candidature for the Bachelor of Arts degree with full credit from their Bachelor of Arts (Advanced) (Honours) candidature.
- 2. Award of Bachelor of Arts (Advanced) (Honours)

- 2.1 A student who fails to complete 48 4000-level credit points, or whose final result is below 50, will be allowed to enrol as a Bachelor of Arts candidate under the resolutions for that degree, with full credit for all 2000 – 3000 level units of study completed in their Bachelor of Arts (Advanced) (Honours) candidature.
- 2.2 A student who Fails or Discontinue-Fails an honours course may not re-enrol in it.
3. Cross-institutional study
- 3.1 It is not possible for students enrolled in the BA (Advanced) (Honours) to undertake cross-institutional study.
4. Credit transfer policy
- 4.1 It is not possible for students enrolled in the Bachelor of Arts (Advanced) (Honours) to obtain credit through transfer.

Bachelor of Arts (Asian Studies)

1. To qualify for the award of the degree students must complete 144 credit points in total, including:
 - 1.1 two majors, at least one of which must be a language, from the following subject areas:
 - 1.1.1 Arabic Language and Literature
 - 1.1.2 Arab World, Islam and the Middle East
 - 1.1.3 Asian Studies
 - 1.1.4 Chinese Studies
 - 1.1.5 Hindi-Urdu
 - 1.1.6 Indonesian and Malay Studies
 - 1.1.7 Japanese Studies
 - 1.1.8 Korean Studies
 - 1.1.9 Sanskrit
 - 1.1.10 Thai (major may not be available)
 - 1.1.11 A Faculty of Arts major consists of 36 Senior credit points in a single subject area, or cross-listed between subject areas, as outlined in Section 3 The major and cross-listing in the Arts Undergraduate Resolutions;
 - 1.2 no more than 48 Junior credit points in total;
 - 1.3 no more than 60 Senior credit points from any single subject area in the Table of units of study;
 - 1.4 no more than 60 credit points in total (comprising 12 Junior and 48 Senior) from Part B of the Table of units of study, except that the balance between Junior and Senior may be varied where required by the pre- or corequisites in the Table of units of study for a particular Part B subject in which the candidate intends to major in addition to the compulsory Part A major.

Bachelor of Arts (Asian Studies) (Honours)

1. An honours course is available in the following subject areas:
 - 1.1 Arabic Language and Literature
 - 1.2 Arab World, Islam and the Middle East
 - 1.3 Asian Studies
 - 1.4 Chinese Studies
 - 1.5 Indonesian and Malay Studies
 - 1.6 Japanese Studies
 - 1.7 Korean Studies
 - 1.8 Sanskrit
2. To qualify for the award of the honours degree students must complete the requirements outlined in Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions.

Bachelor of Arts (Languages)

1. To qualify for the award of the degree students must be admitted to candidature for the degree and complete 192 credit points in total, including:

- 1.1 a minimum of 120 Senior credit points, which may include those used to satisfy sections 6.1.2 and/or 6.1.3 below;
- 1.2 two majors from Part A of the Table of units of study, at least one of which must be in a language from the following subject areas:
 - 1.2.1 Arabic Language and Literature
 - 1.2.2 Chinese Studies
 - 1.2.3 French Studies
 - 1.2.4 Germanic Studies
 - 1.2.5 Hebrew (Modern)
 - 1.2.6 Hindi-Urdu
 - 1.2.7 Indonesian and Malay Studies
 - 1.2.8 Italian Studies
 - 1.2.9 Japanese Studies
 - 1.2.10 Korean Studies
 - 1.2.11 Modern Greek Studies
 - 1.2.12 Spanish
 - 1.2.13 Thai (major may not be available)
 - 1.2.14 A Faculty of Arts major consists of 36 Senior credit points in a single subject area, or from pre-approved cross-listing between subject areas, as outlined in Section 3 The major and cross-listing in the Arts Undergraduate Resolutions;
- 1.3 a minimum of 24 Senior credit points (including 12 in the language major) for a semester abroad, or 48 Senior credit points (including 24 in the language major) for two semesters abroad, undertaken at an appropriate university in Europe, the Middle East or Asia, usually during the third year of candidature;
- 1.4 a maximum of 72 Junior credit points;
- 1.5 a maximum of 60 Senior credit points from any single subject area in the Table of units of study;
- 1.6 a maximum of 60 credit points (comprising 12 Junior and 48 Senior) from units of study in Part B of the Table of units of study, except that the balance between Junior and Senior may be varied where required by the pre- or corequisites in the Table of units of study for a particular Part B subject in which the candidate intends to major;
- 1.7 a minimum credit average (65 per cent) across all units of study attempted in each calendar year in the first three years of enrolment, or until the required study abroad is completed (whichever is the later) as well as in all Senior units of study in the language major from section 1.2 attempted in each of the years in question. Candidates who fail to maintain a credit average will be transferred to candidature for the Bachelor of Arts degree in their next year of enrolment, with full credit from their Bachelor of Arts (Languages) candidature.

Bachelor of Arts (Languages) (Honours)

1. An honours course is available in the following subject areas:
 - 1.1 Arabic Language and Literature
 - 1.2 Chinese Studies
 - 1.3 French Studies
 - 1.4 Germanic Studies
 - 1.5 Hebrew (Modern)
 - 1.6 Indonesian and Malay Studies
 - 1.7 Italian Studies
 - 1.8 Japanese Studies
 - 1.9 Korean Studies
 - 1.10 Modern Greek Studies
2. To qualify for the award of the honours degree students must either:
 - 2.1 complete the requirements for the award of the Bachelor of Arts (Languages) degree and complete the requirements outlined in Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions; or
 - 2.2 as a minimum, have completed 144 credit points selected in accordance with the Faculty Resolutions for the Bachelor of Arts (Languages) degree, and including at least

- 96 Senior credit points, the two majors, the required overseas study, and no more than 18 credit points from units in which a grade of Pass (Concessional) has been awarded; and
- 2.3 have completed at least 48 Senior credit points, at a credit average, in one of the Languages subject areas listed above; and
 - 2.4 have satisfied the entry requirements specific to that subject area, as outlined in the Table of units of study; and
 - 2.5 have the written permission of the chair of department concerned.
3. A student completing under sections 2.2–2.5 is otherwise subject to Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions.

Bachelor of Arts (Media and Communications)

1. To qualify for the award of the degree students must be admitted to candidature for the degree and complete 192 credit points in total, including:
 - 1.1 a minimum of 120 Senior credit points, which may include those used to satisfy sections 1.2 and/or 1.3 and/or 1.4 below;
 - 1.2 units of study in Media and Communications (MECO) up to a maximum value of 72 credit points (12 Junior and 60 Senior), as may be prescribed annually by the chair of department;
 - 1.3 units of study in related disciplines to the value of 6 credit points, as may be prescribed annually by the chair of department;
 - 1.4 a major from Part A of the Faculty of Arts Table of units of study, in addition to MECO units. A Faculty of Arts major consists of 36 Senior credit points in a single subject area, or from pre-approved cross-listing between subject areas, as outlined in Section 3 The major and cross-listing in the Arts Undergraduate Resolutions;
 - 1.5 a maximum of 72 Junior credit points in total;
 - 1.6 a maximum of 60 Senior credit points from any single subject area in the Table of units of study;
 - 1.7 a maximum of 60 credit points (comprising 12 Junior and 48 Senior) from units of study in Part B of the Table of units of study, except that the balance between Junior and Senior may be varied where required by the pre- or corequisites in the Table of units of study for a particular Part B subject in which the candidate intends to major, in addition to the compulsory majors required in sections 1.2 and 1.4.

Bachelor of Arts (Media and Communications) (Honours)

1. To qualify for the award of the honours degree students must complete the requirements outlined in Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions.
2. Until the end of 2008, students whose candidature in the Bachelor of Arts (Media and Communications) commenced in 2005 or earlier may complete the honours degree under either the provisions of the Faculty resolutions in force in 2005 (Arts Faculty Handbook 2005 p49), or under the provisions of these resolutions.
3. From 2009, only these resolutions will apply.

Bachelor of Arts (Digital Technology and Culture)

1. To qualify for the award of the degree students must be admitted to candidature for the degree and complete 192 credit points in total, including:
 - 1.1 a minimum of 120 Intermediate and Senior credit points, which may include those used to satisfy sections 1.2 and/or 1.3 and/or 1.4 below;
 - 1.2 a minimum of 72 Senior credit points from Part A of the Faculty of Arts Table of units of study, including a major.
 - 1.2.1 A Faculty of Arts major consists of 36 Senior credit points in a single subject area, or from pre-approved cross-listing between subject areas, as outlined in Section 3 The major and cross-listing in the Arts Undergraduate Resolutions;
 - 1.3 core Information Systems units of study (units of study coded INFO and ISYS) to the value of 42 credit points (6 Junior and 36 Senior), as may be prescribed annually by the School of Information Technologies (Faculty of Science);

- 1.4 core Digital Technology and Culture units of study (units of study coded ARIN) to the value of 36 credit points (6 Junior and 30 Senior), as may be prescribed annually by the Degree Director;
- 1.5 a maximum of 72 Junior credit points; and
- 1.6 a maximum of 60 Senior credit points from any single subject area in the Table of units of study.

Bachelor of Arts (Digital Technology and Culture) (Honours)

1. To qualify for the award of the honours degree students must complete the requirements outlined in Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions.

Bachelor of Arts (Psychology)

1. To qualify for the award of the degree students must be admitted to candidature for the degree and complete 192 credit points in total, including:
 - 1.1 12 Junior credit points in Psychology, with an average grade of Credit or better;
 - 1.2 at least 24 intermediate credit points in Psychology. The intermediate units must include PSYC2011, PSYC2012, PSYC2013 and PSYC2014 with an average of Distinction or better.
 - 1.3 at least 30 senior credit points in Psychology Note: The senior Psychology units must include PSYC3010 and at least one of PSYC3011, PSYC3012, PSYC3013 or PSYC3014, with an average grade of Distinction or better across all senior Psychology units taken.
Note: HPSC3023 (Psychology and Psychiatry: History and Phil) may be included in the 30 senior Psychology credit points. The Department of Psychology, in consultation with the Faculty of Arts, may specify particular senior Psychology units as compulsory, and/or as prerequisites for Psychology IV Honours;
 - 1.4 48 credit points from PSYC4000 units of study with a final result for Psychology IV Honours of 65 or better;
 - 1.5 a minimum of 60 credit points from Part A of the Table of units of study for the Bachelor of Arts degree, including a major consisting of 36 senior credit points in a single subject area, or cross-listed between subject areas, as outlined in Faculty of Arts Resolutions Section 3 The Major and cross-listing in the Arts Undergraduate Resolutions; and
 - 1.6 no more than 48 junior credit points in total.
2. Progression requirements
 - 2.1 Bachelor of Arts (Psychology) candidates who:
 - 2.1.1 fail to maintain the required average in Junior or Intermediate Psychology units will be transferred to candidature for the Bachelor of Arts degree in their next year of enrolment with full credit for the units of study completed as Bachelor of Arts (Psychology) candidates. They may complete the Bachelor of Arts degree with a minimum of 60 credit points from Part A of the Table of units of study, including a Part A major;
 - 2.1.2 fail to maintain the required average in Senior Psychology units but have otherwise completed 144 credit points, with a minimum of 60 credit points from Part A of the Table of units of study, including a Part A major, will be awarded the Bachelor of Arts degree, but may not progress to Psychology IV Honours;
 - 2.1.3 fail to maintain the required average in Senior Psychology units and have not otherwise completed 144 credit points will be transferred to candidature for the Bachelor of Arts degree in their next year of enrolment;
 - 2.1.4 fail to complete 48 credit points of Psychology IV Honours with a final result of 65 or better will be awarded the Bachelor of Arts degree.
3. Requirements for honours degrees
 - 3.1 To enter the fourth year Honours year of the Bachelor of Arts (Psychology), a student must:
 - 3.1.1 Complete at least 30 senior credit points in Psychology (Note). The senior Psychology units must include PSYC3010 and at least one of PSYC3011,

PSYC3012, PSYC3013 or PSYC3014, with an average grade of Distinction or better across all senior Psychology units taken.

Note: HPSC3023 (Psychology and Psychiatry: History and Phil) may be included in the 30 senior Psychology credit points. The Department of Psychology, in consultation with the Faculty of Arts, may specify particular senior Psychology units as compulsory, and/or as prerequisites for Psychology IV Honours;

- 3.2 An honours course consists of 48 credit points at 4000 Level in Psychology, completed with a minimum overall mark of 65 or better.

Bachelor of Social Sciences

- 1.1 To qualify for the award of the degree students must be admitted to candidature for the degree and complete 192 credit points in total from the Faculty of Arts Table of units of study and the units of study available to Bachelor of Economic and Social Sciences candidates, including:

1.1.1 a minimum of 120 Intermediate or Senior credit points, which may include those used to satisfy sections 1.1.2 and/or 1.2.3 below;

1.1.2 at least one major from the following Social Sciences subject areas:

- 1.1.2.1 Aboriginal Studies
- 1.1.2.2 Anthropology
- 1.2.2.3 Economics
- 1.2.2.4 Education
- 1.2.2.5 European Studies
- 1.2.2.6 Gender Studies
- 1.2.2.7 Geography
- 1.2.2.8 Government and International Relations
- 1.2.2.9 Industrial Relations and Human Resource Management
- 1.2.2.10 Linguistics
- 1.2.2.11 Political Economy
- 1.2.2.12 Social Policy
- 1.2.2.13 Sociology

1.2.3 at least one major from the following Humanities subject areas:

- 1.2.3.1 Ancient History
- 1.2.3.2 Arab World, Islam and the Middle East
- 1.2.3.3 Arabic Language and Literature
- 1.2.3.4 Archaeology (Classical)
- 1.2.3.5 Archaeology (Near Eastern)
- 1.2.3.6 Archaeology (Prehistoric and Historical)
- 1.2.3.7 Art History and Theory
- 1.2.3.8 Asian Studies
- 1.2.3.9 Australian Literature
- 1.2.3.10 Australian Studies
- 1.2.3.11 Chinese Studies
- 1.2.3.12 Classical Studies
- 1.2.3.13 Cultural Studies
- 1.2.3.14 English
- 1.2.3.15 Film Studies
- 1.2.3.16 French Studies
- 1.2.3.17 Germanic Studies
- 1.2.3.18 Greek (Ancient)
- 1.2.3.19 Hebrew (Classical)
- 1.2.3.20 Hebrew (Modern)
- 1.2.3.21 Heritage Studies
- 1.2.3.22 Hindi-Urdu
- 1.2.3.23 History
- 1.2.3.24 Indonesian and Malay Studies
- 1.2.3.25 Italian Studies
- 1.2.3.26 Japanese Studies

- 1.2.3.27 Jewish Civilisation, Thought and Culture
- 1.2.3.28 Korean Studies
- 1.2.3.29 Latin
- 1.2.3.30 Medieval Studies
- 1.2.3.31 Modern Greek Studies
- 1.2.3.32 Music
- 1.2.3.33 Performance Studies
- 1.2.3.34 Philosophy
- 1.2.3.35 Sanskrit
- 1.2.3.36 Spanish
- 1.2.3.37 Studies in Religion
- 1.2.4 A Faculty of Arts major consists of 36 Senior credit points in a single subject area, or from pre-approved cross-listing between subject areas, as outlined in Section 3 The major and cross listing in the Arts Undergraduate Resolutions; a major in another faculty is as defined by that faculty;
 - 1.2.4.1 a minimum of 6 Junior credit points of General Statistical Methods (units coded STAT), or equivalent as approved by the Degree Director;
 - 1.2.4.2 units of study in Social Sciences (units coded SSCI) to the value of 36 credit points (6 Junior and 30 Senior) as may be prescribed annually by the Degree Director;
 - 1.2.4.3 units of study in related disciplines as may be prescribed annually by the Degree Director;
 - 1.2.4.4 a maximum of 72 Junior credit points in total; and
 - 1.2.4.5 a maximum of 60 Senior credit points from any single subject area.

Bachelor of Social Sciences (Honours)

- 1.1 An honours course is available in the following subject areas:
 - 1.1.1 Ancient History
 - 1.1.2 Anthropology
 - 1.1.3 Arab World, Islam and the Middle East
 - 1.1.4 Arabic Language and Literature
 - 1.1.5 Archaeology (Classical and Near Eastern)
 - 1.1.6 Archaeology (Prehistoric and Historical)
 - 1.1.7 Art History and Theory
 - 1.1.8 Asian Studies
 - 1.1.9 Australian Literature
 - 1.1.10 Chinese Studies
 - 1.1.11 Cultural Studies
 - 1.1.12 English
 - 1.1.13 Film Studies
 - 1.1.14 French Studies
 - 1.1.15 Economics
 - 1.1.16 European Studies
 - 1.1.17 Gender Studies
 - 1.1.18 Germanic Studies
 - 1.1.19 Government and International Relations
 - 1.1.20 Greek (Ancient)
 - 1.1.21 Hebrew (Classical)
 - 1.1.22 Hebrew (Modern)
 - 1.1.23 History
 - 1.1.24 Indonesian and Malay Studies
 - 1.1.25 Industrial Relations and Human Resource Management
 - 1.1.26 Italian Studies
 - 1.1.27 Japanese Studies
 - 1.1.28 Jewish Civilisation, Thought and Culture
 - 1.1.29 Korean Studies
 - 1.1.30 Latin

- 1.1.31 Linguistics
 - 1.1.32 Medieval Studies
 - 1.1.33 Modern Greek Studies
 - 1.1.34 Music
 - 1.1.35 Performance Studies
 - 1.1.36 Philosophy
 - 1.1.37 Political Economy
 - 1.1.38 Sanskrit
 - 1.1.39 Social Policy
 - 1.1.40 Sociology
 - 1.1.41 Studies in Religion
- 1.2 To qualify for the award of the honours degree students must complete the requirements outlined in Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions.

Bachelor of Liberal Studies

1. To qualify for the award of the degree students must be admitted to candidature for the degree and complete 192 credit points in total, including:
 - 1.1 at least 120 Intermediate or Senior credit points;
 - 1.2 a major from Part A of the Faculty of Arts Table of units of study, consisting of 36 Senior credit points in a single subject area, or cross-listed between subject areas, as outlined in Section 3 The major and cross-listing in the Arts Undergraduate Resolutions;
 - 1.3 a major from the Faculty of Science, as defined by that Faculty. The testamur for the degree shall specify all majors;
 - 1.4 at least 30 credit points, including 18 Senior credit points, from units of study in one language subject area other than English from Part A of the Faculty of Arts Table of units of study;
 - 1.5 a 6 credit point unit of study in communication and analytical skills, or in other academic skills as may be prescribed by the Faculty of Arts and Faculty of Science from time to time. (In 2007 the prescribed unit is one of ENGL1000, ENGL1007 or LNGS1001);
 - 1.6 a minimum of 6 credit points in units of study in Mathematics or Statistics.
2. A Bachelor of Liberal Studies student who wishes to transfer to candidature for the Bachelor of Arts or Bachelor of Science degree should make written application to the Faculty of Arts or Faculty of Science, as appropriate.
3. If a Bachelor of Liberal Studies student has completed the requirements for the Bachelor of Arts, Bachelor of Arts (Asian Studies) or Bachelor of Science degree, the student may apply to the Faculty of Arts or Faculty of Science for the award of one of those degrees, on condition that candidature for the Bachelor of Liberal Studies will be abandoned.

Bachelor of Liberal Studies (Honours)

1. An honours course is available in the Faculty of Arts in the following subject areas:
 - 1.1 Ancient History
 - 1.2 Anthropology
 - 1.3 Arabic Language and Literature
 - 1.4 Arab World, Islam and the Middle East
 - 1.5 Archaeology (Classical)
 - 1.6 Archaeology (Near Eastern)
 - 1.7 Archaeology (Prehistoric and Historical)
 - 1.8 Art History and Theory
 - 1.9 Asian Studies
 - 1.10 Australian Literature
 - 1.11 Biblical Studies
 - 1.12 Chinese Studies
 - 1.13 Cultural Studies
 - 1.14 English

- 1.15 European Studies
- 1.16 Film Studies
- 1.17 French Studies
- 1.18 Gender Studies
- 1.19 Germanic Studies
- 1.20 Greek (Ancient)
- 1.21 Hebrew (Classical)
- 1.22 Hebrew (Modern)
- 1.23 History
- 1.24 Indonesian and Malay Studies
- 1.25 Italian Studies
- 1.26 Japanese Studies
- 1.27 Jewish Civilisation, Thought and Culture
- 1.28 Korean Studies
- 1.29 Latin
- 1.30 Linguistics
- 1.31 Medieval Studies
- 1.32 Modern Greek Studies
- 1.33 Music
- 1.34 Performance Studies
- 1.35 Philosophy
- 1.36 Sanskrit
- 1.37 Sociology
- 1.38 Studies in Religion
2. An honours course is available in all Faculty of Science subject areas.
3. To qualify for the award of the honours degree in a Faculty of Arts subject area students must complete the requirements outlined in Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions.
4. To qualify for the award of the honours degree in a Faculty of Science subject area students must complete the requirements as specified by the Faculty of Science.

Bachelor of Liberal Studies (International)

1. To qualify for the award of the degree a student must be admitted to candidature for the degree, complete the requirements for the Bachelor of Liberal Studies, and in addition, include in the required 192 credit points at least the equivalent of 24 credit points from units of study taken over a minimum of one semester while enrolled as an exchange student at an overseas university with which the University of Sydney has an Exchange Agreement.
2. To qualify to participate in an exchange program a student must have:
 - 2.1 completed at least the equivalent of two semesters of full-time study (normally a minimum of 48 credit points completed towards the Bachelor of Liberal Studies; and
 - 2.2 maintained an overall mark of 75 or greater over all units of study completed.
3. A student who has completed a minimum of 48 credit points towards a Bachelor of Liberal Studies candidature may, on application to the Faculty of Arts, be permitted to transfer to Bachelor of Liberal Studies (International) candidature if:
 - 3.1 they have maintained an average of 75 or greater over all units of study attempted; and
 - 3.2 they are able to qualify to participate in the University of Sydney Exchange program.
4. A Bachelor of Liberal Studies (International) student may, on application to the Faculty of Arts, transfer to Bachelor of Liberal Studies candidature at any time.
 - 4.1 This provision includes those Bachelor of Liberal Studies (International) students who do not qualify, or are unable or unwilling to participate in a University of Sydney Exchange program.
5. A Bachelor of Liberal Studies (International) student who wishes to complete an honours degree must:
 - 5.1 complete the requirements for the Bachelor of Liberal Studies (International) degree; and
 - 5.2 be admitted as a Bachelor of Liberal Studies (Honours) candidate, and satisfy the requirements for that degree.

Bachelor of Arts and Sciences

1. To qualify for the award of the degree students must be admitted to candidature for the degree and complete 144 credit points in total, including:
 - 1.1 a minimum of 24 credit points from Part A of the Faculty of Arts Table of units of study;
 - 1.2 a minimum of 24 credit points from the Faculty of Science;
 - 1.3 a minimum of 12 credit points from the Faculty of Economics and Business, in all areas except Accounting, Finance and Marketing;
 - 1.4 a minimum of 12 credit points in Legal Studies units (units coded SLSS and LAWS1100) including SLSS1001 (Introduction to Socio-Legal Studies);
 - 1.5 a minimum of 72 Intermediate or Senior credit points; and
 - 1.6 a major, from either Part A of the Faculty of Arts Table of units of study, or from Table 1 of the Faculty of Science Handbook.
 - 1.6.1 Where, in exceptional circumstances arising from prerequisites or other restrictions in certain discipline areas, a student is unable to complete the formal requirements of a major in the normal course of the degree but is nevertheless able to demonstrate depth of study in a specified discipline area within a faculty by the completion of 24 Senior credit points in a Faculty of Science discipline area or 36 Senior credit points in a Faculty of Arts discipline area, the Dean may, on application from the student and a recommendation from the chair or head of Department, permit the student to graduate without a major from the Faculty of Arts or Science. In such circumstances no major shall be specified on the testamur.

Bachelor of Arts and Sciences (Honours)

1. To qualify for the award of the honours degree students must complete the requirements outlined in Section 4 Requirements for honours degrees in the Arts Undergraduate Resolutions.

Bachelor of Global Studies

1. To qualify for the award of the Bachelor of Global Studies students must be admitted to candidature for the degree and complete 144 credit points in total, including:
 - 1.1 no more than 48 junior credit points in total;
 - 1.2 a minimum of 96 senior credit points;
 - 1.3 a Global Studies major (comprising 12 junior and 18 senior credit points from Global Studies core units and 18 senior credit points from Global Studies elective units);
 - 1.4 an Area Studies major (comprising 36 senior credit points) in one of: Asian Studies, Australian Studies, American Studies, Arab World, Islam and the Middle East, or European Studies.
 - 1.5 24 credit points in a language other than English.

Bachelor of Global Studies (Honours)

1. To qualify to enrol in an honours course as a Bachelor of Global Studies candidate, a student must:
 - 1.1 have qualified for the award of the pass degree of Bachelor of Global Studies from the University of Sydney, or have qualified for the award of a pass degree from another faculty of the University of Sydney, or from another university, and
 - 1.2 have completed the prerequisites as outlined in the Table of units of study; and
 - 1.3 have the written permission of the chair of department concerned.
2. A student who is qualified to enrol in two honours courses may either:
 - 2.1 complete the honours course in the two subject areas separately and in succession, or
 - 2.2 complete a joint honours course, equivalent to an honours course in a single subject area, in the two subject areas. A Joint honours course shall comprise such units of the two Honours courses as may be decided by the Dean.
- 2.3 An honours course consists of 48 credit points at 4000 Level in global studies, or as a joint honours year in global studies and one other approved subject area, completed with a minimum overall mark of 65.

Bachelor of Socio-Legal Studies

1. To qualify for the award of the Bachelor of Socio-Legal Studies students must be admitted to candidature for the degree and complete 144 credit points in total, including:
 - 1.1 a major in Socio-Legal Studies comprising:
 - 1.1.1 two junior units, one available only to BSLS students and the other to BSLS and BAS students;
 - 1.1.2 six Senior units, three of which will be available only to BSLS students;
 - 1.2 a second major, either in a subject from Part A of the Faculty of Arts Table of units of study, or in Government and International Relations;
2. As well as the Socio-Legal Studies core units of study, students will have a choice of four Senior units from a pool of units related to Socio-Legal Studies drawn from the Faculties of Arts and Economics and Business in the disciplines of Sociology and Social Policy, Philosophy, History, Government and International Relations, Industrial Relations, and Political Economy, as listed below:
The above units of study are subject to change.
3. The other units of study available as elective in the BSLS program will articulate with the core units to provide a balance of law, social science and humanities subjects giving students a broad set of conceptual tools and capacities for the study of legal ideas, practices and institutions in their social, historical, cultural, political and economic contexts. Students are also to refer to the table of units of study provided in the Arts Undergraduate Handbook.

Bachelor of Socio-Legal Studies (Honours)

1. To qualify to enrol in an honours course as a Bachelor of Socio-Legal Studies candidate, a student must:
 - 1.1 have qualified for the award of the pass degree of Bachelor of Socio-Legal Studies from the University of Sydney, or have qualified for the award of a pass degree from another faculty of the University of Sydney, or from another university, and
 - 1.2 have completed the prerequisites as outlined in the Table of units of study; and
 - 1.3 have the written permission of the chair of department concerned.
2. A student who is qualified to enrol in two honours courses may either:
 - 2.1 complete the honours course in the two subject areas separately and in succession, or
 - 2.2 complete a joint honours course, equivalent to an honours course in a single subject area, in the two subject areas. A Joint honours course shall comprise such units of the two Honours courses as may be decided by the Dean.
- 2.3 An honours course consists of 48 credit points at 4000 Level in global studies, or as a joint honours year in Socio-Legal studies and one other approved subject area, completed with a minimum overall mark of 65.

Diplomas offered by the Faculty of Arts

Resolutions of the Senate relating to undergraduate diplomas offered by the Faculty of Arts

Diploma of Language Studies, Diploma of Arts, Diploma of Social Sciences

1. Grade of diploma
 - 1.1 The diploma is awarded in three grades: pass, pass with merit and honours.
2. Eligibility for admission
 - 2.1 An applicant must either:
 - 2.1.1 be enrolled in an undergraduate degree or combined degree at the University of Sydney, other than undergraduate degrees or combined degrees offered by the Faculty of Arts, which includes all combined degrees with a Bachelor of Arts component and the Bachelor of Liberal Studies;
 - 2.1.2 be enrolled for an undergraduate degree or a combined degree at another university;
 - 2.1.3 have been awarded, or be eligible for the award of an undergraduate degree from a recognised tertiary institution.
3. Requirements for the diploma

- 3.1 To qualify for the pass diploma, candidates must complete at least 48 credit points including at least 36 Senior credit points in one of the following areas:
 - 3.1.1 Diploma of Language Studies
 - 3.1.1.1 Arabic
 - 3.1.1.2 Chinese Studies
 - 3.1.1.3 French Studies
 - 3.1.1.4 Germanic Studies
 - 3.1.1.5 Greek (Ancient)
 - 3.1.1.6 Modern Greek Studies
 - 3.1.1.7 Hebrew (Classical)
 - 3.1.1.8 Hebrew (Modern)
 - 3.1.1.9 Hindi and Urdu
 - 3.1.1.10 Indonesian and Malay Studies (no guarantee of continuing availability of units)
 - 3.1.1.11 Italian Studies
 - 3.1.1.12 Japanese Studies
 - 3.1.1.13 Korean Studies
 - 3.1.1.14 Latin
 - 3.1.1.15 Sanskrit
 - 3.1.1.16 Thai (may not be offered after 2007)
 - 3.1.1.17 Yiddish (no guarantee of continuing availability of units)
 - 3.1.2 Diploma of Arts
 - 3.1.2.1 Ancient History
 - 3.1.2.2 Arab World, Islam and the Middle East
 - 3.1.2.3 Archaeology
 - 3.1.2.4 Art History and Theory
 - 3.1.2.5 Asian Studies
 - 3.1.2.6 Australian Literature
 - 3.1.2.7 Australian Studies
 - 3.1.2.8 Classical Studies
 - 3.1.2.9 Cultural Studies
 - 3.1.2.10 English
 - 3.1.2.11 Gender Studies
 - 3.1.2.12 History
 - 3.1.2.13 Jewish Civilisation, Thought and Culture
 - 3.1.2.14 Linguistics
 - 3.1.2.15 Medieval Studies
 - 3.1.2.16 Music
 - 3.1.2.17 Philosophy
 - 3.1.2.18 Studies in Religion
 - 3.1.3 Diploma of Social Sciences
 - 3.1.3.1 Social Anthropology
 - 3.1.3.2 Sociology
 - 3.1.3.3 Sociology and Social Policy
- 3.2 The subject area will be shown in brackets on the testamur.
4. To qualify for the diploma (with merit) candidates must hold or completed a bachelor's degree, and must obtain an average mark of at least 75 in all of their units and have no fail or DF results.
5. To qualify for the diploma (honours), candidates must hold or have completed a bachelor's degree, and must complete final year honours in one of the listed subject areas and obtain a mark of at least 60.
6. In the honours grade there are:
 - 6.1 three classes: I, II and III; and
 - 6.2 two divisions within class II: (i) and (ii)
7. Candidates may be awarded undergraduate prizes for units of study taken as part of the diploma, but are not eligible for the award of the University Medal.
8. Time limits

-
- 8.1 The requirements for the diploma must be completed within 5 calendar years of commencement.
 9. Credit and advanced standing
 - 9.1 A candidate may be granted credit for up to 12 Junior credit points or 6 Senior credit points for a unit of study complete at the University of Sydney or another recognised tertiary institution before admission to candidature, subject to the following restrictions:
 - 9.1.1 The unit of study must be in the subject area being taken for the diploma. Non-specific credit will not be approved.
 - 9.1.2 A candidate will not be granted credit for the Diploma for any units of study:
 - 9.1.2.1 for which the result is Terminating Pass or equivalent; or
 - 9.1.2.2 which were completed more than nine years before admission or re-admission to candidature; or
 - 9.1.2.3 upon which the candidate has relied, or intends to rely, to qualify for another degree or academic qualification; or
 - 9.1.2.4 which were taken at other institutions after admission to candidature.
 - 9.2 A candidate may be granted advanced standing on the basis of previous study.
 10. Application
 - 10.1 Direct to the Faculty of Arts Office by the end of October for graduates and students currently enrolled in other programs at the University.
 - 10.2 Those commencing another degree who wish to enrol concurrently in a Diploma should apply to the Faculty of Arts Office when they enrol in the other program.
 - 10.3 Concurrent enrolment in two diplomas is not permitted, except with special permission from the Dean in exceptional circumstances.

Resolutions of the Senate Faculty of Engineering

Bachelor of Engineering

4. Flexible first year program

4.1.1 Students entering first year may choose to undertake the flexible first year program.

4.1.2 Two options are available:

4.1.2.1.1 Students planning on entering Aeronautical, Biomedical, Chemical, Civil, Project Management, ~~or Mechanical~~ or Space Engineering streams specialisations can enrol in program A.

~~4.1.2.1.2 Students in this program can choose their final specialisation at the end of first year, except in the case of Chemical where the choice is made at the end of first semester.~~

4.1.2.1.2 Students in this program undertake a common set of units in Semester 1. They can then transfer to a stream in Semester 2 or at the end of the year. The Semester 2 enrolment will consist of common units and a choice of core or elective units for the stream that students plan to pursue in later years.

4.1.2.2.1 Students planning on entering Computer, Electrical, Mechatronics, ~~Power, Software, Space or Telecommunications specialisations streams or the Bachelor of Computer Science and Technology or Bachelor of Information Technology degrees~~ can enrol in program B.

~~4.1.2.2.2 Students then make their final choice of specialisation at the end of the first semester.~~

4.1.2.2.2 Students in this program take a common set of units in Semester 1. They can then transfer to a stream in Semester 2 or at the end of the year. The Semester 2 enrolment will consist of common units and a choice of core or elective units for the stream or degree that students plan to undertake in later years.

4.2 Those students who have met the requirements for first year entry (UAI cut-off) into a particular degree ~~specialisation~~ or stream will be guaranteed a place in second year in that ~~specialisation stream~~ even though they choose the flexible first year program.

4.3.1 Students attaining high average marks in the flexible first year program will be eligible to apply for second year entry into higher UAI cut-off ~~specialisations degrees and streams~~.

4.3.1.1 See ~~transfer~~ WAM requirements for transfer in Table shown below (paragraph 4.6).

4.4.1 Students gaining entry to any of the combined degree courses may also choose to undertake the flexible first year program.

4.4.2 The above conditions (paragraphs 4.1, 4.2 and 4.3) for entry into a second year ~~specialist~~ stream will also apply for combined degree students.

4.5 Transfer from Flexible First Year into streams will be assessed based on either of the following two conditions:

4.5.1 Students have met the UAI requirement for the stream at the time of initial enrolment;

4.5.2 Students have achieved a WAM as shown in the following requirements table, based on units of study completed over the previous year for Stream A (or semester: Stream B).

4.6 Degree/Stream Transfer Requirement Table.

BE Degree Stream	First Year Program	WAM transfer requirement
Aeronautical	A	65
Aeronautical (Space)	A	75
Chemical	A	N/A
Civil	A	N/A
Civil (Construction Management)	A	65
Civil (Environmental)	A	65
Civil (Geomechanics)	A	65
Civil (Structures)	A	65
Computer	B	65
Electrical	B	N/A
Electronic Commerce	B	65
Electrical (Power)	B	65
Mechanical	A	N/A
Mechanical (Biomedical)	A	70

Mechanical (Space)	A	75
Mechatronics	B	70
Mechatronics (Space)	A	75
Project Engineering & Management (Civil)	A	65
Software	B	65
Telecommunications	B	65

IT Degree	First Year Program	WAM transfer requirement
BCST	B	N/A
BCST(Advanced)	B	70
BIT	B	65

4.7.1 Students wishing to transfer between degree streams need to apply to the head of the ~~department~~ or school supervising the stream.

4.7.2 Students will be assessed based on the above WAM criteria but will also be required to show that they have met progression requirements in their current stream as specified by the ~~department~~ school and that they will be able to complete the new degree or stream in the normal time period.

4.7.3 Students wishing to transfer between degrees must reapply to the Faculty or the University Admission Centre to be considered for entry to the new degree.

FACULTY OF MEDICINE

PROGRESS REPORT NO. 2 ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 1	The Review Team recommends that the Faculty bring its digests of Academic Board policies in plain English to the Academic Board both to ensure they are a complete capture of the policy and to share them with other faculties. (Section 3.1.4)
Action taken by the Faculty	<p>The Faculty of Medicine does not have a separate digest of policies that are not already endorsed or approved by the Academic Board. Whenever the Faculty has taken the initiative to introduce improvements to processes or developed guidelines or policies, the Faculty of Medicine, via the Combined Board of Postgraduate Studies in Dentistry, Medicine and Pharmacy (CBoPGS), actively seeks the endorsement and approval of the Graduate Studies Committee before doing so. Recent initiatives which have been presented to the Graduate Studies have been:</p> <ul style="list-style-type: none"> ◆ The introduction of a research training induction form ◆ A Discussion Paper on Probationary Candidature with process and form ◆ A set of Guidelines and FAQs for Thesis Containing Publications ◆ the Faculty's APR form has become the University-wide standard <p>In addition, the CBoPGS recently wrote to the Chair of the Graduate Studies Committee providing a detailed breakdown of the how the faculty administers its candidatures. See appendix 1.</p>
Further action planned but not yet implemented (if appropriate)	None
Faculty's evaluation of the success of action taken	The Faculty values the feedback from the various committees. The CBoPGS has been able to evaluate its successes from the way in which matters referred to the Academic Board's committees are well received and generally taken on board for wider implementation.
Recommendation 2	The Review Team acknowledges the excellent strategies in place surrounding resource support for its postgraduate coursework programs but recommends that the Faculty continue to monitor this especially with regard to the sustainability of the new Sydney Professional Master of Medicine Program (SPMMP). (Section 3.3.2)
Action taken by the Faculty	<p>The Coursework Sub-Committee of the CBoPGS continues to be a valuable mechanism for monitoring the support of coursework candidates and programs. It has introduced a standardised model for how Faculty coursework programs should be structured. It develops and approves on behalf of the three Faculties, relevant guideline and policy documents. For example a policy on advanced standing/credit was approved as well as a template for degrees of the three Faculties to assist course proponents and coordinators to align their proposals with the Faculty model, but more importantly with the Academic Board policy "Coursework Rule 2000".</p> <p>As a result of continuing senior level monitoring and management of the SPMMP it was recently decided to implement changes in relation to the resolutions and governance of the original program. The program will no longer be known as the "Sydney Professional Master of Medicine Program (SPMMP)" and the resolutions will move in line with the existing Master of Medicine program offered in the Faculty. The combined group of OTLM/CIPHE will continue to provide support to interested course coordinators in the development of new units of study or streams. Newly appointed Associate Professor Jill Thistlethwaite in OTLM/CIPHE is leading this initiative and will oversee the quality assurance of all new developments in postgraduate</p>

	<p>programs. This area will also continue to provide project management support for the organising of administration and marketing in the establishment of new programs.</p> <p>The Head of Student Services oversees the two student units in the Faculty with the ongoing aim to improve efficiencies in the support of all students, and facilitate the sharing of resources and streamlining of roles.</p>
Further action planned but not yet implemented (if appropriate)	The Faculty recently agreed to convene a meeting with all current course coordinators within the Master of Medicine program to discuss the possibilities for collaboration of formally acknowledging the sharing of units of study as electives across the program. Further to this, extending this collaboration outside the Faculty of Medicine to the combined Faculties of Health is the longer term goal for postgraduate programs.
Faculty's evaluation of the success of action taken	Success of these initiatives will be measured by improvements in turnaround times for processes but also in student evaluations of their postgraduate coursework programmes, and by improvements in completion rates and the timeliness of those completions.
Recommendation 3	The Review Team recommends that the Faculty monitor the ease of access to computer support both from within and outside the Faculty for postgraduate coursework students. (Section 3.3.4)
Action taken by the Faculty	The Faculty currently has a vast range of IT services and support available to all students. There are a number of staff employed as Computer Support Officers (CSOs) within the Clinical Schools of the Faculty.
Further action planned but not yet implemented (if appropriate)	<p>On Campus, we have CSOs in the Anderson Stuart, Edward Ford, Blackburn and Medical Foundation Buildings. There is also a floating CSO position to provide additional support as required.</p> <p>RPA Hospital- 1 x CSO - Guy McColloch Concord Hospital – 1.6 x CSO – Bryce McDonough funded by Faculty (0.6 funded by Anzac for Anzac) Eye Hospital - 0.8 x CSO (4 days per week) - Alistair Gillies Royal North Shore Hospital - 1 x CSO - Ryan Kirgan Westmead Hospital- 4 x CSOs at Westmead Millennium Institute (only one funded by Faculty) Children's Hospital Westmead - 0.1 x CSO (1/2 day per week) - Ad hoc by Faculty CSO resources Nepean Hospital - 9 days per fortnight - Leta van der Wal Dubbo Hospital - 2 x CSOs - Sean Hagan, Lawrence Clark Canberra Clinical School - 1 x CSO Broken Hill UDRH - support provided by Area Health Service Lismore UDRH - 0.5 x CSO</p> <p>Computer Labs are located at: Edward Ford Bldg - 1 x lab, approx 24 PCs - 24x7 access Anderson Stuart - 1 x lab, approx 20 PCs - 24 x 7 access Blackburn - 2 x labs, approx 14 iMacs and 8 PCs Mackie - approx 22 PCs in PBL rooms - 24 x 7 access RPA - 2 x labs, total approx 10 PCs Concord - 2 x lab, approx 16 PCs Westmead - 2 x labs, total approx 10 PCs Nepean - 2 x labs, total approx 14 PCs Broken Hill - 1 x lab, approx 8 PCs</p> <p>Other Student facilities: - Students can raise IT problems with their local CSOs either via phone or email. There is a central Helpdesk which students can use to gain assistance with IT related issues. This is open between 8:30 am and 5:00 pm on workdays for telephone enquiries. Out of hours, phone enquiries can be left on voicemail, or there is an email address which operates 24x7 (but is</p>

	<p>processed during working hours). Request tracking software is in use for the Central Helpdesk and some other Faculty locations and is being rolled out to most other Clinical Schools.</p> <ul style="list-style-type: none"> - There are wireless access points for students laptops on campus, but particularly for the Faculty of Medicine at Bosch, Edward Ford and Anderson Stuart. Wireless for Mackie and Blackburn will be installed this year. Wireless access points have also been installed in a number of other locations (e.g. RNSH Library & planned for WMH Library - but problems with Hosp.) More are planned & a priority group is working on that. - Students are provided with an IT orientation lecture (including a handbook), at which they receive information on appropriate use of IT resources, limits, are introduced to metropolitan CSOs and have a practical session where they ensure that they can access their email and access GMP student campus PCs. - Regular IT meetings at most clinical schools at which postgraduate students are represented and identify problems, which are generally solved immediately. <p>The Faculty has made substantial improvements to videoconferencing equipment over the last 2 years and further enhancements are planned. This allows high quality broadcasting of lectures which in turn minimizes the need for students to travel to presentations and maximizes accessibility. This is particularly important when high profile guest speakers are presenting at an institution that is geographically remote for many of our postgraduate students (e.g., between main campus and Westmead).</p> <p>During the course of 2006 fibre optic connections to the Royal North Shore and Westmead precincts were put in place substantially enhancing network connectivity. This will improve the student experience at these sites in terms of IT services.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>There is a "Feedback" button on the Faculty's website that allows students to provide feedback on aspects of the course, including IT, which is then emailed automatically to the staff relevant to the query. This is used as a means of monitoring the IT services. Additionally, the Faculty is in the process of setting up a semi-moderated electronic bulletin board and discussion forum where postgraduate students can express their views on IT services and other issues.</p>
<p>Recommendation 4</p>	<p>The Review Team recommends that the Faculty investigate opportunities (such as bringing students across all years of the program together) for achieving a greater understanding of Problem-Based Learning and the culture of the USydMP. (Section 4.2.4)</p>
<p>Action taken by the Faculty</p>	<p>Students from higher years are invited to attend Orientation activities in first week of program. In practice, this is mostly limited to Stage 2 students who are still on main campus.</p> <p>Clinical Schools have also provided new common rooms to encourage students from all years to interact with one another.</p> <p>In 2006 the Faculty has invested its resources in shared PBL between dental and medical students. This project aims to explore the issues involved in more fully integrating the learning between dental students and medical students in blocks 1 – 6. It looks to determine pedagogical, administrative and IT solutions to problems currently identified as barriers by senior medical and dental course planners.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>As part of the current curriculum review it is anticipated that the current model of PBL used by the medical program will be revised in line with international educational research and examples of both national and international best practice. This provides an excellent opportunity to review a range of improvements to the PBL process including the buddy system. Dr Graham Hendry has been recently appointed PBL Co-ordinator and is providing</p>

	academic leadership in this area.
Faculty's evaluation of the success of action taken	The shared dental PBL learning project will report in December; however, there is good evidence of improvement in the learning outcomes of both medical and dental students. This finding has been contrary to the preconceptions of many in Faculty. There remains a number of organisational/strategic issues which would need to be solved before wide scale implementation could occur. A proposal will shortly be put forward to Faculty to extend this pilot.
Recommendation 5	The Review Team recommends that the Faculty seek to engage with its existing indigenous students in the School of Public Health over planning and marketing the Faculty's programs to indigenous Australians. It is further recommended that the Faculty liaise with the Faculty of Nursing to explore common issues and the potential for common approaches, including the development of pathways, regarding the recruitment of indigenous students. (Section 5.1.5)
Action taken by the Faculty	<p>In July 2006 Dr Lilon Bandler was appointed as Senior Lecturer in Indigenous Health Education. Her brief includes:</p> <ul style="list-style-type: none"> o Addressing issues of recruitment and retention of additional Indigenous students to USydMP, including providing good support for current students o Review of the current curriculum with a view to full adoption of the CDAMS Indigenous Health Curriculum Framework o Promotion of cultural awareness and competency training for staff and students o To explore further opportunities for student engagement in Indigenous healthcare <p>The RUSC Aboriginal Education and Training Advisory Committee has been reconvened. Meeting regularly and now chaired by Dr Lilon Bandler delegates from the School of Public Health, Yooroang Garang, Koori Centre, MIRAGE, the Indigenous medical student body have been invited. This group includes in its terms of reference the goal of increasing recruitment of Indigenous medical students, including</p> <ul style="list-style-type: none"> o providing support for Indigenous students sitting the GAMSAT o co-operate with Yooroang Garang (School of Indigenous Health Studies, Faculty of Health Sciences) and the School of Public Health to have a stand at Yabun in January 2007 o consider a framework and funding for the creation of a full-time Indigenous Medical Student support officer
Further action planned but not yet implemented (if appropriate)	<p>The Faculty will work in all these areas to achieve an aim of its Strategic Plan 2005-2010 to achieve by 2010 <i>"an increased number of Indigenous students in the Faculty with high retention rates"</i>.</p> <p>A broadly representative steering committee will be formed towards the end of 2006 to oversee the implementation of the CDAMS Indigenous Health Curriculum Framework.</p> <p>Faculty will identify medical schools with known expertise in the area of recruitment, admission and support of Indigenous medical students and continue looking at Newcastle University, James Cook University and Auckland University as benchmarks.</p> <p>Cultural competency training will be expanded across the student and staff body.</p> <p>Partnerships, particularly with community Aboriginal Medical Services, will be</p>

	sought to increase the opportunities for engagement of all medical students in Indigenous healthcare.
Faculty's evaluation of the success of action taken	The success of this program will be carefully evaluated with a steering committee and project officer.
Recommendation 6	The Review Team recommends that the Faculty investigate means of improving off-campus access to I.T. services and infrastructure. (Section 6.3.5)
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Faculty recognizes the vital role of the teaching hospitals, affiliated research institutes and rural teaching sites in teaching, research and general academic activity. To improve IT access a major program of capital works was undertaken, particularly aimed at vastly increasing network bandwidth to the teaching hospitals and co-located institutes such as the CMRI, Millennium, Kolling and ANZAC. Network bandwidths of 1 Gigabyte have been achieved at Royal North Shore and Westmead hospitals; with 100M to Concord Hospital and RPAH 1 Gig/100M. The links are also redundant i.e. they should never go down and further improvements are planned. 2. At all teaching hospital sites the Faculty provides Computer Support Officers (CSOs) who have a prime responsibility for helping students and staff (including clinical academic staff) to access the IT resources of the University as well as those on the Internet. Students having difficulty with access are encouraged to make contact with their local CSO. 3. Working with the library we will be encouraging all students and staff at the teaching hospitals to obtain library cards. The library card number will soon be a uniform method for access to e-journals from remote campuses and from home. The library has made appropriate changes so cards can be obtained without coming into the main campus. 4. The Faculty is working to simplify the processes pertaining to the use of videoconferencing technology to enable meetings to and between remote sites. This includes improved VC bridge management and improved information on the Faculty's web site.
Further action planned but not yet implemented (if appropriate)	A constant problem faced by the Faculty is the difficulty in providing high quality IT services to postgraduate and other students as well as staff located on hospital/area health service networks. These networks are protected by firewalls that allow very restricted traffic types, often at restricted speeds. The Associate Dean for IT, Faculty of Medicine, will meet with the recently appointed CIO of the NSW Department of Health to work towards a more standardised operating environment between the University and NSW Health.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. The Faculty proactively monitors network performance using the real time tools provided by ICT as well as help desk calls to main campus and teaching hospital CSOs. <p>The Associate Dean of IT has visited several remote sites during 2006. The main improvements have been to Concord with improved networking via fibre optic connection and now separate CSOs for the Clinical School and ANZAC Institute. This should alleviate long standing problems at this site. Other substantial improvements include fibre optic connections to Royal North Shore and Westmead and improved videoconferencing facilities at several site.</p>
Recommendation 7	The Review Team commends the application of resources and recommends that the Faculty continue to pursue its efforts to improve the Research Climate of its RHD students. (Section 6.3.9)
Action taken by the Faculty	The Faculty continues to pursue excellence in its support of research students. The Faculty has taken part in the "Postgraduate Research Best Practice Working Party" consisting of members from all the Faculties of the College of Health Sciences.

	<p>The following actions were commended as desirable practices and are actions already taken by the Faculty of Medicine.</p> <ol style="list-style-type: none"> 1. <i>Mechanisms that build realistic and positive expectations in potential HDR students (of supervisors/university/profession).</i> <ul style="list-style-type: none"> • <i>Website and marketing to potential students / Pre-admission interview/meetings / On-line CV for HDR supervisors</i> <p>The Postgraduate Studies website is being modified and updated in line with the corporate look. There are plans to extend the functionality of the Faculty's expertise database to include an automatic CV generator which will be visible to prospective students on the web.</p> <ol style="list-style-type: none"> 2. <i>Ongoing mechanisms that revisit and, where appropriate, revise expectations and ensure delivery against them throughout the lifecycle of a candidature.</i> <ul style="list-style-type: none"> • <i>HDR Induction checklist / PGR Handbooks / Annual reports (including agreed milestones for supervisor/HDR student).</i> <p>The Induction Checklist has been created and is currently in use. The Faculty has developed a Handbook which will be available in 2007.</p> <ol style="list-style-type: none"> 3. <i>The development and dissemination of a list of good supervisory practices and minimum standards for physical, cultural and social infrastructure for HDR students.</i> <p>The Induction Checklist and candidate admission interview is going some way in disseminating a list of minimum standards for HDR candidates. In addition, the Faculty actively encourages new staff to undergo the ITL training for supervisors.</p> <ol style="list-style-type: none"> 4. <i>Processes that encourage involvement and integration of HDR students into the University academic/research community.</i> <p>The biennial Health Research Conference for students gives HDR students a good opportunity to network with staff and other students of the Faculties of Health. At this year's forum, there will be a series of focus groups to determine how to further improve the HDR experience.</p> <ol style="list-style-type: none"> 5. <i>Units monitoring "non-core" offerings from outside their unit and disseminating information to HDR students/supervisors as appropriate.</i>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The following actions were commended as desirable practices and are actions yet to be implemented by the Faculty.</p> <ol style="list-style-type: none"> 6. <i>Improved communications. Methods should be developed to disseminate information to HDR students and supervisors; for students to share information with each other; and for students to provide opinions and advice to their School, Faculty, or College.</i> <ul style="list-style-type: none"> • <i>e-Newsletter / Website / Weblogs, chat rooms, etc.</i> <p>The Faculty's AdminIT committee has agreed to set up a student to student online forum which will aim to improve communications and which we envisage will go some way in improving the sense of isolation often reported by HDR students.</p> <p>This action is partially complete, with a comprehensive website and regular emails to HDR students informing them of news and events. The Faculty has also recently restructured the main website and one of the regularly updated and prominent sections is the News section.</p> <ol style="list-style-type: none"> 7. <i>A set of 'Core' research skills that each HDR student is expected to attain and a range of learning options available to students to gain these skills.</i> <p>This action is currently being developed at a College level, with input from Faculty of Medicine academic staff members.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>The Board of Postgraduate Studies will be monitoring SREQ and other data to determine the effectiveness of the measures taken and to take remedial action where appropriate. Presently, Medicine is tracking well with high satisfaction ratings across all four indices and overall, and has been improving steadily across the 4 years 2002-2005, with the 2005 score higher than the 2002 score</p>

	for supervision by 6%, for infrastructure by 4%, for climate by 5%, generic skills by 1%, and overall satisfaction by 6%. We have the best overall satisfaction rating (86%) of all Faculties in the University. However, we can certainly improve in the "climate" and "infrastructure" areas, and have targeted these two areas for sessions with samples of students at the upcoming Health Research Conference, using junior Faculty members as "facilitators". From these sessions we will develop a clearer overview of what needs to be done to improve our ratings in these two areas.
Recommendation 8	The Review Team recommends that the Faculty look to develop the linkages in its hospital sites through the Bio-Link network as a model for encouragement of the commercialisation of Faculty research. It is further recommended, that in cases where there are joint or otherwise shared appointments, the Faculty attempt to put in place a heads of agreement on IP rights, where possible . (Section 6.4.5)
Action taken by the Faculty	The Faculty of Medicine facilitated the University's formal signing as an official member of the Bio-Link network and has established working relationships for sharing expertise in the area of intellectual property commercialisation.
Further action planned but not yet implemented (if appropriate)	Faculty has encouraged all hospital sites to sign up to the Bio-Link network as a preferred model.
Faculty's evaluation of the success of action taken	The co-operative network of the Bio-Link is seen as the best model for state wide intellectual property commercialisation in the medical and biotechnology field. There is widespread belief that this has been a positive step forward.
Recommendation 9	The Review Team recommends that the Faculty establish (and test the value of) mechanisms for raising the awareness of students on IP issues and policies. (Section 6.4.7)
Action taken by the Faculty	The Faculty recommends that all research students be interviewed prior to admission to candidature. It is at this interview that the Faculty aims to first raise the issue of IP. The Faculty also includes a section on IP in its Induction Checklist for new students, with a recommendation that these matters are discussed with the supervisory team.
Further action planned but not yet implemented (if appropriate)	With changes to the structure of the BLO and the employment of Dr Kailing Wang, the Faculty is seeking to initiate a program of IP workshops and updates at the various Faculty of Medicine campuses. The aim is to inform and provide support for students across the wider campus (including geographically remote clinical schools) and affiliated research institutes
Faculty's evaluation of the success of action taken	N/A
Recommendation 10	The Review Team recommends that the Faculty investigate opportunities for international accreditation of USydMP and relevant postgraduate coursework programs as another means of attaining its goals with regard to international student numbers and increasing the international visibility of the program. (Section 7.1.5)
Action taken by the Faculty	<p>It has been established that the USydMP is recognised in many countries in Asia without further examination being required. Canada and the US still both require all medical graduates to sit a common examination.</p> <p>A team of faculty educators has visited Kuwait Medical School on three occasions to help the Kuwaitis transfer from a traditional medical course to a modern integrated PBL course. The documentation received from the Kuwait medical School show they have engaged with the process in a very creative and successful way.</p> <p>The Faculty is actively lobbying accreditation organizations and facilitating clinical exchanges that will enable these students to easily transition into a</p>

	<p>medical career in their country of origin.</p> <p>Ms Sally Bamford has been nominated to assist in the development of internationalism in OTLM/CIPHE. She will be coordinating short programs for visiting international academics and international medical schools in liaison with key staff members within the Faculty.</p>
Further action planned but not yet implemented (if appropriate)	The Faculty is actively seeking to increase international student numbers from Asia. Interest has been received from Indonesia and Malaysia. Singapore also views the USydMP as a viable pathway for the medical training of students.
Faculty's evaluation of the success of action taken	The medical program has been licensed to Universities in the Middle east, South Africa, UK and within Australia. Other postgraduate programs have been licensed in Ireland, Scotland, the USA. The invitation of Faculty members to deliver international educational and curriculum development workshops is an indication of the regard with which the Faculty is held.
Recommendation 11	The Review Team recommends that the Faculty liaise with the Faculty of Economics and Business over that Faculty's Peer Mentoring Program (PMP) and associated Admissions programs for International students. (Section 7.2.5)
Action taken by the Faculty	<p>The Faculty has secured TIF grant funding to run a pilot of a Peer to Peer Mentoring Program at the Children's Hospital at Westmead. Faculty staff met with three staff involved in the successful Faculty of Economics and Business mentoring programs, Associate Professor Mark Freeman, Ms Jill Kelton and Ms Nadia McDonagh, and obtained many useful tips on how to run such a program. Expressions of interest are being sought from current research students at the Children's Hospital at Westmead to act as mentors for 1st year research students in 2006, with a number of students expressing interest. A draft mentor training program has been obtained from an external training company with experience in such programs, and this will be compared with the possibility of in-house training. It is expected that such training will take place in February 2006, so that training is fresh in the minds of mentors when the 2006 cohort of research students arrives.</p> <p>In September 2006, a meeting was held with the postgraduate coordinator of Paediatrics, Children's Hospital Westmead, Dr Cheryl Jones, who has agreed to run a pilot at the hospital for the research student cohort beginning semester one, 2007.</p>
Further action planned but not yet implemented (if appropriate)	Evaluation and decision on how to proceed with training mentors; selecting and training mentors and then matching them to mentees; setting up the necessary framework to administer the program including a special website with "blackboard" or "chat rooms"; matching of mentor-mentee pairs; running some social events as part of the scheme; evaluation of the pilot at the end of the determined period of mentoring; decision on whether to continue the scheme and perhaps roll-out the pilot to other Schools within the Faculty.
Faculty's evaluation of the success of action taken	<p>Discussions with the Faculty of Economics and Business indicate that proceeding with at least the pilot project will be worthwhile.</p> <p>Once a pilot has been run at the Children's Hospital, a report will be produced, evaluating the successes of the program as well as the feasibility of extending it across the other schools of the Faculty.</p>
Recommendation 12	The Review Team recommends that the Faculty identify appropriate national and international benchmarking partners in areas such as teaching and learning, research and indigenous recruiting. (Section 7.4.4)
Action taken by the Faculty	In 2006 the CIPHER hosted a visiting research from the University of Maastricht. A benchmarking exercise was undertaken comparing the Problem based learning approaches in the two schools. The findings from this report have been fed into the curriculum review process, as a basis for evidence-based change in the University of Sydney Medical Program's current effort.

	<p>Faculty continues to participate in a Committee of Deans Australian Medical Schools sponsored initiative looking at Indigenous recruitment and retention through the LIME (Leaders in Indigenous Medical Education) network. We will be comparing output with the other medical faculties in Australian through this network. Indigenous recruitment and retention was an item at the Faculty's 2005 retreat. The Faculty, along with other Australian medical schools has adopted the CDAMS Indigenous Curriculum Framework as a guide to its teaching in this area and will be working with partners with experience in the other faculties within the College of Health Science as well. The Faculty has employed a Lecturer in Indigenous Medical Education to further this aim.</p> <p>There is a Federally funded project the Northern Rivers Collaboration, with the University Department of Rural Health, the Universities of Wollongong and Universities of Western Sydney. This aims to provide common integrated long clinical attachments in the Lismore area of the Northern Rural New South Wales. A three day workshop involved a benchmarking of three sets of learning outcomes, instructional methods, and assessments for the three schools. This was facilitated by an external consultant from Flinders.</p> <p>The GAMSAT committee run by the Australian Council for Educational Exercise has been an ongoing benchmarking process amongst a consortium of 8 Graduate Entry Medical programmes across Australia.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Faculty continues to identify medical schools with known expertise in areas selecting suitable partners depending on the areas. For Indigenous recruitment and retention Newcastle and James Cook Universities are the benchmarks. For research and teaching and learning, Melbourne University and Flinders are our preferred partners.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>The findings of the PBL report have been fed into the curriculum review process, as a basis for evidence-based change in the University of Sydney Medical Program's current effort.</p> <p>The findings of the Northern Rivers benchmarking exercise are informing the bid for 4,000,000 of Federal Funding to run a combined universities rural clinical school.</p> <p>The GAMSAT committee is engaged in one actual and planned collaborative research initiatives arising out of the benchmarking.</p>
<p>Recommendation 13</p>	<p>The Review Team commends the ongoing review of the profession's view of the quality of USyDMP graduates. The Review Team recommends that this review continue, even with lower frequency. (Section 8.2.6)</p>
<p>Action taken by the Faculty</p>	<p>Faculty has taken a lead in progressing the Committee of Deans' initiative in establishing the Medical Students Outcomes Database project and received an \$880,000 grant to map demographics, student intentions, educational offerings and student career choices. This is in formal liaison with major professional colleges, Australian Indigenous Doctors Association and Australian Medical Students Association.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The Acting Dean has commissioned a major project to ensure a thorough independent overarching review of the curriculum. All of the major and systematic reviews of the old course will be integrated into this curriculum review process.</p> <p>In order to meet the challenges of implementing a modern medical curriculum worthy of a 1:5:40 University,² the following plan has been recommended and endorsed by Faculty.</p>

² Strategic Directions 2005-2010 The University of Sydney

	<p>A. Project Phases</p> <p>There are three distinct phases the USyd MP Review Process.</p> <p>Phase 1 – Listening exercise leading to a report by the Review Chairs recommending key features of a revised curriculum</p> <p>Phase 2 – Detailed development of revised curriculum</p> <p>Phase 3 – Implementation of revised curriculum and handover.</p> <p>CIPHER is conducting a graduate survey of 2000 randomly selected registered NSW medical doctors who graduated after 1996. The NSW Medical Registration Board provided access to their database to randomly select the 2000 graduates. The survey investigates the effect of different medical curricula on junior doctors' career pathways, including application to specialist training colleges and preparation for hospital practice. The results of the survey will feed back to each university's medical curricula to aid future program planning. The project team included a recent graduate, a clinician and four academic staff and the survey has been approved by the University of Sydney Human Research Ethics Committee. The survey will be distributed in December 2006.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>The USydMP curriculum review is underway and the phase 1 report will be available to Faculty in March 2007.</p> <p>The graduate survey was piloted at a recent meeting of 25 Junior Medical Officers (JMOs) and found to be a useful exercise with positive feedback given about the content of the survey as well as the rationale behind implementing the survey.</p>

FACULTY OF PHARMACY

PROGRESS REPORT NO. 2 ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 1	The Review Team recommends that the Faculty pursue the establishment of a Pharmacy Education Unit to assist the Faculty to raise the quality and consistency of Faculty teaching and learning. (Section 3.4.3)
Action taken by the Faculty	<p>The Pharmacy Education Unit (PEU) has been operational for 12 months and consists of:</p> <ul style="list-style-type: none"> • A/Prof Greg Ryan, Director • Mr Jim Woulfe, Educational Designer (appointed in March 2006) • Ms Kathryn Afflick, Associate Lecturer (appointed P/T in August 2006 and F/T from December 2006) <p>A review involving both Faculty staff and students, was undertaken during late 2005/early 2006 by A/Prof Greg Ryan to prioritise the key issues related to learning and teaching. The most prominent issue identified was the need to undertake a comprehensive review of the Bachelor of Pharmacy Curriculum.</p> <p>The Curriculum review commenced in March 2006 with the establishment of a Curriculum Review Planning group, consisting of 2 members (plus one reserve) from each of the 3 disciplines, the Associate Dean (UG) and chaired by the Director of the PEU. Additional short-term working parties were established as needed to focus on particular aspects of the curriculum. Further information regarding the curriculum review is detailed under Recommendation 5.</p> <p>In addition to the curriculum review, the staff of the PEU have played an active role in the development a number of projects in the Faculty including:</p> <ul style="list-style-type: none"> • Trial of Online PBL sessions using WebCT for the BPharm(Rural) • Recording and videotaping of lectures • Development of an Evaluation and Quality Assurance Program
Further action planned but not yet implemented (if appropriate)	The PEU is actively involved in the planning and submission of a number of small and large TIES grants, and also reports to the PEU Steering Committee twice a year, to outline achievements to date and future plans.
Faculty's evaluation of the success of action taken	A comprehensive report of PEU achievements and plans were submitted to the Steering Committee in August 2006. The report was unanimously endorsed by the Steering Committee with commendation from PVC (Learning and Teaching).
Recommendation 2	The Review Team recommends the Faculty monitor research performance in the light of new research directions in an environment of extensive growth in student numbers. (Section 3.4.7)
Action taken by the Faculty	The Research Committee has been closely monitoring research performance in the Faculty of Pharmacy. This is an on-going process. The Committee is encouraged by the fact that research performance has been maintained in the environment of extensive growth in student numbers and the Faculty hopes to enhance its productivity through the activities outlined under recommendation 2. Efficiencies in teaching continue to be sought at every opportunity and it should be noted that the administrative support positions for the disciplines have taken some pressure off academic staff in relation to teaching duties and teaching administration, and record keeping for units of study. This affords academic staff additional time to devote to research.

<p>Further action planned but not yet implemented (if appropriate)</p>	
<p>Faculty's evaluation of the success of action taken</p>	<p>The Research Committee will monitor research publications, post-graduate student completions and research income.</p>
<p>Recommendation 3</p>	<p>The Review Team recommends that Faculty Committees develop annual Operational Plans of fully costed and managed projects designed to contribute to the achievement of Faculty Goals and Actions. (Section 3.5.5)</p>
<p>Action taken by the Faculty</p>	<p>In 2006, following a Faculty retreat in March, each committee in consultation with the Dean identified a set of priorities and implementation strategies for the year. Funding is made available on negotiation with the Dean.</p> <p>The Programs Committee oversees activities that address the following Goals:</p> <ul style="list-style-type: none"> • excellence in pharmacy education • diversification and internationalisation of the student experience • student satisfaction • optimisation of relationships with stakeholders <p>Ongoing actions include:</p> <ul style="list-style-type: none"> • Staff –student liaison program. Meetings have been held each semester. These meetings continue to foster communication regarding student perspectives of the courses. Students represent their views on the BPharm, BPharm (Rural) and MPharm programs. • Support for international exchange programs, for example with the Danish School of Pharmacy through the International Office; additionally, faculty support for visiting international research students. • Annual in-house training for demonstrators, to support high quality laboratory supervision and teaching. <p>In collaboration with the Learning and Teaching Committee, the Programs Committee has:</p> <ul style="list-style-type: none"> • reviewed the teaching awards program within the faculty in 2006. • assisted in staff development in teaching. There is faculty support and encouragement for academics to undertake the Graduate certificate in Higher Education. Those who have undertaken this qualification are encouraged to provide mentoring for junior staff. • continued liaison with the Koori Centre regarding indigenous student recruitment and support <p>Priorities for the Postgraduate Research Student Subcommittee:</p> <ul style="list-style-type: none"> • Review of research maintenance funds Maintenance funds were reviewed and compared to 2 other Pharmacy schools. As a result the maintenance funds were increased in 2006 with a further increase in 2007. Funding will be limited to 1.5 and 3.5 yrs for MPhil and PhD respectively to encourage timely completions. • Strategy to promote top-up scholarships Top-up scholarships were linked to applicants applying for APA or NH&MRC scholarships • Seminar review program Students were encouraged to attend seminars by providing lunch prior to the presentation. This was to allow for increased student interactions. • Enhancement of research culture 2005 SREQ results indicated issues of isolation and as a result a student social committee was formed for organising social events, student conferences and workshops

	<p>Learning and Teaching Committee Priorities - 2006</p> <ul style="list-style-type: none"> • Develop and Implement Talented Students Program • Develop and Implement “At Risk” Students Program • Develop an Evaluation and Quality Assurance Program for the Faculty that is effective and sustainable. • Identify students in 1st/2nd year of the BPharm and BPharm (Rural) interested in research but who do not have the appropriate WAM • Develop posters to advertise to future research higher degree candidates from national and international Pharmacy Schools.
<p>Action taken by Faculty</p>	<p>Research Committee The goals of the Research Committee are to enhance research productivity and to optimise the quality of research undertaken in the Faculty. Goals will be achieved by including the following activities:</p> <p><i>* Attract and retain internationally recognized researchers:</i></p> <ul style="list-style-type: none"> • Continue to appoint research-active academics and support them in their endeavours • Enhance the level of collegiality within the Faculty. By pooling knowledge and resources of academic staff, this will hopefully lead to more joint high-impact publications and research grant applications. • Continuation of a safety-net scheme for short-term salary support of research-only research leaders (who may have temporarily lost their external grant funding support) • Promote Faculty of Pharmacy research with an Annual Research Report, Web-site and annual Research Exposure Day <p><i>* Develop and maintain state-of-the-art Research Facilities:</i></p> <ul style="list-style-type: none"> • Develop effective shared laboratory space and joint facilities (e.g. PC2 lab, NMR, darkroom, autoclave, X-ray crystallography facility) to promote cross-disciplinary research and pooling of resources (i.e. Stage 2 Pharmacy building works) • Encourage external applications for equipment while supporting smaller items of equipment through internal equipment applications with matching funds from researchers • Improve research infrastructure through a commitment to maintenance of equipment and facilities (such as using streamlined systems for payment and delivery of deionised water, gas, research software licences and other maintenance costs) <p><i>* Help Faculty of Pharmacy Researchers enhance their chance of grant funding success:</i></p> <ul style="list-style-type: none"> • Combine expertise within the Faculty for greater success/collaboration by holding workshops within the Faculty and link with those programmes also offered by the Research Office on NH&MRC and ARC • Increase awareness of impact factors and encourage researchers to establish a competitive track record • Disseminate information on upcoming grants, encourage researchers to apply and offer support in terms of critical review and ongoing support • Track all submitted/successful grants and make such information available to all staff
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Learning and Teaching Committee</p> <ul style="list-style-type: none"> • Talented Students Program implemented during 2006 • “At Risk” students Program implemented during 2006 and Faculty of Pharmacy undertaking a trial of the University’s “At Risk” Program during 2007.

	<ul style="list-style-type: none"> • A comprehensive Evaluation and Quality Assurance Program is being established in the Faculty, baseline data was established in 2006 with all UoS undergoing USE.
Faculty's evaluation of the success of action taken	<p>Postgraduate Research Student Subcommittee A number of the priorities have been achieved during 2006, and the priorities from 2006 will be reviewed and revised in early 2007 followed by an ongoing annual review of goals, priorities and actions. RHD student focus groups and the 2006 SREQ results.</p>
Recommendation 4	<p>The Review Team recommends that the Faculty establish clear goals and responsibility for its Herbal Medicine postgraduate coursework program. Within the context of clear goals, it is recommended that the program be reviewed. The review should consider the amount of industry contact provided to students. It is also recommended that the Faculty ensure that recruitment and marketing of the course accurately reflect these goals. (Section 3.6.4)</p>
Action taken by the Faculty	<p>The Master of Herbal Medicines was fully reviewed during 2004 and 2005 by a Committee comprised of staff, students and professional representatives. The following are the areas of modification according to the recommendations of the course Review Committee:</p> <ul style="list-style-type: none"> • Previous units of study are combined or increased to provide 6 credit point subjects, to be consistent with University policy. The workload has in some cases been adjusted in response to student feedback. • The course now provides flexibility for students to select appropriate units of study to meet their individual needs for career enhancement. A core component of 4 units of study provides 24 credit points. The remaining 6 units of study are electives, providing 36 credit points. • A Master of Herbal Medicines (Honours) stream has been introduced. This will facilitate a new career path for postgraduate research and academic study in herbal medicines. <p>Support from the Faculty includes creation of two new positions together with support from the University and industry: Sesquicentenary Lecturer of Herbal Medicines, Blackmores Lecturer in Clinical Complementary Medicine. Further supports are provided by the Postgraduate Coursework Sub-Committee, and Faculty administration in personnel and Flexsis administration. Staff have participated in training courses provided by ITL and three staff have completed the Graduate Certificate of Education Studies. Interviews have taken place with all local applicants to inform them of the objectives and structure of the course. Industry links have been enhanced by an annual visit to Sphere Pharmaceuticals.</p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • To develop a new elective, <i>Fundamentals of Complementary Medicines</i> for Undergraduate Bachelor of Pharmacy, Graduate Medical Program, and Bachelor of Health Sciences, and healthcare practitioners. • To develop the new elective through distance education and e-Learning. • To develop a new elective, <i>Herbal Clinical Practice</i>, with support from the establishment of the Blackmores Lecturer in Clinical Complementary Medicine.
Faculty's evaluation of the success of action taken	<p>The new structure has been implemented in 2006 and well received by students and staff. The benefits of the course restructure: reduced work load of staff and students; increased flexibility in choice of subjects; more focused study for achieving students goals. The strength of the course is increasingly recognised by the community and industry in Australia as graduates have gained positions in industry and academic institutions locally and overseas. The course has contributed to the</p>

	development of a research strength in Herbal Medicines in the Faculty.
Recommendation 5	The Review Team recommends that the Faculty use the planned curriculum review to address assessment issues such as: variety of assessment methods; timing of assessment; student feedback on performance; and assessing graduate attributes. (Section 4.3.3)
Action taken by the Faculty	<p>The BPharm curriculum review is underway and on target and will provide extensive opportunity to address the assessment issues identified in Rec. 5. A comprehensive Statement of Learning Outcomes has been prepared comprising graduate attributes (that incorporate generic attributes); and learning outcomes for each attribute across each of the four years of the degree. The learning outcomes are clustered under four broad themes:</p> <ul style="list-style-type: none"> • Basic and Pharmaceutical Science • Professional Practice in Pharmacy • Personal and Professional Development • Society and Pharmacist <p>A proposed new Unit of Study framework to incorporate the learning outcomes has been prepared and is currently being discussed across the Faculty. This will establish the framework for extensive review and re-development of assessment methods across the curriculum, beginning with a new first year program to commence in 2008.</p> <p>All UoS underwent USE in 2006 as part of an ongoing program aimed at improving student satisfaction, and this data will be evaluated and used in the curriculum review process.</p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Endorsement of the new Unit of Study framework by December 2006 • Analysis of 2006 USE data • Development of Units of Study that demonstrate constructive alignment of learning outcomes with learning and teaching activities and assessment • Submission in 2007 of documents for course approval, consistent with Univ timetable • Data-basing of the new curriculum to enable comprehensive searching, encourage multiple pathways through materials, enable closer integration across Units of Study, encourage sharing of curriculum resources and discourage duplication • Roll-out of new Units of Study, beginning with first year in 2008
Faculty's evaluation of the success of action taken	Faculty endorsed the Statement of Learning Outcomes at its August 2006 retreat. Support has also been received from key external stakeholders across the profession.
Recommendation 6	The Review Team recommends that the Faculty use the planned curriculum review to review the heavy use of pre requisites and co requisites by the Faculty; these were felt by the Review Team to affect detrimentally student progression and choice. (Section 4.3.5)
Action taken by the Faculty	A new Unit of Study structure, with increased flexibility of student choice in Year 4 is under development and planned for roll-out in 2008.
Further action planned but not yet implemented (if appropriate)	As a result of the new curriculum all pre-requisites and co-requisites will be reviewed as the curriculum review progresses.
Faculty's evaluation of the success of action taken	

Recommendation 7	The Review Team recommends that in addition to existing training, mentoring schemes and feedback mechanisms aimed to raise teaching quality, the Faculty encourage staff to undertake graduate studies in higher education through the ITL. (Section 4.4.5)
Action taken by the Faculty	<p>In collaboration with the Learning and Teaching Committee, the Programs Committee has:</p> <ul style="list-style-type: none"> • Reviewed the faculty teaching awards and initiated a new program in 2006. • There is Faculty support and encouragement for academics (particularly new staff) to undertake the Graduate Certificate in Higher Education, and receive a reduction in teaching load. Those who have undertaken this qualification are encouraged to provide mentoring for junior staff.
Further action planned but not yet implemented (if appropriate)	The Faculty will continue to encourage and support staff to undertake the Graduate Certificate.
Faculty's evaluation of the success of action taken	To date 13 (approx. 26%) members of academic staff in the Faculty of Pharmacy have completed the Graduate Certificate in Higher Education. A further 3 members of staff began the Grad. Cert. in 2006. Three staff hold higher degrees (Masters and PhD) in education/higher education, with three more currently enrolled in Masters or PhD.
Recommendation 8	The Review Team recommends that the Faculty undertake a pilot study to implement WebCT for active knowledge construction and flexible learning. It is further recommended that this pilot be fully evaluated, including the collection of student feedback. (Section 4.5.5)
Action taken by the Faculty	<p>Active knowledge construction Trial of Online PBL sessions using WebCT: This was conducted in UoS PHAR4652 Pharmacotherapeutics in Rural Practice, Semester 2, 2006. PBL tutorials were conducted online, using the WebCT Discussion Board. After an initial phase where the PBL cases were presented and led by the tutor, each student presented and led discussion on a case which she or he had prepared. The design work and backup support were provided by the Pharmacy Education Unit.</p> <p>Flexible learning <u>Online PBL sessions:</u> PHAR4652 was a hybrid distance program. The tutor was in Sydney, and the students gathered in two groups in Broken Hill and Lismore for twice-weekly synchronous sessions. In addition they maintained asynchronous communication with each other and the tutor in the WebCT environment. <u>Recorded lectures:</u> the Pharmacy Education Unit has evaluated several methods of making recorded lectures available to students via WebCT, resulting in the choice of Techsmith Camtasia as the preferred method of capturing lectures for upload to WebCT. This software was subsequently chosen for a University-wide trial, in all of the University's lecture theatres. The Pharmacy Education Unit has conducted a controlled trial of recorded lectures in PHAR3631 Physical Pharmaceutics and Formulation B. In addition, the rural students in PHAR4652 were provided with recorded lectures via WebCT.</p> <p>All Units of Study in Master of Herbal Medicines have WebCT links to provide students with course outlines, University policies, a discussion forum, notice board and other relevant course resources. Typically powerpoint presentations are uploaded onto the WebCT site prior to the lecture/workshop which has been welcomed by students. For some major assignments, students are able to share their research progress online. Some aspects of assessment (including quizzes and examinations) are conducted through WebCT with direct supervision. In our experience communications with students have been significantly improved as notices and assessment results are frequently placed</p>

	<p>on WebCT. In SCEQ Evaluation, students (2005) ranked Faculty administration and resources highly.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Student use of blogs In Semester 2, 2007 it is proposed to replace a reflective diary assignment in two courses (one undergraduate, one postgraduate) with a student blog. The Pharmacy Education Unit plans to evaluate blog contributions, and compare these with student assessment outcomes.</p> <p>Student e-portfolio The Pharmacy Education Unit has purchased a server for the purpose of storing curriculum materials. In addition, it is proposed that this server will be used to trial the use of student e-portfolios. We are currently in the process of selecting the required software, and installing the server.</p> <p>The Herbal Medicines Research and Education Centre plans to develop a new elective, <i>Fundamentals of Complementary Medicines</i> which could be run through distance education supported by WebCT, and block face-to-face teaching.</p> <p>Virtual Placements are being developed to be used in conjunction with hospital placements to allow students to gain more experience in a hospital environment.</p> <p>A Large TIES grant is being planned for submission this year to prepare short videos of practical techniques which will be available to students through WebCT as part of an integrated practical program.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>Data from the controlled trial of online lectures has been gathered, and is currently being evaluated.</p> <p>Permission has been obtained from the PHAR4652 students to analyse their contributions to the online PBL sessions. In addition, extensive questionnaire and interview data has been gathered, which is now being processed. We will be in a position to report formally on both these undertakings in the first half of 2007.</p> <p>The Pharmacy Education Unit will be participating in the University's evaluation of the trial of recorded lectures using Camtasia.</p> <p>Formal evaluations of all the measures internal to Pharmacy have been undertaken, and reports will be available in the first half of 2007.</p> <p>On the basis of initial feedback:</p> <ul style="list-style-type: none"> • it is intended to continue with the Pharmacotherapeutics in Rural Practice Unit of Study as a hybrid distance program, following the model used this year • it is expected that the Faculty will continue to provide some lectures online, expanding this practice where possible • The Faculty will be expanding the use of interactive online tools, both within WebCT and on the Pharmacy Education Unit's server
<p>Recommendation 9</p>	<p>The Review Team recommends that the Faculty liaise with the Faculty of Nursing to explore common issues and the potential for common approaches, including the development of pathways, in order to encourage the recruitment of indigenous students. (Section 5.1.7)</p>
<p>Action taken by the Faculty</p>	<p>Prof Jo-anne Brien Associate Dean (Programs) and Dr Jane Hanrahan Associate Dean (UG) met with Michelle Blanchard (Acting Director of the Koori Centre) in October 2006 to discuss approaches that could be taken to encourage the recruitment of indigenous students to Pharmacy.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Further discussions including the possibility of information brochures for potential indigenous students, are planned for 2007. The opportunity to introduce young school students to future careers in pharmacy have been identified as a goal.</p>

Faculty's evaluation of the success of action taken	One indigenous student commenced the BPharm (Rural) degree program in 2006. Follow up of future indigenous student recruitment with the Koori Centre.
Recommendation 10	The Review Team recommends that the Faculty include an investigation of offering the BPharm (Rural) in block mode in its options for continuing to meet the needs for rural and indigenous students wishing to study Pharmacy. (Section 5.2.3)
Action taken by the Faculty	The BPharm (Rural) degree is now offered from the Sydney Campus; as such, block mode is not appropriate for this full time undergraduate degree.
Further action planned but not yet implemented (if appropriate)	No further action to be taken
Faculty's evaluation of the success of action taken	
Recommendation 11	The Review Team recommends that given the youthful nature of staff in the Faculty that existing mentoring processes be broadened to include greater opportunities for career mentoring. (Section 5.3.4)
Action taken by the Faculty	<ul style="list-style-type: none"> • The PM&D process is recognised as an opportunity for mentoring. • Discipline heads are also responsible for junior and new staff mentoring. • Mentoring in teaching (involving those staff who have already completed the Graduate Certificate in Higher education) has been encouraged by the Faculty. <p>Mentoring in research is provided by the Research Committee both at an individual and Faculty-wide basis. Particular attention is paid to supporting early-career researchers achieve success in both research and teaching.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Promotion rates and international recognition of research. So far all staff encouraged to apply for promotion have been successful.
Recommendation 12	The Review Team recommends that the Faculty develop mechanisms to increase communication between staff and RHD students. (Section 6.1.7)
Action taken by the Faculty	<p>The Faculty has 2 mechanisms by which it communicates and monitors progress of Research Higher Degree (RHD) students. These include (1) interviews associated with the Annual Progress Reports; and (2) workshops, student conferences, seminar programs, email, social events and Faculty morning teas.</p> <p>In 2006, a number of priorities were set to improve the (1) 2005 SREQ results; (2) number of students enrolling in RHDs; and (3) average completion rate for the Faculty. In addition, results from the 2005 RHD interviews indicated that research maintenance funds for students needed to be reviewed.</p> <p>The main issues with the 2005 SREQ results were supervision due to untimely feedback of thesis drafts and climate (isolation). In order to address these, the Postgraduate Research Student Subcommittee (PGRSS) presented the results of the SREQ to staff and developed the supervisor's guide to complement the student survival kit (developed 2002), which is now accessible from the Faculty of Pharmacy web site. In order to address the issue of climate, the PGRSS encouraged the formation of a student social committee, which organized lunches before seminars and the occasional sporting event. This was seen as</p>

	<p>a way to get the RHD students to mingle, network and not feel isolated. Workshops in Careers and CV writing were also organized for the RHD students.</p> <p>In order to address the priorities (2) and (3) above, the PGRSS analysed the RHD student statistics for the last 5 years and presented the information to staff in a Faculty forum. The forum was to disseminate the information and to make a number of recommendations including (1) increasing research maintenance funds for RHD students but limiting it to 1.5 and 3.5yrs for Masters and PhD, respectively and (2) developing an award for the best PhD thesis that is completed within 4 yrs.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Focus groups with RHD students to monitor the success of the initiatives and 2006 SREQ results.
Recommendation 13	The Review Team recommends that the Dean and senior Faculty staff maintain clear communication with all Faculty staff about the impending extensive growth period. (Section 9.2.3)
Action taken by the Faculty	The Dean meets with the Dean's Advisory Committee on a monthly basis. All staff are aware of the growth in student numbers via six-monthly retreats organised for all staff. In 2006, administrative/technical staff also held their own retreat to discuss all matters including growth in student numbers.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	There is a high level of co-operation between academic/administrative/technical staff in managing the growth in student numbers in the Faculty.