



Academic Board Agenda

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SUPPLEMENTARY AGENDA

for the meeting on Wednesday 22 February 2006

Pages

- ★ 1. **Apologies**
Apologies have been received from:
Professors M Behnia, M Field, D Grant, R Jeremy and P Wolnizer, Associate Professors B Buckley, R Ewing and P Wynn, Drs A Dong, J Hanrahan, I Maxwell, C Mellis and C Taylor, and Ms J Mooney.
- ★ 5. **Report of the Chair**
5.3 **General Report**
[5.3.5 Rationalisation of Units of Study](#) 5-11

Recommendation
That the Academic Board note the report of the Deputy Vice-Chancellor (Academic and International) on the Rationalisation of Units of Study.
8. **Report of the Undergraduate Studies Committee**
(Associate Professor Bruce Sutton)
- ★ 8.1 **Oral report of the Chair**

Recommendation
That the Academic Board note the report of the Chair of the Undergraduate Studies Committee.
- [8.2 Report of the meeting held on 14 February 2006](#) 12-28
8.2.1 **Receipt of report**

Recommendation
That the Academic Board receive and note the report of the Undergraduate Studies Committee meeting held on 14 February 2006.
- 8.2.2 **Proposals for New and Amended Courses**
[8.2.2.1 Faculty of Law: Bachelor of Laws](#) 12, 15-22

Recommendation
That the Academic Board:
(1) *approve the proposal from the Faculty of Law to amend the Bachelor of Laws course;*

- (2) recommend that Senate endorse the proposal to amend the Bachelor of Laws course; and
- (3) approve the Faculty requirements relating to units of study, the pass degree, the combined law program and graduate law program,
with effect from 1 January 2007, as set out in the report presented.

8.2.2.2 Faculty of Science

(1) Bachelor of Science (Bioinformatics) 13, 23-26

Recommendation

That the Academic Board:

- (1) approve the proposal from the Faculty of Science to delete the Bachelor of Science (Bioinformatics) course;
- (2) recommend that Senate approve the rescission of the Resolutions of Senate relating to the course and the amended Resolutions of Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Science; and
- (3) approve the faculty requirements relating to streams;
with effect from 1 January 2007, as set out in the report presented.

(2) Bachelor of Science (Environmental) 14, 23-26

Recommendation

That the Academic Board:

- (1) approve the proposal from the Faculty of Science to delete the Bachelor of Science (Environmental) course;
- (2) recommend that Senate approve the rescission of the Resolutions of Senate relating to the course and the amended Resolutions of Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Science; and
- (3) approve the faculty requirements relating to streams;
with effect from 1 January 2007, as set out in the report presented.

8.2.3 Reports from Faculties

8.2.3.1 Faculty of Law

14, 27-28

Recommendation

That the Academic Board note the report of the Faculty of Laws regarding faculty-approved amendments to the Bachelor of Laws.

8.2.4 Proceedings of the Committee

14

Recommendation

That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 14 February 2006, as set out in the report presented.

10. Report of the Learning and Teaching Committee
(Associate Professor Bruce Sutton)

10.2.2 Academic Board Faculty Reviews

(3) Data Collection Form

29-40

Recommendation

That the Academic Board approve the amended Data Collection form, as set out in the report presented.

11. Report of the Research Committee
(Associate Professor Tony Masters)

★ **11.1 Oral report of the Chair**

Recommendation

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

11.2 Report of the meeting held on 23 November 2005

41-44

11.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Research Committee meeting held on 23 November 2005.

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

★ **12.1 Oral report of the Chair**

Recommendation

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

12.2 Report of the meeting held on 1 February 2006 **45**

12.2.1 Receipt of report

Recommendation

That the Academic Board receive and note the report of the Academic Staffing Committee meeting held on 1 February 2006.

13 General Business

13.3 Membership of the Central Promotions Committees 2006 **46**

Recommendation

That the Academic Board appoint members to the Central Promotions Committees for 2006, as set out in the report presented.

AGENDA ITEM 5
Report of the Chair of the Academic Board

5.3.5 Rationalisation of Units of Study 6-11

The Deputy Vice-Chancellor (Academic and International) will make a presentation on the attached report.

Recommendation

That the Academic Board note the report of the Deputy Vice-Chancellor (Academic and International) on the Rationalisation of Units of Study.



The University of Sydney

University-wide Guidelines for rationalisation of Units of Study

Executive Summary: Issues and Actions

- (i). Faculties should review units of study and report to the Academic Board through the Undergraduate or Graduate Studies Committee on an annual basis. A process map for the rationalisation of units of study is provided in appendix 1.
- (ii). A checklist is provided to assist Faculties in determining if units of study should be retained. If a Faculty wishes to retain such units of study, show cause documentation should be submitted to the Pro-Vice-Chancellor (College) for approval.
- (iii). The target for phase one of the rationalisation of units of study is a reduction of at least 15-20% of units of study in each Faculty by mid 2006. The target for phase two will be a reduction of 50-55% by the end of 2007.

1. Introduction

The University currently has approximately 10,000 units of study on offer for any one given year. The large number of units of study is becoming cumbersome to administer and results in:

- administrative overload;
- increased workload for academics;
- inflated cost of teaching through increased administrative and process costs;
- additional cost for reviews;
- delivery of units of study at below cost due to small student numbers (for a unit of study to be financially viable, it should have at least 12-15 students enrolled).

There is a need for the University to rationalise the number of units of study it offers. With the introduction of six credit point standardisation, many units of study that do not conform should cease to be offered within two years. Faculties have a vital role to play in ensuring that the units of study that they offer have academic merit and quality content, are responsive to market demands and are financially sustainable.

Annual review of units of study is carried out in the University as part of its curriculum renewal and review process. Such reviews ensure that the curriculum is constantly updated to incorporate new discovery, international dimensions and research-led teaching. Units of study which are discontinued as outdated, redundant or lacking market interest and demand may have significant proportions of their content included in the new units of study on offer. Therefore, the deletion of a unit of study does not mean the elimination of an important part of the course.

This document provides guidelines to Faculties on:

- (a). points for consideration when reviewing units of study;
- (b). methodology to determine if a unit of study should be retained;
- (c). reporting requirements;
- (d). responsibility and authority for rationalising units of study.

2. Responsibility and authority

Academic Board

The Academic Board has an important role in academic quality assurance and to that end, the proliferation of units of study and its impact on integrity of courses are of concern to the Academic Board. Faculty Deans will have to submit show cause documentation to the Academic Board to justify why certain units of study are to be retained for offer.

Faculty Deans and Heads of Schools

Deans and Heads of Schools are responsible for ensuring the quality of content, academic merit, responsiveness to market demands and overall financial sustainability of courses and units of study offered in the Faculty.

College Pro-Vice-Chancellors

College Pro-Vice-Chancellors are responsible for reviewing the show cause documentation for retaining certain units of study. They may also act as referees on cases where the reasons for retaining unit(s) of study are not clear-cut to the Academic Board.

3. Methodology

3.1. Points for consideration in rationalising units of study

Faculties should consider the following points when reviewing units of study for rationalisation:

- ascertain the academic value of the unit of study;
- investigate the reasons why the particular units of study have not been recently delivered;
- determine costs of offering units of study to ascertain the viability of the Faculty's units of study;
- ascertain if there are any overlaps in structure of content in similar units of study within the Faculty;
- compare the Faculty's units of study with those offered by other Faculties to determine if there are any overlaps in content and/or structure;
- ensure the units of study offered are relevant to the market needs and demand;
- determine what subjects are offered by competitors and how the Faculty's offerings compare with those offered by competitors;
- ascertain level of student interest in particular subjects.

3.2. Checklist

The following checklist should be used to determine if a particular unit of study should be retained for delivery. If the answers to the following questions are in the affirmative, the unit of study should not be retained. If the Faculty has compelling reasons to retain such unit(s) of study, it has to provide show cause documentation to the Academic Board through the Undergraduate Studies Committee or Graduate Studies Committee.

- (i). Have the unit of study been offered but not delivered in the past two years?
- (ii). Does the unit of study have enrolments of fewer than ten students?¹
- (iii). The unit of study is not a "shell"² unit.
- (iv). The unit of study has little or no impact on the Major or Minor for a course.
- (v). The unit of study has no impact on a student completing the course requirements.

¹ Which are not a result of the specific attributes of the unit of study e.g. personal instruction in small groups for subjects such as teaching particular musical instruments.

² Units of study worth one, two, three or four credit points offered to students enrolled in cross-faculty study and combined degrees which will enable them to meet course requirements to complete a specific number of credit points at a faculty.

4. Reporting requirements

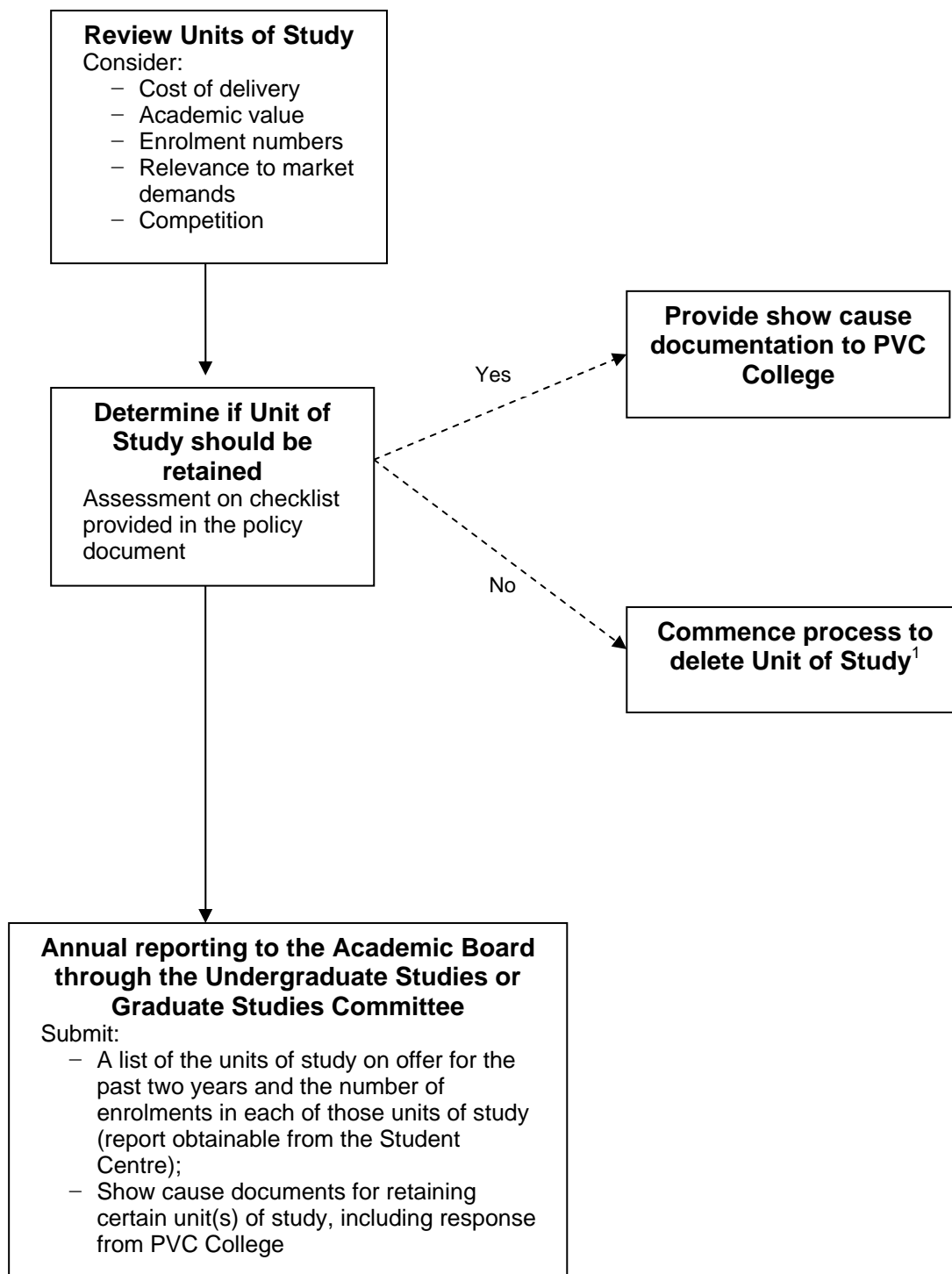
Faculties must report annually to the Academic Board on their units of study on offer. The report should be submitted to the Board through either the Undergraduate Studies Committee (UGC) or Graduate Studies Committee (GSC) and include the following:

- a list of the units of study on offer for the past two years and the number of enrolments in each of those units of study (report obtainable from the Student Centre); and
- justification for retaining certain units of study.

Faculties must submit the reports to USC or GSC by no later than 1 April. This timeline will provide the Academic Board and its Committees with sufficient time to assess any show cause documentation and communicate their decisions to Faculties before the 30 June deadline for Faculties to determine the units of study for offer in the following year.

Appendix 1

PROCESS MAP FOR RATIONALISATION OF UNITS OF STUDY



¹ In accordance with the Academic Board policy on Creation, Variation and Deletion of Award Courses and Units of Study.

Appendix 2

STATISTICAL DATA ON UNITS OF STUDY ON OFFER 2004 - 2006

Figure 1 Number of Units of Study on Offer 2004 – 2006: Breakdown by faculty

Faculty	No. of UoS 2006	No. of UoS 2005	No. of UoS 2004
Agriculture, Food and Natural Resources	291	264	253
Architecture	311	334	283
Arts	1247	1402	1379
College of the Arts	228	245	233
Conservatorium of Music	930	891	866
Dentistry	121	139	101
Economics and Business	652	459	448
Education and Social Work	756	676	634
Engineering	307	328	348
Graduate School of Government	14	15	16
Health Sciences	1257	1362	1659
Law	206	223	211
Medicine	464	455	421
Nursing and Midwifery	149	127	114
Pan-Faculty	2	2	6
Pharmacy	180	125	98
Rural Management		109	117
Science	979	1016	1033
Veterinary Science	133	109	108
Total units of study on offer	8227	8281	8328

Figure 2 Undergraduate Courses 2005: Number of units of study on offer in 2005 with 10 or less enrolments

Faculty	No. of UoS with 10 or less enrolments	Total number of UoS for UG courses ³	Percentage of UoS with 10 or less enrolments
Agriculture, Food and Natural Resources	44	101	43.6%
Architecture	59	148	39.9%
Arts	502	906	55.4%
College of the Arts	66	126	52.4%
Conservatorium of Music	376	566	66.4%
Dentistry	0	36	0.0%
Economics and Business	57	224	25.4%
Education and Social Work	195	410	47.6%
Engineering	37	206	18.0%
Health Sciences	166	616	26.9%
Law	16	76	21.1%
Medicine	43	132	32.6%
Nursing and Midwifery	24	68	35.3%
Pharmacy	21	56	37.5%
Science	345	636	54.2%
Veterinary Science	4	58	6.9%
Total units of study on offer	1955	4365	44.8%

³ Total number of units of study for which there are enrolments.

Figure 3 Postgraduate Courses 2005: Number of units of study on offer in 2005 with 10 or less enrolments

Faculty	No. of UoS with 10 or less enrolments	Total number of UoS for PG courses⁴	Percentage of UoS with 10 or less enrolments
Agriculture, Food and Natural Resources	40	40	100.0%
Architecture	40	130	30.8%
Arts	176	239	73.6%
College of the Arts	11	28	39.3%
Conservatorium of Music	59	77	76.6%
Dentistry	41	47	87.2%
Economics and Business	50	195	25.6%
Education and Social Work	56	125	44.8%
Engineering	31	65	47.7%
Graduate School of Government	2	14	14.3%
Health Sciences	189	371	50.9%
Law	32	136	23.5%
Medicine	99	200	49.5%
Nursing and Midwifery	19	35	54.3%
Pharmacy	12	44	27.3%
Science	64	159	40.3%
Veterinary Science	19	31	61.3%
Total units of study on offer	940	1936	48.6%

⁴ Total number of units of study for which there are enrolments.

AGENDA ITEM 8

Report of the Undergraduate Studies Committee

8.2 Report of the Undergraduate Studies Committee meeting held on Tuesday 14 February 2006

The Committee met on 14 February 2006 when there were present: The Chair (Associate Professor B Sutton) presiding, Professors D Grant and P Parkinson, Associate Professors J Hodgson, R Mason, T Masters and R Taylor, Drs D Auld, C Collyer, S Cumming, R Gibson, E Howe, J Hanrahan, S Robertson, M Rosenman, J Shaw and W Vervoort, and Mr D Bowan, Mr S Lojewski, Mr A McLeod and Mr N Wood. Ms M Kemmis was in attendance.

8.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 14 February 2006.

8.2.2 Proposals for New and Amended Courses

8.2.2.1 Faculty of Law: Bachelor of Laws

15-22

The Faculty of Law has reviewed the Bachelor of Laws in response to the introduction of standardised credit points for units of study. In particular, the units of study in the first year of the Bachelor of Laws have now been amended from the current 8 credit point system to a 6 credit point system.

The Faculty advised that degree had been reviewed in terms of standardising the units whilst maintaining the professional requirements needed for accreditation. The review had involved consultation and negotiation with those faculties involved in the Combined Law degree, and the decision had been made to phase in the changes, commencing with the first year of the degree. The Faculty was also developing combined degree resolutions with the partner faculties.

The following issues were raised during discussion:

- a query was raised regarding units of study with a zero credit point value and it was noted, while there was no policy on this issue, there were a small number of such units across the University dealing with professional skills (in the case of Law, research skills);
- quality of academic staffing: the Faculty was requested to provide more detail on this issue (including the mentoring of new staff) in an amended version of the proposal;
- assessment procedures: it was noted that the Faculty had undertaken a major review of assessments in 1999 and 2000 with the result that more skill development was incorporated into the degree – members suggested that this be further explained in the proposal documentation; and
- transitional arrangements: as this applied to the Combined Laws program it was suggested that the title be amended to highlight this.

Recommendation

That the Academic Board:

- (1) *approve the proposal from the Faculty of Law to amend the Bachelor of Laws course;*
- (2) *recommend that Senate endorse the proposal to amend the Bachelor of Laws course; and*
- (3) *approve the Faculty requirements relating to units of study, the pass degree, the combined law program and graduate law program,*

with effect from 1 January 2007, as set out in the report presented.

8.2.2.2 Faculty of Science

23-26

The Committee considered the two items in conjunction. The Faculty of Science advised members that the two proposals would remove two streams from the Bachelor of Science, but that the subject areas involved would still be available for study as majors. He noted that a number of streams had been developed in the last seven to eight years to brand specific subject areas and to attract students to these subject areas. Enrolments for the streams of Bioinformatics and Environmental had fallen over the last couple of years, leading to a review of both streams and the proposal to withdraw them. The Faculty would be reviewing other streams over the next year or so.

During discussion of both proposals the following points were raised:

- members were assured that the one or two units of study specific to each stream would be offered until such time as current students graduated;
- the Faculty of Science would be allowing students enrolled in the Bachelor of Science to enrol in these units (previously enrolment was restricted to students within the two streams) but would liaise with students in the two streams before opening up the units;
- members agreed that the template should require faculties proposing to withdraw courses to complete the section on market research, with specific coverage of consultation with currently enrolled students;
- members discussed the general issue of consulting students when a course was to be withdrawn, and agreed that students should be involved in the review process of courses, but advising on the withdrawal of a course might be delayed until after it was formally approved; and
- it was noted that there was no specific employer group which would be affected by these proposals.

(1) Bachelor of Science (Bioinformatics)

The Faculty of Science is proposing to delete the current Bachelor of Science (Bioinformatics), based on a review undertaken by the Faculty. It is proposed that this degree will not be available to new students from 1 January 2007.

Recommendation

That the Academic Board:

- (1) approve the proposal from the Faculty of Science to delete the Bachelor of Science (Bioinformatics) course;*
- (2) recommend that Senate approve the rescission of the Resolutions of Senate relating to the course and the amended Resolutions of Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Science; and*
- (3) approve the faculty requirements relating to streams; with effect from 1 January 2007, as set out in the report presented.*

(2) Bachelor of Science (Environmental)

The Faculty of Science is proposing to delete the current Bachelor of Science (Environmental), based on a review undertaken by the Faculty, commencing from 1 January 2007.

Recommendation

That the Academic Board:

- (1) *approve the proposal from the Faculty of Science to delete the Bachelor of Science (Environmental) course;*
- (2) *recommend that Senate approve the rescission of the Resolutions of Senate relating to the course and the amended Resolutions of Senate relating to the Degrees, Diplomas and Certificates in the Faculty of Science; and*
- (3) *approve the faculty requirements relating to streams; with effect from 1 January 2007, as set out in the report presented.*

8.2.3 Reports from Faculties

8.2.3.1 Faculty of Law

27-28

At its meeting of 1 November 2005, the Faculty of Law approved the introduction of new optional units of study to the Bachelor of Laws:

Recommendation:

That the Academic Board note the report of the Faculty of Laws regarding faculty-approved amendments to the Bachelor of Laws.

8.2.4 Proceedings of the Committee

The Committee noted the following matters:

- the report on guidelines for the rationalisation of units of study;
- representation of the Committee on other Committees and Sub-Committees; and
- a proposal from the Students' Representative Council regarding the Faculty of Pharmacy's "Fourth Year Rule" and its application in other faculties.

RESOLUTIONS OF THE FACULTY

Faculty Resolutions relating to the Bachelor of Laws

Including the Combined Law programs:

- Bachelor of Arts/Bachelor of Laws (BA/LLB)
- Bachelor of Economics/Bachelor of Laws (BEc/LLB)
- Bachelor of Economic and Social Sciences/Bachelor of Laws (BEcSocSc/LLB)
- Bachelor of Commerce/Bachelor of Laws (BCom/LLB)
- Bachelor of Engineering/Bachelor of Laws (BE/LLB)
- Bachelor of International Studies/Bachelor of Laws (BIntS/LLB)
- Bachelor of Science/Bachelor of Laws (BSc/LLB)

These resolutions must be read in conjunction with the Rules of the Senate governing Undergraduate Courses in the University.

Section 1

Units of study

1. A unit of study consists of such lectures, seminars, tutorials, written assignments, moots, experiential learning, and any other method of instruction or assessment as may be prescribed by the Faculty.

2. A prerequisite unit of study means a unit of study which must have been completed with a result of Pass or better prior to a candidate enrolling in another unit of study for which it is a prerequisite.

3. A corequisite unit of study means a unit of study which must be taken concurrently with the unit of study for which it is a corequisite.

4. The Dean or Associate Dean (Undergraduate) may vary the entry requirements for units of study for particular candidates in special circumstances.

5. All units of study for the degree will be of semester length.

6. No unit of study may be credited more than once for the degree.

7. All optional units of study are worth eight credit points. The compulsory units of study total 96 credit points. The credit points for each compulsory unit of study are as indicated in the Requirements for the Pass Degree.

8. The units of study which may be taken for the degree are as set out in the table of undergraduate units of study including:

- Corequisites and prerequisites;
- Designation as Part 1 or Part 2 units of study.

9. A unit of study includes a unit of study set out in the Table of Undergraduate Units of Study completed in a summer school or like program at The University of Sydney.

Table of undergraduate units of study

10. The following units of study are compulsory for the degree (total 96 credit points):

- Administrative Law
- Contracts
- Corporate Law
- Criminal Law
- Equity
- Federal Constitutional Law
- Foundations of Law

- International Law
- Legal Research I
- Legal Research II
- Litigation
- Processes of Justice
- Real Property
- The Legal Profession
- Torts
- Torts and Contracts II

The optional units of study are as follows: (Please note that not all optional units of study are offered every year.)

Unit of study	Pre/co-requisite
<i>Part 1</i>	
Advanced Administrative Law	P: Administrative Law
Advanced Constitutional Law	P: Federal Constitutional Law
Advanced Contracts	P: Contracts
Advanced Corporate Law	P: Corporate Law
Advanced Public International Law	P: International Law
Advanced Real Property	P: Real Property
Advanced Torts	P: Torts
Advocacy, Interviewing and Negotiation	C: Litigation
Amicus Litigation Clinic	
Anti-Discrimination Law	
Aspects of Legal History	
Banking and Financial Instruments	
Business Taxation	C: Personal Taxation
Clinical Environmental Law	P: Environmental Law
Comparative Law	
Comparative Commercial Contracts	P: Contracts
Competition Law	
Contemporary Issues in Health Care	
Conveyancing	P: Real Property
Death and Inheritance Law	
Dispute Resolution	
Employment and Industrial Law	P: Federal Constitutional Law; Contracts
Environmental Law	
External Placement Program	
Family Law	
High Court of Australia	P: Federal Constitutional Law
Independent Research Project	
Indigenous People and the Law	
Intellectual Property	
International Human Rights Law	P: International Law
Internet Law	
Introduction to Vietnamese Law	

Japanese Law	
Jessup International Law Moot	P: International Law
Law and Commercial Transactions	P: Contracts; Equity; Real Property
Law at Work	P: Employment and Industrial Law
Media Law	
Medical Law	
Migration Law	P: Administrative Law
Personal Taxation	
Policing Crime and Society	P: Criminology
Practising in the Public Interest	
Private International Law	P: International Law
Product Liability Law	P: Contracts; Torts
Regulation of Financial Markets	P: Corporate Law; Equity; Administrative Law
Roman Law	
Securities Regulation	P: Corporate Law
Social Security Law	
Sydney Law Review	
Seminar*	
<i>Part 2</i>	
Chinese Laws and Chinese Legal Systems	
Comparative Constitutionalism	
Criminology	
Fundamental Principles of the Philosophy and Sociology of Law	P: Federal Constitutional Law
Health Law Jurisprudence	
International/Comparative Jurisprudence	
Law and Economics	
Law and Gender	
Law and Political Philosophy	
Law and Sexuality	
Law and Social Theory	
Law, Communications, Culture and Global Economies	
Law, Ethics and Personhood	
Legal Geographies	P: Administrative Law; Federal Constitutional Law; Real Property
Post Communist Law and Legal Theory	
The Holocaust: Moral Responsibility and the Rule of Law	
Theories of Legal Reasoning	
Seminar*	

* Seminar units of study may be offered with the approval of the Pro-Dean (Teaching Programs) to bring together research interests of staff and students, or to permit a visiting staff member to teach in their area of expertise.

Requirements for the Pass degree

11. To qualify for the degree of Bachelor of Laws (LLB), candidates must complete units of study to the value of 144 credit points, made up of the following:

- (i) 96 credit points of the compulsory units of study,
- (ii) 48 credit points of the optional units of study that must include;
 - a) a maximum of 40 credit points from the units of study listed in Part 1 of the Table of undergraduate units of study, and
 - b) a minimum of 8 credit points from the units of study listed in Part 2 of the Table of undergraduate units of study.

Combined Law program

12. A student may proceed concurrently to the degree of Bachelor of Laws (LLB) with the following; Bachelor of Arts, Bachelor of Commerce, Bachelor of Economics, Bachelor of Economic and Social Sciences, Bachelor of Engineering, Bachelor of International Studies or Bachelor of Science. This is a Combined Law program.

13. Candidates in Combined Law may credit the following subjects to both the Bachelor of Laws (LLB) and the non-law component of the Combined Law program;

- Foundations of Law
- Torts
- Contracts
- Torts and Contracts II
- Processes of Justice
- The Legal Profession
- Criminal Law
- International Law
- Legal Research I
- Legal Research II

14. Candidates in Combined Law must complete the law units of study in the following sequence:

Year	Unit of study	Credit points
Combined Law 1	Foundations of Law	6
	Legal Research I	0
	Torts	6
Combined Law 2	Processes of Justice	6
	Contracts	6
	Criminal	6
Combined Law 3	Torts and Contracts II	6
	International Law	6
	Legal Research II	0
Combined Law 2 or 3	The Legal Profession	6

On completion of the requirements for the degree of Bachelor of Laws and Bachelor of Arts, Bachelor of Commerce, Bachelor of Economics, Bachelor of Economic and Social Sciences, Bachelor of Engineering, Bachelor of International Studies or Bachelor of Science then (except as provided in Resolution 19):

Year	Unit of study	Credit points
Combined Law 4	Federal Constitutional Law	8
	Administrative Law	8
	Real Property	8

Corporate Law	8
Equity	8
Litigation	8
Combined Law 5 optional units of study selected from Part 1 and Part 2	

15. Except with the permission of the Dean or Associate Dean (Undergraduate), candidates in a Combined Law program must successfully complete Foundations of Law before enrolling in any other Bachelor of Laws units of study.

16. Candidates enrolled in the Bachelor of Engineering/Bachelor of Laws must take the Combined Law 4 program in the fifth year of the combined degree and the Combined Law 5 program in the sixth year of the combined degree.

17. Candidates in a Combined Law program are under the general supervision of the other Faculty in which they are enrolled until the end of the semester in which they complete the requirements of the other degree. After that, they will be under the general supervision of the Faculty of Law.

Graduate Law program

18. Candidates for the Bachelor of Laws who have been admitted on the basis of having completed the requirements of a degree of The University of Sydney, or other such institution as approved by the Faculty, must complete the Bachelor of Laws degree in the following sequence:

Year	Unit of study	Credit points
Graduate Law 1	Foundations of Law	6
	Torts	6
	Contracts	6
	Processes of Justice	6
	Legal Research I	0
	Criminal Law	6
	Torts and Contracts II	6
	The Legal Profession	6
	International Law	6
	Legal Research II	0
Graduate Law 2	Federal Constitutional Law	8
	Administrative Law	8
	Real Property	8
	Equity	8
	Litigation	8
	Corporate Law	8
Graduate Law 3	optional units of study selected from Part 1 and Part 2	

Section 2

Variation of order of progression

19. Candidates are normally enrolled in three compulsory units of study in semester 1 of Combined Law 4/Graduate Law 2, and in three compulsory units of study in semester 2 of that same year. If candidates so elect, they may replace one compulsory unit with one optional unit in each semester. Where such a replacement has occurred, candidates must enrol in the postponed compulsory unit (s) in the final year of their candidature.

20. The honours degree is awarded in two classes: first class honours and second class honours.

21. First class honours are awarded to candidates who obtain a weighted average mark of 75% or higher (in accordance with the credit points for each unit of study).

22. Second class honours are awarded to candidates who obtain a weighted average mark of between 70% and 74.9% (in accordance with the credit points for each unit of study).

23. Candidates who qualify for the award of first class honours, and whose work is of outstanding merit in the opinion of the Faculty, may be considered for the award of a University medal.

Maximum load

24. Except with the permission of the Dean or Associate Dean (Undergraduate), candidates may not enrol in more than 24 credit points in a semester.

Additional units of study

25. Except with the permission of the Dean or Associate Dean (Undergraduate), candidates may not enrol in a unit of study after the degree requirements of 144 credit points have been completed.

Cross-institutional enrolment and credit transfer policy

26. A minimum of 96 credit points must have been studied at the University of Sydney in order to qualify for the degree.

27. The Dean or Associate Dean (Undergraduate) may permit candidates to enrol in an equivalent unit of study at another institution and have that equivalent unit of study credited to the requirements of the Bachelor of Laws degree. 48 credit points is the maximum number of credit points which may be completed through cross-institutional enrolment.

28. Candidates may be granted credit for up to 48 credit points for units of study completed during a previous candidature in an award course of The University of Sydney or at an equivalent institution approved by the Faculty.

29. Non-specific credit may be granted for up to 24 of these 48 credit points for units of study not sufficiently related to units of study in Part 1 or Part 2 of the Table of Undergraduate Units of Study which form part of a Bachelor of Laws degree, or its equivalent in another jurisdiction, or which otherwise relate to the study of Law.

30. A candidate will not be granted credit toward the degree for any units of study:

- i) for which the result is a Terminating Pass, Conceded Pass or the equivalent;
- ii) which were completed more than nine years before admission to candidature for the degree;
- iii) undertaken in the Bachelor of Arts and Sciences degree at the University of Sydney.

31. Candidates will not be granted credit toward the degree for any units of study which have been relied upon to qualify for another degree or academic qualification except for units of study which were taken as part of a combined law degree program and credited to the non-law degree component of that program, or which were taken outside Australia as part of a law degree or an equivalent professional legal qualification.

Satisfactory progress

32. The Faculty will require candidates to show good cause why they should be permitted to re-enrol in the Faculty of Law if they have not made satisfactory progress towards fulfilling the requirements of the degree.

33. Candidates who do not pass at least 24 credit points in any year of enrolment shall not have made satisfactory progress except when fewer than 24 credit points are required to complete the degree.

34. Candidates who fail a unit of study more than once shall not have made satisfactory progress.

35. Where the Faculty permits the re-enrolment of candidates whose progress has been unsatisfactory, the Faculty may require the completion of specified units of study or a specified number of credit points in a specified time.

Candidates who fail to comply with these conditions shall not have made satisfactory progress.

36. Candidates must complete the requirements for the degree within ten calendar years of admission to candidature.

Suspension of study

37. Candidates must re-enrol each calendar year unless the Dean or Associate Dean (Undergraduate) has permitted suspension of candidature. Candidature lapses if candidates have not obtained approval for suspension and do not re-enrol.

Candidates whose candidature has lapsed must be selected for admission again before they can re-enrol.

38. Suspensions will not be permitted for more than two years, unless the Dean or Associate Dean (Undergraduate) is satisfied that there are exceptional circumstances.

Attendance policy

39. Candidates are required to attend at least 70% of the scheduled classes in each Unit of Study for which they are enrolled. Candidates whose attendance record falls below this level without reasonable excuse may be precluded by the Dean or Pro-Dean (Teaching Programs) from taking the final assessment in that Unit of Study.

Assessment policy

40. Candidates may be assessed by written and oral examinations, exercises, essays, class participation, mooting, a supervised research project, or practical work, or any combination of these as the Faculty may determine.

41. The Dean or Associate Dean (Undergraduate) may permit further assessment in a unit of study in cases of special consideration, in accordance with Academic Board policy governing illness and misadventure, provided that such assessment can be completed before the end of the semester in which the candidates have been enrolled in that unit of study.

Variation of requirements for the Degree

42. The Dean may vary these resolutions for a particular candidate in exceptional circumstances.

Transitional provisions

43. All candidates who enrolled first in a Combined Law degree prior to 1 January 2007 will proceed under the resolutions in place when they commenced the degree, except as provided below.

44. All candidates who first enrolled in a Graduate Law degree prior to 1 January 2008 will proceed under the resolutions in place when they commenced the degree, except as provided below.

45. All candidates who first enrolled in Combined Law prior to January 1 2007, and who had completed no more than Foundations of Law, Torts and Legal Research prior to 1 January 2007 (or are given credit for these units of study), will be transferred to these degree resolutions. If they have completed Legal Research, then will be given credit for Legal Research II. In the event of any inconsistency between the 2004 resolutions for the Bachelor of Laws degree and these resolutions, these resolutions shall apply.

46. All candidates who first enrolled in Graduate Law prior to January 1 2008, and who had completed no more than Foundations of Law, Torts and Legal Research prior to 1 January 2007 (or are given credit for these units of study), will be transferred to these degree resolutions. If they have completed Legal Research, then will be given credit for Legal Research II. In the event of any inconsistency between the 2004 resolutions for the Bachelor of Laws degree and these resolutions, these resolutions shall apply.

RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Faculty of Science

The Resolutions of the Senate relating to degrees, diplomas and certificates in the Faculty of Science (p. 363, *Calendar 2005*) are amended, with effect from 1 January 2007, as follows:

RESOLUTIONS OF THE SENATE DEGREES, GRADUATE DIPLOMAS AND GRADUATE CERTIFICATES IN THE FACULTY OF SCIENCE

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

- (a) Bachelor of Science (BSc)
which shall also incorporate the streams:
 - (i) Bachelor of Science (Molecular Biology & Genetics) (BSc(Molecular Biology & Genetics))
 - ~~(ii) Bachelor of Science (Environmental) (BSc(Environmental))~~
 - ~~(iii) Bachelor of Science (Bioinformatics) (BSc(Bioinformatics))~~
 - ~~(iv) (ii) Bachelor of Science (Advanced) (BSc(Advanced))~~
 - ~~(v) (iii) Bachelor of Science (Advanced Mathematics) (BSc(Advanced Mathematics))~~
 - ~~(vi) (iv) Bachelor of Science (Nutrition) (BSc (Nutrition))~~
 - ~~(vii) (v) Bachelor of Science (Marine Science) (BSc(Marine Science))~~
 - ~~(viii) (vi) Bachelor of Science (Molecular Biotechnology) (BSc(Molecular Biotechnology))~~
- (b) Bachelor of Information Technology (BIT)
- (c) Bachelor of Medical Science (BMedSc)
- (d) Bachelor of Psychology (BPsych)
- (e) Bachelor of Computer Science and Technology (BCST)
which shall also incorporate the stream:
 - (i) Bachelor of Computer Science and Technology (Advanced) (BCST(Advanced))
- (f) Bachelor of Science and Technology (BST)
- (g) Master of Science (MSc)
- (h) Master of Science (Environmental Science) (MSc(EnvironSc))
- (i) Master of Science (Microscopy and Microanalysis) (MSc(Micro&An))
- (j) Master of Applied Science (MAppSc) which shall also incorporate the streams:
 - (i) Master of Applied Science (Environmental Science) (MAppSc(EnvSc))
 - (ii) Master of Applied Science (Molecular Biotechnology) (MAppSc(MBT))
 - (iii) Master of Applied Science (Wildlife Health and Population Management) (MAppSc(Wild Hlth Pop Man))
 - (iv) Master of Applied Science (Neuroscience) (MAppSc(NeuroSc))
 - (v) Master of Applied Science (Photonics) (MAppSc(Photonics))
 - (vi) Master of Applied Science (Bioinformatics) (MAppSc(Bioinf))
 - (vii) Master of Applied Science (Microscopy and Microanalysis) (MAppSc (Microsc & Micronal))
 - (viii) Master of Applied Science (Coastal Management) (MAppSc(CoastalMgt))
- (k) Master of Nutrition and Dietetics (MNutrDiet)
- (l) Master of Nutritional Science (MNutrSc)
- (m) Master of Psychology (MPsych)
- (n) Master of Information Technology (MInfTech)
- (o) Master of Information Technology Management (MInfTechMan)
- (p) Master of Applied Information Technology (MAppIT)
- (q) Master of Environmental Science and Law (MEnvSciLaw)
- (r) Master of Medical Physics (MMedPhys)
- (s) Doctor of Philosophy (PhD)
- (t) Doctor of Science (DSc)
- (u) Doctor of Clinical Psychology/Master of Science DCP/MSc
- (v) Doctor of Clinical Psychology/Doctor of Philosophy (DCP/PhD)
- (w) Doctor of Clinical Neuropsychology/Master of Science (DCN/MSc)
- (x) Doctor of Clinical Neuropsychology/Doctor of Philosophy (DCN/PhD)

2. The combined degrees in the Faculty of Science shall be:
 - (a) Bachelor of Applied Science (Exercise and Sport Science)/Bachelor of Science (Nutrition)
 - (b) Bachelor of Science and Bachelor of Arts (BSc/BA)
 - (c) Bachelor of Engineering and Bachelor of Science (BE/BSc)
 - (d) Bachelor of Science and Bachelor of Commerce (BSc/BCom)
 - (e) Bachelor of Nursing and Bachelor of Science (BNurs/BSc)
 - (f) Bachelor of Education (Secondary:Science) and Bachelor of Science BEd(Secondary:Science)/BSc)
 - (g) Bachelor of Education (Secondary:Mathematics) and Bachelor of Science (BEd(Secondary:Mathematics)/BSc)
 - (h) Bachelor of Education (Secondary:Science) and Bachelor of Science (BEd(Secondary)/BSc(Psychology))
 - (i) Bachelor of Engineering and Bachelor of Medical Science (BE/BMedSc)
3. The degrees in the Faculty of Science offered in conjunction with other faculties shall be:
 - (a) Bachelor of Liberal Studies (BLibStud)
 - (b) Bachelor of Liberal Studies (International) (BLibStud(International))
 - (c) Bachelor of Liberal Studies (Advanced) (BLibStud(Advanced))
 - (d) Bachelor of Arts and Sciences (BASc)
4. The diplomas in the Faculty of Science shall be:
 - (a) Graduate Diploma in Science (GradDipSc)
 - (b) Graduate Diploma in Science (Microscopy and Microanalysis) (GradDipSc(Micr&An))
 - (c) Graduate Diploma in Science (Psychology) (GradDipSc(Psych))
 - (d) Graduate Diploma in Applied Science (GradDipApplSc) which shall also incorporate the streams:
 - (i) Graduate Diploma in Applied Science (Environmental Science) (GradDipApplSc(EnvSc))
 - (ii) Graduate Diploma in Applied Science (Molecular Biotechnology) (GradDipAppSc(MBT))
 - (iii) Graduate Diploma in Applied Science (Wildlife Health and Population Management) (GradDipApplSc(Wild Hlth Pop Man))
 - (iv) Graduate Diploma in Applied Science (Neuroscience) (GradDipApplSc(Neuroscience))
 - (v) Graduate Diploma in Applied Science (Bioinformatics) (GradDipApplSc(Bioinf))
 - (vi) Graduate Diploma in Applied Science (Microscopy and Microanalysis) (GradDipApplSc(Microsc&Micronal))
 - (vii) Graduate Diploma in Applied Science (Psychology of Coaching) (GradDipApplSc(PsychCoach))
 - (viii) Graduate Diploma in Applied Science (Coastal Management) (GradDipApplSc(CoastalMgt))
 - (e) Graduate Diploma in Psychology (GradDipPsych)
 - (f) Graduate Diploma in Information Technology (GradDipIT)
 - (g) Graduate Diploma in Information Technology Management (GradDipITMan)
 - (h) Graduate Diploma in Applied Information Technology (GradDipAppIT)
 - (i) Graduate Diploma in Medical Physics (GradDipMedPhys)
 - (j) Graduate Diploma in Computing (GradDipComp)
5. The certificates in the Faculty of Science shall be:
 - (a) Graduate Certificate in Science (History and Philosophy in Science) (GradCert(HPS))
 - (b) Graduate Certificate in Science (Microscopy & Microanalysis) (GradCertSC(Micr&An))
 - (c) Graduate Certificate in Applied Science (GradCertApplSc) which shall also incorporate the streams:
 - (i) Graduate Certificate in Applied Science (Environmental Science) (GradCertAppIsc(EnvSc))
 - (ii) Graduate Certificate in Applied Science (Psychology of Coaching) (GradCertAppIsc(PsychCoach))
 - (iii) Graduate Certificate in Applied Science (Molecular Biotechnology) (GradCertAppSc(MBT))
 - (iv) Graduate Certificate in Applied Science (Wildlife Health and Population Management) (GradCertAppIsc(Wild Hlth Pop Man))

- (v) Graduate Certificate in Applied Science (Neuroscience)
(GradCertAppISc(Neuroscience))
 - (vi) Graduate Certificate in Applied Science (Bioinformatics) (GradCertAppISc(Bioinf))
 - (vii) Graduate Certificate in Applied Science (Microscopy and Microanalysis)
(GradCertAppISc(Microsc&Micronal))
 - (viii) Graduate Certificate in Applied Science (Coastal Management)
(GradCertAppISc(CoastalMgt))
 - (d) Graduate Certificate in Information Technology (GradCertIT)
 - (e) Graduate Certificate in Information Technology Management (GradCertITMan)
 - (f) Graduate Certificate in Applied Information Technology (GradCertAppIT)
- 6.** The testamurs for the Bachelor of Science and Bachelor of Computer Science and Technology shall specify the stream for which the degree is being awarded.

RESOLUTIONS OF THE FACULTY

Course Title: Bachelor of Science

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

Section 1 (These matters require Academic Board approval in respect of new award courses and amendments to existing award courses.)

Streams

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

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

Proposal for Academic Development Notification of faculty variation or approval

Faculty/Board of Studies: Faculty of Law

Contact person: Professor Hilary Astor, Convenor, Teaching and Curriculum Committee

1. Name of award course

Bachelor of Laws

2. Purpose of proposal

To amend the Faculty policy on standardisation of grades so as to address the problems identified with the requirement of parity of results in multi-group compulsory subjects

3. Details of amendment

At its meeting held on 1 November 2005, the Faculty resolved to

.1 amend the Faculty Resolution (7/00 passed on 7 March 2000) relating to the standardisation of grades as follows:

Delete present para 4:

~~“In a compulsory Unit of Study in which there is more than one group, the examiners should coordinate their results in order to ensure a reasonable degree of parity between the different groups in a Unit in respect of HD and D grades.”~~

Insert a new para 4:

“With the object of achieving fairness and consistency, in compulsory units of study in which there is more than one group and in multi-group options, the examiners should coordinate the results in order to ensure a reasonable degree of parity between the different groups in a unit in respect of HD and D grades.”

The Committee of Examiners may be convinced by evidence that fairness and consistency have been achieved even though there is not parity between groups.”

.2 adopt the following guidelines to guide the Committee of Examiners in applying the new para 4:

“To assist the Committee of Examiners in reviewing the results in compulsory units and multi-group options, results shall be presented for that unit and also for the groups (i.e. lecturer streams) within that unit. Parity between the groups within the unit is expected.

Where there is not parity between groups the Committee of Examiners may be convinced by evidence that fairness and consistency have been nevertheless been achieved.

The type of evidence that may be accepted by the Committee of Examiners includes, but is not limited to, the following.

- The unit has been taught using a common curriculum
- The unit has been taught using a common assessment regime

- Assessment (other than class participation grades or forms of assessment of less than 15% in value) has been marked across groups by topic or by question (in other words all pieces of assessment have been marked across the unit, rather than by each teacher marking the papers of the students in their groups)
- Marks have been monitored and there has been appropriate cross marking of exam papers and assignments
- Assessment has been marked using model answers
- All groups were taught by experienced teachers who co-operated to ensure fairness and consistency
- Unseen assessment tasks (such as exam questions) were known by all lecturers in time for them to prepare their classes

Normally several of these safeguards of fairness and consistency would be present before a case for departure from parity would be regarded as convincing. Where there is a gross disparity between streams in the awarding of Distinctions and High Distinctions, the standard of proof that fairness and consistency has been achieved will be high.

Evidence should be presented to the Committee in writing – e.g. by email, or by a copy of this document with an undertaking signed by the convenor of the unit that marked dot points apply to that unit.”

.3 note the action of the Committee of Examiners in 2002 and approve addition of a paragraph 7 to the policy as follows:

“7. There should be a maximum of 80% HD and D grades for any unit of study. A justification from the convenor must be submitted for any departure from this maximum rate.”

4. **Transitional arrangements** Nil
5. **Other relevant information** Nil
6. **Signature of Dean**

1 November 2005

AGENDA ITEM 10
Report of the Learning and Teaching Committee

10.2.2 Academic Board Faculty Reviews

(3) Data Collection Form 30-40

The Board is asked to note that the Committee received and approved the draft Data Collection form. This form will provide the basis for data collection for Faculty Self-Evaluation Reports to be developed in 2007 and 2008. (Following the Committee's discussions, the form is being revised and will be included with the supplementary agenda.)

Recommendation

That the Academic Board approve the amended Data Collection form, as set out in the report presented.



ACADEMIC BOARD REVIEW [insert name of faculty]

2006 DATA COLLECTION

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Please note that when filling in tables with date ranges, the dates are not all the same.

ATTACHMENTS TO THIS REPORT:

- | | |
|--------------|--|
| Attachment 1 | Progress Report on Academic Board Phase 2 |
| Attachment 2 | Faculty Learning and Teaching Plan |
| Attachment 3 | Progress Report on Faculty Learning and Teaching Plan
(most recent) |
| Attachment 4 | Faculty Research Plan |
| Attachment 5 | Progress Report on Faculty Research Plan (most recent) |

TABLE ONE: FACULTY INPUTS

COURSES/ UNITS OF STUDY	Number in current year
Courses offered	
Units of Study offered	

STUDENTS ENROLLED (FTE)	Number in current year
Undergraduate students	
Postgraduate coursework students	
Postgraduate research students	
Post-Doctoral Fellows - Total	
Post-Doctoral Fellows - NHMRC	
Post-Doctoral Fellows - ARC	
HECS students	
PELS students	
International students	
Full-fee paying students	
Aboriginal and Torres Strait Islander students	
Students with a disability	
Isolated students	
Non-English Speaking Background (NESB) students	
Rural students	
Low Socio-Economic Status (SES) students	

STAFF EMPLOYED	Number in current year
Full-time staff employed	
Part-time staff employed	
Casual staff employed	
Level A staff employed FTE	
Level B staff employed FTE	
Level C staff employed FTE	
Level D staff employed FTE	
Level E staff employed FTE	
Clinical staff employed FTE	
Adjunct staff employed FTE	
Teaching staff employed FTE	
Research staff employed FTE	
General staff employed FTE	

TABLE TWO: FACULTY OUTPUTS

UNITS OF STUDY: ELEARNING COMPONENT	2001	2002	2003	2004	2005
Number of Units of study with elearning component beyond UoS outline					
<p>After 2007, faculties will be asked:</p> <ul style="list-style-type: none"> • Number of Informational elearning websites • Number of Supplemental elearning websites • Number of Blended elearning websites • Number of fully flexible elearning websites 	<p>Modes A, B and C have been re-defined in terms of:</p> <ul style="list-style-type: none"> • Informational • Supplemental • Blended • Fully Flexible <p>But the definitions of these categories are still unclear and implementation of the processes to collect the data has not yet occurred. It is planned to make this part of the Approval to Activate process.</p>				

UNITS OF STUDY: 6 CREDIT POINTS	Number	%
Units of Study standardised to 6 credit points		

STUDENT INFORMATION	2001	2002	2003	2004	2005
Faculty retention rates: local students					
Faculty retention rates: international students					
Faculty retention rates: indigenous students					

HONOURS GRADES	2004			2005		
	No.	% of Intake	% of Cohort	No.	% of Intake	% of Cohort
1 st Class Honours						
2 nd Class Honours						

GRANTS	2001	2002	2003	2004	2005
Number of TIF grants					
\$ value of TIF grants					
Number of Sesqui Teaching Equipment Grants					
\$ value of Sesqui Teaching Equipment Grants					

ACADEMIC HONESTY REPORTS	2004	2005
Number of Cases		
Outcomes		
Are there Faculty Guidelines on Academic Honesty?	Yes	No
Are there active staff and student professional development activities in place?	Yes	No
Do you use best practice detection methods	Yes	No
Please describe detection methodology used		

UNIT OF STUDY REDUCTION	2001	2002	2003	2004	2005
Number					

SHOW CAUSE CASES	2001	2002	2003	2004	2005
Number					

EXCLUSIONS	2001	2002	2003	2004	2005
Number					

TABLE 3: STANDARDS OF PERFORMANCE AND BENCHMARKING

Table 3a: Continuous improvement in quality learning, reflected in outstanding student performance, reflected in retention, progression and completion rates

COURSES/ UNITS OF STUDY	YES	NO
Do you have a Unit of study evaluation plan?		
Do you have a Course evaluation plan?		
Do you have a methodology in place to respond to student feedback?		

UNDERGRADUATE SCEQ RESULTS (Percentage agreement)	1999	2000	2001	2002	2003	2005
Good Teaching Scale						
Clear Goals and Standards Scale						
Appropriate Assessment Scale						
Appropriate Workload Scale						
Generic Skills Scale						
Learning Community Scale						
Overall Satisfaction Item						

POSTGRADUATE COURSEWORK SCEQ RESULTS (Percentage agreement)	2000	2001	2002	2003	2005
Good Teaching Scale					
Clear Goals and Standards Scale					
Appropriate Assessment Scale					
Appropriate Workload Scale					
Generic Skills Scale					
Learning Community Scale					
Overall Satisfaction Item					

POSTGRADUATE RESEARCH SREQ RESULTS (Percentage agreement)	2002	2003	2004	2005
Quality of Supervision Scale				
Quality of Infrastructure Scale				
Research Climate Scale				
Generic Skills Scale				
Overall Satisfaction Item				

POSTGRADUATE RESEARCH PREQ RESULTS (Percentage agreement)	2002	2003	2004	2005
Supervision Scale				
Infrastructure Scale				
Climate Scale				
Generic Skills Scale				
Thesis Examination Scale				
Overall Satisfaction Item				

STUDENT RECRUITMENT	2002	2003	2004	2005	2006
First choice applications – domestic U/G					
First choice applications - international					

COMPARISON WITH GO7	2002	2003	2004	2005	2006
Student retention rates					
Student progression rates					
Student completion rates					
Further study by graduates					

Table 3b: Improving student performance reflected in high graduate employment rates and starting salaries

COMPARISON WITH GO7	2002	2003	2004	2005	2006
Employment of graduates					

Table 3c: Improving excellence in teaching, reflected in continuous improvement in student assessment of teaching quality

AWARDS	2001	2002	2003	2004	2005
Staff with qualifications in learning and teaching in higher education					
Staff obtaining National teaching excellence awards					
Staff with finalist status in National teaching excellence awards					
Staff obtaining State teaching excellence awards					
Staff with finalist status in State teaching excellence awards					
Staff with disciplinary teaching excellence awards					
Staff with VC's awards for Outstanding Teaching					
Staff with VC's awards for Support of the Student Experience					
Staff with College teaching awards					
Staff with Faculty teaching awards					
Carrick Institute Grant applications					
Carrick Institute Grant awards					

Table 3d: Continuous improvement in research led learning and teaching, reflected in increased proportion of teaching staff who are research active

GRANTS	2001	2002	2003	2004	2005
Points value of <u>Scholarship Index</u> for referenced year					
\$ value of <u>Scholarship Index</u> for referenced year					
Points per FTE teaching or teaching/ research staff member					

Table 3e: Continued growth in national and international accreditation of professional and academic programs

ACCREDITATION BODY	Faculty /Disciplinary	When	How long for

Please add extra rows if required or list on a separate page.

BENCHMARKING AGREEMENTS	NUMBER
Number of benchmarking agreements with research intensive universities	
Changes resulting from benchmarking agreements. Please list:	

Please add extra rows if required or list on a separate page.

Table 3f: Maintained or improved student staff ratio

	2002	2003	2004	2005	2006
Student staff ratio					

Table 3g: Research Quality Framework

RESEARCH QUALITY RATING	Descriptor	Number	Percent
5	The majority of research outputs were considered to be in at least the top 20% of research in its field internationally, with a significant percentage (>25%) in the top 10%. There was evidence of high international peer esteem and significant impact on the international academic community.		
4			
3			
2			
1	The research is unclassified		

RESEARCH IMPACT RATING	Descriptor	Number	Percent
High	Fundamentally altered policy or practice in a particular field, or produced a major, identifiable social, economic or environmental change, locally or internationally. Examples might include changes in legislation, amendments to regulatory arrangements, wide take-up of a product, service, process or way of thinking derived from the research, significant impact of take-up of the research findings (revenue increases, cost savings, changed 'view of the world', technological change or new products).		
Moderate	Significantly altered policy or practice in a limited field, or produced an identifiable social, economic or environmental change.		
Limited	Little or no identifiable change in policy or practice, and little or no identifiable social, economic or environmental change.		

HDR COMPLETIONS	2001	2002	2003	2004	2005
Doctorate					
Masters Degree by Research					

AGENDA ITEM 11

Report of the Research Committee

11.2 Report of the University Research Committee meeting held on Wednesday 23 November 2005

The committee met on 23 November 2005 when there were present: The Chair (Professor J Carter) presiding, Professors D Burke, D Cook, M Crossley, M Harris, T Masters, P McCallum, D Nutbeam, S Simpson, Dr A Black and Ms M Robb.

11.2.1 Receipt of Report

The Committee recommends that the Academic Board receive and note the following report of the meeting held on 23 November 2005.

11.2.2 Proceedings of the Research Committee

11.2.2.1 Research Student Attributes

The Committee received a paper titled "*Research Student Attributes – The Magnificent Seven*" from the Graduate Studies Committee. Discussion on that led rapidly to a similar, more relevant paper for the Research Committee - the draft "Research Principles" for the University. Margaret Harris presented the draft along with a separate 'commentary' which suggested changes to make the principles more applicable to the humanities, social sciences and the creative and performing arts rather than simply the pure sciences.

Discussion followed beginning with the difference between the seven student attributes and the research principles. One distinction was the difference between what we want students to learn and what they do learn doing research. The research principles also need to mirror the principles underpinning training and learning.

Two questions of the research principles were: Who is this for and what does it mean to them? i.e. students, staff, new supervisors?, and; What do we expect to change as a result of this document? Surely this document is for an audience and with a clear purpose.

There was questioning of where quality and excellence sat in these principles. It was suggested that the principles should convey the values of the University (as outlined in the strategic plan) including communication, ambition and excellence. Some context for now is that we review student candidature and therefore need some criteria by which we assess them. The University has to be able to tell students what the goal is and how we get there. Excellence has to permeate every point.

11.2.2. Faculty of Veterinary Science, Report of the Associate Dean (Research) – Professor Gareth Evans

Professor Evans began by stating that the Faculty is committed to outstanding research in conjunction with excellent teaching and clinical expertise. There is significant diversity in both research and teaching. The largest teaching course is B.V.Sc., but not many come back immediately to do higher degrees. It is possible, however, for students to undertake a research year in the middle of that degree. Staff from Veterinary Sciences also teach courses in FAFNR which does become a good source of postgraduates – there is now strong growth in both undergraduate and postgraduate student numbers in the Faculty.

With regard to research grant income, there has been reasonable growth this decade following a large cut in staff in 1998. Some of this success can be

attributed to the introduction of co-funded chairs in early 2000 particularly in the strong research areas of dairy and poultry which have foundations. The Faculty is not a traditional grant (ARC/NH&MRC) income earner. A large proportion of funds come through Dairy research and specifically the Dairy CRC (where the Faculty is a core member). Another major strength is the area of Sheep Genomics (Reprogen). The Faculty no longer has departments, instead groupings such as the Wildlife Centre, Camden and the Centre for Advanced Technologies. The Faculty had a positive 5year review at the end of 2004.

The Faculty is involved in several other CRCs; Biosecurity and Invasive Animals as a core partner and Competitive Pork, Wool and Poultry as a supporting partner.

Some key issues for the Faculty are:

- Contract management for the CRCs in particular
- Overhead and on-cost rates – the environment is becoming more competitive
- There is no surplus for infrastructure growth and for management.
- Some key academics are research-saturated (declining grants because of a lack of resources) and further, less inclined to teach
- Big growth in honours student numbers will challenge the faculty
- Current University funding model (for the Faculty) does not appear to be adequate

With regard to the RQF, one noteworthy statistic is that the top three academics in the Faculty account for the vast majority of research performance (the Faculty is therefore highly vulnerable). About 90% of the staff are research active, but the bar is low. Half the staff do not have grant income as a CIA. Should they be capitalists or communists?

In the discussion that followed several points were raised:

- There is a need to be more flexible in adapting to changes in funding – skills base.
- Need to increase baseline activity – clinical staff for example need to do research and in particular seek to publish DEST qualifying work rather than just clinical reports. The Faculty may in any case consider making smaller fractional appointments
- Co-funded chairs are great and perhaps the best model for the Faculty
- Camden has no office space for new people
- The Faculty might consider targeting a Federation Fellow

11.2.2.3 Sydney College of the Arts, Report of the Associate Dean (Research) – Dr Eril Baily

Dr Baily presented an extremely detailed report on research at the Sydney College of the Arts (SCA). The Faculty focuses on the education and preparation of professional, practicing contemporary visual artists. SCA offers numerous degree programs through its 8 practice-based studios, employing 29.7 FTE staff and training 88 postgraduate students including 27 PhDs.

Although SCA has little success with ARC funding, 75% of staff are now considered to be research active under the University's (which does recognize category J funding as opposed to DEST) criteria and there has been an increase in funding for 2005. The primary sources of research funds for SCA are bodies such as the Australia Council and the Australian Film Industry. Money from the Australia Council, however, flows directly to

individuals and does not come through the University. Many applicants hold fractional appointments and this money represents their salary.

SCA is slowly becoming more research oriented and as a Faculty is trying to do this by building a research culture rather than imposing one. Significant staff changes are part of this process as is better data collection. Other strategies to improve research performance include:

- Lobbying of the ARC for appropriate peer review panels
- Push to have Australia Council grants recognized as being on par with the ARC
- Mentoring of early career researchers (for ARC application in particular)
- Be more interdisciplinary and collaborative
- Develop a public profile for the research at SCA.

SCA is ranked highest in CHASS for postgraduate completions and supervision load. Student feedback, however, is declining and space is becoming an issue.

In the discussion that followed there was recognition of the sectoral issues facing SCA. COFA (College of Fine Arts at UNSW) for example gets ARC grants, but they are incorporated in to the Art History Department at UNSW. Virtually all COFA Discovery Project grants have an art history academic as the lead investigator. Last year they were awarded 7 out of 7 applications.

Members of the Committee spoke of collaborations for successful applications in the past and welcomed the idea of seeking new synergies with other Faculties in the University. SCA was encouraged to be more outward looking and to seek opportunities for collaborative and inter-disciplinary work.

11.2.2.4 Reports

(1) **Deputy Vice-Chancellor, Acting (Research and Innovation)**

Professor Nutbeam reported from the Go8 and AVCC DVC R&I meetings he'd recently attended, in particular with regard to the development of the RQF preferred model. The Expert Advisory Group (EAG) had set up 4 working groups to meet in late November and provide recommendations to the Minister by the 20th of December.

To be eligible, staff would need to be Level B and above (A's could be included if desired) and 0.4 FTE and above. There would be some consideration for ECRs, postdocs and indigenous researchers. The status of conjoint appointees remains unclear, while we can include the research of adjunct and honorary appointees, but not the person for the multiplier. There will be 5 levels of quality - 1. top 10% internationally recognized. 2. top 25%. 3. top 40% etc. Only the top three categories would benefit from any distribution of funds. The Go8 believes that 1 should be worth 9 times 2; 2. 5 times 3 for the purpose of any disbursement of funding, and although there was not broad agreement with this idea it was agreed that there should be a different value attributed to different levels. Impact is still not defined, but the Go8 agree with the preferred model – that impact is a minor consideration though it can favorably effect the quality rating. The similar view of the University of Sydney is that quality should be the overriding factor.

The RQF will assess, by 12 panels (and no sub-panels which is a change in alignment from the preferred model), 4 outputs per researcher over 5 years. The panel will read an accompanying context statement that may comment on volume. The data collection would be from 2002 – 2007 (include 2006). Panels will in reality only

be 'sampling'. At this time two advisory panels were yet to meet – including that determining funding ramifications.

In response, the University should not do too much until there is more information. We need simply to continue to focus on quality and prepare to manage the process. Secondary issues to keep in mind include how cross discipline and cross institutional research will be assessed, the quality of the Institutes, the trend for greater volume of publications in response to the DEST collection, and how groupings will look. Irrespective of what the details end up being, mock RQF exercises conducted by various Faculties have highlighted the need to strengthen the administrative, data collection and data management capacity of the University.

The Committee was reminded that Professor Merlin Crossley is chairing an RQF working group that is considering all of these matters and will be implementing a communication strategy to convey this information to staff.

Professor Nutbeam spoke briefly on the state of the NCRIS process. Professor Hesketh is leading the University's submissions in response to the roadmap; due in December.

With regard to the ARC and NH&MRC, Professor Nutbeam confirmed that the Minister had been involved in the ARC outcomes process and that it was important to consider how the summary is written. The NH&MRC process will be substantially different this year both procedurally and in respect to program themes.

The Enterprise Challenge was summarized. 400 early Eols had been cut to 60 proposals and then to 25 projects that will be supported through the BLO. There will be \$100k of sponsored prizes for finalists, but the entire process highlighted the quality and quantity of creative and entrepreneurial activity in the University.

(2) Professor Masud Behnia, Dean of Graduate Studies

Professor Behnia tabled a report discussing the upcoming RQF/RTS Information Session, the Postgraduate Research Coordinator Information Session and International Research Student Recruitment.

(3) Mr Warwick Dawson, Director, Research Office

The report of the Director of the Research Office highlighted the outstanding ARC outcomes for the University in 2005 and included a detailed historical breakdown of ARC activity and success across Faculties.

11.2.2.5 Vote of thanks for the Outgoing Chair

The meeting closed with a vote of thanks from Professor Peter McCallum for Professor John Carter who presided as Chair of his final meeting of the Research Committee before leaving to take up the post of PVC Engineering and the Built Environment at the University of Newcastle. Professor Carter expressed his thanks in return and stated for the record that he "regarded it as a privilege to work with so many talented and good-natured individuals".

AGENDA ITEM 12

Report of the Academic Staffing Committee

12.2 Report of the Academic Staffing Committee meeting held on Wednesday 1 February 2006

The Committee met on 1 February 2006 when there were present: The Chair (Professor Chris Murphy) presiding, Professors Armstrong, Pearson, Andrews and McBratney, Associate Professors Masters, McCallum, Ramzan, and McDonald, Mr Malcolm and Dr Diamond, Ms Kate Hadfield was in attendance.

12.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on 1 February 2006.

12.2.2 Proceedings of the Academic Staffing Committee

(1) Report of the Chair

The Chair welcomed the HR Director's nominee, Dr Anne Diamond, and asked that she introduce the current Recruitment and Selection project. Dr Diamond briefed members and once the Steering Committee has met will be able to provide members with further information.

The Chair noted that members are seeking information relating to the academic HR policies that have been updated as a result of HEWRR compliance.

(2) Proceedings of the Committee

That the Academic Board notes the proceedings of the Academic Staffing Committee's meeting held on 1 February relating to the following matters:

1. Discussion relating to a 'fast track' promotion's process continued and Dr Diamond and Ms Hadfield will collate and distribute further G08 benchmarking data for members to consider. Discussion will continue on this item. The Committee expressed concern that feedback from Deans was not sought in relation to the move from a Faculty Promotions Committee structure to one of Local Promotions Committees. The Chair will pursue this issue separately.
2. Discussion relating to the notion of 'equivalencies' took place. This is in relation to selection criteria and specifically the request for a PhD or equivalent. Discussion will continue on this item at the next meeting.

AGENDA ITEM 13 General Business

13.3 Membership of the Central Promotions Committees 2006

It is recommended that the Academic Board approve the following appointments to membership of the Central Promotions Committees for 2006 (new appointments are underlined):

Senior Lecturer

Professor John Hearn (Deputy Vice-Chancellor, Academic) (Chair)
TBA (Chair, Academic Board)
Professor Anthony Baker (Chair, Academic Board, University of Technology)
Professor Elspeth Probyn (nominee, Pro-Vice-Chancellor, CHASS)
Associate Professor Phillip Hirsch (nominee, Pro-Vice-Chancellor, CST)
Professor Tania Sorrell (nominee, Pro-Vice-Chancellor, CHS)
Associate Professor Elaine Cornell (Applied Vision Sciences)
Associate Professor Tim Langrish (Chemical Engineering)
Professor Charles Areni (CHASS)

Meeting: 21 September 2006

Associate Professor

Professor John Hearn (Deputy Vice-Chancellor, Academic) (Chair)
TBA (Chair, Academic Board)
Professor Anthony Dooley, President, Academic Board, University of New South Wales
Professor June Sinclair (Pro-Vice-Chancellor, CHASS)
Professor Beryl Hesketh (Pro-Vice-Chancellor, CST)
Professor Charlie Benrimoj (Acting Pro-Vice-Chancellor, CHS)
Professor Peter Reimann (CHASS)
Professor Nalini Joshi (Mathematics)
Professor Anita Bundy (Occupation and Leisure Sciences)

Meeting: 26 October 2006

Professor

Professor Gavin Brown, Vice-Chancellor (Chair)
Professor John Hearn (Deputy Vice-Chancellor, Academic)
TBA (Chair, Academic Board)
Professor Anthony Dooley, President, Academic Board, University of New South Wales
Professor June Sinclair (Pro-Vice-Chancellor, CHASS)
Professor Beryl Hesketh (Pro-Vice-Chancellor, CST)
Professor Charlie Benrimoj (Acting Pro-Vice-Chancellor, CHS)
Professor Margaret Sankey (CHASS)
Professor Liangchi Zhang (Engineering)
Professor Phillip Boyce (Psychological Medicine)

Meeting: 7 November 2006

Recommendation

That the Academic Board appoint members to the Central Promotions Committees for 2006, as set out in the report presented.