



Academic Board Agenda

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Enclosure for the agenda for the meeting of the Academic Board on 15 November 2006

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

Pages

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

10.2.1 Faculty Resolutions

[10.2.1.1 Faculty of Education and Social Work: Bachelor of Education](#) 65

Recommendation

That the Academic Board:

- (1) note the amendments to the Resolutions of the Faculty relating to the Bachelor of Education degree in the Faculty of Education and Social Work, made pursuant to the University of Sydney (Coursework) Rule 2000; and
- (2) approve the faculty requirements relating to the requirements of the degree, with effect from 1 January 2007, as set out in the report presented.

10.2.1.2 Faculty of Health Sciences

[\(1\) Bachelor of Behavioural Health Science](#) 66-67

Recommendation

That the Academic Board approve the amendments to the table of units of study for the Bachelor of Behavioural Health Science degree in the Faculty of Health Sciences, with effect from 1 January 2007, as set out in the report presented.

[\(2\) Bachelor of Health Science \(Physiotherapy\)](#) 68

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.

11. Report of the Graduate Studies Committee
(Associate Professor Peter McCallum)

11.2.2 Proposals for new and amended postgraduate courses - Faculty of Economics and Business – Graduate Certificate in Innovation & Enterprise 69-72

Recommendation

That the Academic Board:

- (i) approve the proposal from the Faculty of Economics and Business to introduce the Graduate Certificate in Innovation & Enterprise
- (ii) recommend that Senate:
 - (a) endorse the Academic Board's approval of the proposal; and
 - (b) approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Economics and Business and relating to the course; and
- (iii) approve the faculty requirements relating to the degree; with effect from Semester 1, 2007, as set out in the report presented.

11.2.3 Proposals for deletion of postgraduate courses - Faculty of Arts – Master of Arts in Early Christian Studies 73-75

Recommendation

That the Academic Board:

- (i) approve the proposal from the Faculty of Arts to delete the Master of Arts in Early Christian Studies
 - (ii) recommend that Senate:
 - (a) endorse the Academic Board's approval of the proposal; and
 - (b) approve the amendment of the Senate Resolutions relating to the Degrees, Diplomas and Certificates in the Faculty of Arts and relating to the course
- with effect from Semester 1, 2007, as set out in the report presented.

11.2.4 Amendment of the Resolutions of the Senate and Faculty - Faculty of Law 76-78

Recommendation

That the Academic Board:

- (1) recommend that Senate approve:
 - (a) the rescission of the Resolutions of the Senate relating to the degrees and diplomas, and
 - (b) the adoption of new Resolutions of the Senate relating to this courses, made pursuant to the University of Sydney (Coursework) Rule 2000, with effect from Semester 1, 2007 and

- (2) note the Resolutions of the Faculty relating to this courses, made pursuant to the University of Sydney (Coursework) Rule 2000; and
- (3) approve the faculty requirements relating to admission, units of study, the pass degree, combined degrees, specially designated streams and award of the degree, as set out in the report presented.

11.2.5 Report from Faculties - Faculty of Arts – English Language Requirements 79-84

Recommendation

That the Academic Board amend Appendix 1 of the policy “Postgraduate English Language Requirements”, as set out in the report presented.

11.2.6 Report of the Dean of Graduate Studies 85-87

Recommendation

That the Academic Board note the Summary Report on the Student Research Experience Questionnaire (SREQ) Action Plans, as set out in the report presented.

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

12.2.1 Academic Board Faculty Reviews: Faculty Progress Reports 88-101

Recommendation

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

12.2.2 Faculty Reports on Cases of Academic Dishonesty 102-104

Recommendation

That the Academic Board note the report on cases of academic dishonesty in 2005 and its recommendations, as set out in the report presented.

12.2.3 Research-enhanced Learning and Teaching 105-107

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

108-116

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.

Resolutions of the Faculty

Faculty of Education and Social Work Bachelor of Education and combined degrees

1. Pass degree and degree with honours
 - 1.1 The degree of Bachelor of Education shall be awarded in two grades, namely, the pass degree and the degree with honours.
 - 1.2 There shall be two classes of honours, namely, Class I and Class II and within Class II there shall be two divisions, namely division 1 and division 2.
2. Progression rules
 - 2.1 Professional experience is an essential requirement for all Bachelor of Education award courses. A candidate shall not progress with their award course at the beginning of any year without successfully completing the required professional experience units of study for the previous year (refer 5.2-Satisfactory Progress).
32. Units of study of enrolment undertaken in other faculties
 - 32.1 A candidate for the degree who enrolls in accordance with these resolutions in a unit of study prescribed for a degree offered by the Faculties of Arts, Science or Economics and Business shall satisfy the prerequisites, corequisites and other requirements prescribed for such unit of study for that other degree.
43. Transitional provisions
 - 43.1 These resolutions shall apply to all persons enrolled as of 1 January 2006 in an undergraduate program of the Faculty of Education and Social Work; notwithstanding any resolutions in place at the time the candidate enrolled in the degree.

Resolutions of the Faculty

Faculty of Health Sciences Bachelor of Behavioural Health Sciences

Table 7.2: Bachelor of Behavioural Health Science (Pass) – Page 49, FHS Handbook 2006

<i>Unit of Study</i>	<i>CP</i>	<i>A: Assumed knowledge</i>	<i>P: Prerequisites</i>	<i>Q: Qualifying</i>	<i>C: Corequisites</i>	<i>N: Prohibition</i>	<i>Session</i>
course code SH102: Pass course; full-time, 3 years							
Year 3 (last offered in 2007)							
Semester 1							
AHCD 3017 Health Promotion	6						Semester 1
BACH 3121 Counselling	3	P Introduction to Health Psychology (251A5) and Behaviour Therapy (or equivalent)	BACH1133				Semester 1
BACH 3122 Psychosocial Aspects of Ageing	6	P BACH 1161 Introductory Behavioural Health Sciences					Semester 1
BACH 3123 Professionals & the Workplace I	3						Semester 1
HIMT 3041 Human Resource Management	3	<i>NB: Department permission required for enrolment.</i>					Semester 1
Select <u>ONE TWO</u> of the following units (3 credit points each) (see notes below)							
BACH 3094 Health, Policy and Service Delivery	3	P Introduction to Health Sociology (25111)	BACH1029				Semester 1
BACH 3118 Social Dimensions of Biotechnology	3	P BACH1134 Health, Illness & Social Inquiry, BACH1130 Foundations of Health Sociology, BACH1098 Introduction to Health Sociology or BACH2038 Health & Social Theory					Semester 1
BACH 3119 Environmental Health and Safety	3						Semester 1
BACH 3120 Self, Society and Mental Health	3	P BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or BACH1098 Introduction to Health Sociology					Semester 1
<i>Semester 1 total: 24 credit points</i>							
Semester 2							
BACH 3075 Health Psychology	6	P BACH2129 Psychological Disorders and their Treatment					Semester 1, Semester 2
BACH 3124 Professionals & the Workplace II	6						Semester 2
Select ONE of the following units (6 credit points each) (see notes below)							
BACH 3125 Evaluation for Health Settings	6						Semester 2
BACH 3126 Research Project Development	6						Semester 2
BACH 3127 History & Philosophy of Science	6						Semester 2

Select ONE of the following units (6 credit points each) (see notes below)

AHCD 3016	Writing a Research Proposal	6	P	AHCD2022 Introduction to Health Research	Semester 2
BACH 3128	Health and Globalisation	6			Semester 2
BACH 3129 *	Sociology of Alternative Healing Systems	6	P	BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or Introduction to Health Sociology	Semester 2
BACH 3130	Sport, Society & Social Theory	6	P	BACH1134 Health, Illness and Social Inquiry or BACH1130 Foundations of Health Sociology or Introduction to Health Sociology N BACH3081 Sociology of Sport.	Semester 2
<u>HIMT 3062</u>	<u>Managing Human Resources</u>	<u>6</u>			<u>Semester 2</u>

Semester 2 total: 24 credit points

Notes to Table 7.2

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

* BACH3129 will be replaced by BACH3146 Cyberpsychology and e-health in 2007.

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				

Proposals for new and amended postgraduate courses - Faculty of Economics and Business – Graduate Certificate in Innovation & Enterprise

Resolutions of the Senate

Resolutions of the Senate

Faculty of Economics and Business

The Resolutions of the Senate relating to degrees, diplomas and certificates in the Faculty of Economics and Business (p 233, *Calendar 2006*) are amended, with effect from 1 January 2007, as follows (additions indicated by underline, deletions indicated by strikethrough):

Degrees and diplomas in the Faculty of Economics and Business

4. The certificates in the Faculty of Economics and Business shall be:
 - 4.1 Graduate Certificate in Commerce (GradCertCom)
 - 4.2 Graduate Certificate in Economics (Social Sciences) in Australian Political Economy (GradCertEc(SocSc)APE)
 - 4.3 Graduate Certificate in Industrial Relations and Human Resources Management (GradCertIR&HRM)
 - 4.4 Graduate Certificate in Innovation and Enterprise (GCertInn&Ent)
 - 4.4 Graduate Certificate in International Business (GradCertIB)
 - 4.5 Graduate Certificate in International Studies (GradCertIntS)
 - 4.6 Graduate Certificate in Logistics Management (GradCertLM)
 - 4.7 Graduate Certificate in Marketing (GradCertMktg)
 - 4.8 Graduate Certificate in Public Affairs (GradCertPA)
 - 4.9 Graduate Certificate in Public Policy (GradCertPP)
 - 4.10 Graduate Certificate in Transport Management (GradCertTM).

Resolutions of the Senate

Faculty of Economics and Business

The Resolutions of the Senate relating to the Graduate Certificate in Innovation and Enterprise in the Faculty of Economics and Business are inserted, with effect from 1 January 2007, as follows:

GRADUATE CERTIFICATE IN INNOVATION AND ENTERPRISE

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

1. Requirements for the Graduate Certificate

- 1.1 To qualify for the award of the graduate certificate a student must:
 - 1.1.1 complete successfully units of study amounting to a total value of 24 credit points; and
 - 1.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

RESOLUTIONS OF THE FACULTY

Faculty of Economics and Business

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

GRADUATE CERTIFICATE IN INNOVATION AND ENTERPRISE

Section 1

1. Admission

An applicant for admission to candidature for the graduate certificate must:
have completed a bachelor's degree, graduate diploma or equivalent at an institution approved by the Faculty and at a standard acceptable to the Faculty; or
have met the work experience requirements of the Faculty; or
be concurrently enrolled in a relevant research program at an institution approved by the Faculty; and
if required, attend an interview.

2. Units of study

The units of study which may be taken for the graduate certificate are set out under the tables of postgraduate units of study in the Faculty of Economics and Business Handbook, together with:

- (1) credit point value;
- (2) the units of study with which they are mutually exclusive;
- (3) the semesters in which they are offered;
- (4) co-requisites/prerequisites/assumed learning/assumed knowledge; and
- (5) any special conditions.

3. Requirements for the graduate certificate

To qualify for the award of the graduate certificate a student must successfully complete units of study amounting to a total of 24 credit points, comprising 4 compulsory units of study as specified in the Faculty of Economics and Business Handbook.

4. Award of the graduate certificate

The Graduate Certificate in Innovation and Enterprise will be awarded in the pass grade.

Section 2

1. Details of units of study

- (1) The units of study in the award courses as approved by the Faculty of Economics and Business are listed in the tables of postgraduate units of study in the Faculty of Economics and Business Handbook.

2. Enrolment in more/less than minimum load

- (1) A student must enrol in at least one unit of study per semester.
- (2) A student may not enrol in more than 24 credit points in any one semester.
- (3) A student may not enrol in more than two units of study in summer school or one unit of study in winter school, unless granted permission by the Faculty.
- (4) A student may not enrol in units of study additional to award course requirements.
- (5) A student wishing to undertake units of study additional to the award course requirements must enrol as a non-award student.

- 3. Cross-institutional study**
 - (1) The Faculty of Economics and Business may permit a student to complete a unit of study at another university or institution and have that unit of study credited to the student's award course.
 - (2) Approval for cross-institutional study is at the discretion of the Faculty of Economics and Business and is conditional on a student satisfying Faculty of Economics and Business requirements.
 - (3) Students may not complete a unit of study at another university or institution if a comparable unit is available at the University of Sydney during the same period.
 - (4) Students should consult the Faculty of Economics and Business Student Information Office for more information on Faculty of Economics and Business requirements.

- 4. Restrictions on enrolment**
 - (1) A student who has successfully completed a unit of study towards the requirements of an award course may not re-enrol in that unit of study.
 - (2) A student may not enrol in any unit of study which overlaps substantially in content with a unit of study already completed, or for which credit has been granted towards the award course requirements.

- 5. Discontinuation of enrolment**
 - (1) A student wishing to totally discontinue their enrolment in an award course must lodge an application to discontinue the award course with the Faculty of Economics and Business Student Information Office by the relevant HECS census date.

- 6. Suspension of candidature**
 - (1) A student wishing to suspend their enrolment in an award course must lodge an application for a 'leave of absence' from the award course with the Faculty of Economics and Business Student Information Office by the relevant census date.

- 7. Re-enrolment after an absence**
 - (1) A student wishing to return to study after a 'leave of absence' should notify the Faculty of Economics and Business Student Information Office in writing three months prior to the commencement of the semester.

- 8. Satisfactory progress pursuant to the University of Sydney (Coursework) Rule 2000**
 - (1) A student who fails to achieve a minimum Pass grade for at least half of the enrolled units of study in any given year will be asked to show good cause as to why re-enrolment in the Faculty of Economics and Business should be allowed to continue.
 - (2) Where the Faculty of Economics and Business permits the re-enrolment of a student whose progress was deemed unsatisfactory, the Faculty of Economics and Business may place restrictions on the number and type of units of study in which the student may re-enrol in that year and may also require the completion of particular units of study in a specified time. If a student does not comply with these conditions the student may again be asked to show good cause.

- 9. Time limits**
 - (1) A student must complete all the requirements for a master's degree within six calendar years.

- (2) A student must complete all the requirements for a graduate diploma within four calendar years.
- (3) A student must complete all the requirements for a graduate certificate within two calendar years.

10. Assessment policy

- (1) Examination and assessment are conducted in accordance with the policies and directions of the Academic Board.
- (2) The Faculty of Economics and Business does not award Pass Concessional (PCon) grades, nor does it recognise Pass Concessional grades awarded by other faculties.
- (3) The Faculty of Economics and Business does not hold supplementary examinations.
- (4) The Faculty of Economics and Business may allow a further assessment in a unit of study, in accordance with the Faculty of Economics and Business policy on special consideration. A student who is absent from a further assessment may be deemed to have failed that assessment.

11. Embedded sequences

- (1) A student may upgrade to a higher award course in an embedded sequence with credit for all relevant units of study completed within a lower award course in the sequence, irrespective of whether the lower award has been conferred and subject to meeting the entry requirements for the higher award course.

12. Credit transfer policy in accordance with the University of Sydney (Coursework) Rule 2000 and Academic Board policy.

- (1) At the discretion of the Faculty of Economics and Business, a student may be granted credit for up to four (4) units study towards a 12-16 unit master's degree if the student has completed units of study of a substantially similar nature at the University of Sydney or another institution.
- (2) With the exception of embedded sequences, credit will not be granted towards an eight (8) unit master's degree, graduate diploma or graduate certificate, however, the requirement to complete a unit of study may be waived if the Faculty of Economics and Business is satisfied that a student has undertaken equivalent study. In such cases, the student will be required to complete an alternative unit of study as prescribed by the Faculty.

Proposals for deletion of postgraduate courses - Faculty of Arts – Master of Arts in Early Christian Studies.

RESOLUTIONS OF THE SENATE

Resolutions of the Senate

Faculty of Arts

The Resolutions of the Senate relating to degrees, diplomas and certificates in the Faculty of Arts (pp 198-199 *Calendar 2006*) are amended, with effect from 1 January 2007, as follows (additions indicated by underline, deletions indicated by strikethrough):

Degrees, diplomas and certificates in the Faculty of Arts

1. The degrees in the Faculty of Arts shall be:
 - 1.20 Master of Applied Linguistics (MAppLing)
 - 1.21 Master of Asian Studies (MAsianStud)
 - 1.22 Master of Arts (MA)
 - 1.23 Master of Arts (Research) (MA (Research))
 - ~~1.24 Master of Arts in Early Christian Studies (MA (Early Christian Stud))~~
 - 1.25~~24~~ Master of Buddhist Studies (MBuddhistStud)
 - 1.25 through to 1.42 to be renumbered accordingly.

Resolutions of the Senate

Faculty of Arts

The Resolutions of the Senate relating to the Master of Arts in Early Christian Studies in the Faculty of Arts (pp 205-206 *Calendar 2006*) are to be deleted, with effect from 1 January 2007.

~~MASTER OF ARTS IN EARLY CHRISTIAN STUDIES~~

~~1. Administration of the courses~~

- ~~1.1 The courses of study in Early Christian Studies are offered as part of a joint program of the University of Sydney and Macquarie University.~~
- ~~1.2 The courses of study are supervised jointly by the Faculty of Arts at the University of Sydney and the Division of Humanities at Macquarie University, through the Head of School of English, Art History, Film and Media who reports to the Faculty of Arts at the University of Sydney, and a similar reporting structure exists at Macquarie University.~~
- ~~1.3 Candidates will proceed in accordance with the rules and regulations of the institution at which they are enrolled.~~

~~2. Admission to candidature~~

- ~~2.1 Applications for admission to candidature will be made at either institution.~~
- ~~2.2 An applicant for admission to candidature for the degree of Master of Arts in Early Christian Studies shall:~~
 - ~~2.2.1 hold the degree of Bachelor~~
 - ~~2.2.2 have completed a major in the subject area in which the applicant seeks to proceed, provided that the applicant's work is of sufficient merit; or~~
 - ~~2.2.3 have completed at a satisfactory level courses deemed by the Faculty to be equivalent.~~
- ~~2.3.1 Admission to the courses in Early Christian Studies may be limited by quota.~~
- ~~2.3.2 In determining the quota, the Department of Studies in Religion will take into account:~~
 - ~~2.3.2.1 availability of resources including space, library, equipment, laboratory and computing facilities; and~~
 - ~~2.3.2.2 availability of adequate and appropriate supervision and coordination of coursework programs.~~
 - ~~2.3.2.3 In considering an application for admission to candidature the Faculty of Arts shall take account of the quota and select applicants in order of academic merit.~~
- ~~2.4 All candidates will enrol at either the University of Sydney or Macquarie University.~~
- ~~2.5.1.1 A candidate may be accepted by the Faculty on a probationary basis for a period not exceeding 12 months for the Master of Arts; and~~

~~2.5.1.2 upon completion of this period the Faculty shall review the candidate's progress and shall either confirm the candidate's status or terminate the candidature.~~

~~2.5.2 In the case of a candidate accepted on a probationary basis, the candidature shall be deemed to have commenced from the date of acceptance.~~

~~2.6.1 A candidate may transfer his or her candidature at the end of the first semester with the agreement of the Chair of the Department of Studies in Religion and the Chair of the Department of Ancient History.~~

~~2.6.2.1 A candidate who elects the University of Sydney must apply to the Faculty of Arts at the University of Sydney to transfer his or her candidature; and~~

~~2.6.2.2 the application will normally be approved so long as the candidate has made satisfactory progress and there are places available.~~

~~2.7 A candidate who enrolls at the University of Sydney shall proceed in accordance with the Resolutions set out hereunder.~~

3. Award of the degree

~~3.1 The degree shall be awarded and conferred by the institution at which the candidate is enrolled in the course as determined by the Department of Studies in Religion.~~

~~3.2.1 The testamur will specify Master of Arts in Early Christian Studies, but will not indicate that the course was completed as part of the joint program of the University of Sydney and Macquarie University.~~

~~3.2.2 The academic transcript will specify the units of study undertaken at both institutions.~~

~~3.3 The degree in Early Christian Studies shall be awarded in one grade only.~~

4. Method of progression

~~4.1 A candidate shall proceed primarily by coursework.~~

~~4.2 A candidate for the degree of Master of Arts in Early Christian Studies may proceed on a part-time or fulltime basis.~~

5. Time limits

~~5.1 A candidate shall normally complete the requirements for the degree of Master of Arts in Early Christian Studies full-time:~~

~~5.1.1 not earlier than the second semester; and~~

~~5.1.2 not later than the fourth semester;~~

~~5.2 A candidate shall normally complete the requirements for the degree of Master of Arts in Early Christian Studies part-time:~~

~~5.2.1 not earlier than the fourth semester of candidature; and~~

~~5.2.2 not later than the end of the eighth semester of candidature.~~

~~5.3 In special circumstances the Faculty may grant a candidate an extension of candidature.~~

6. Credit

~~6.1.1 A candidate who, prior to admission to candidature, has completed relevant work in this or another university or tertiary institution may be granted credit by the Faculty for the time spent and work completed;~~

~~6.1.2 provided that the candidate completes at least half of the requirements for the course in Early Christian Studies for which he or she is a candidate while enrolled in the joint program at this University or at Macquarie University.~~

~~6.2.1 A candidate who, prior to admission to candidature for a course in the joint program, has completed coursework (or equivalent work) at an institution other than a university may be granted credit towards the master's course in Early Christian Studies for specific units of study listed in the table of units;~~

~~6.2.2 provided that the content of the coursework is considered by the Faculty to be equivalent to that in the units offered in the courses in the joint program.~~

~~6.3 The credit which may be granted to a candidate under section 6.2 shall not exceed a total of two units of study.~~

7. Supervision

~~7.1 In respect of candidates for the degree of Master of Arts, the Faculty, on the recommendation of the Head of School of English, Art History, Film and Media:~~

~~7.1.1 shall appoint a member of the academic staff of the University to act as a supervisor of the candidate's dissertation; and~~

~~7.1.2 may appoint, from amongst appropriately qualified persons, an associate supervisor to assist in the supervision of the candidature.~~

~~7.2 In respect of all the courses in Early Christian Studies, the program coordinator shall act as an adviser to all candidates in respect of units of study.~~

8. Requirements for the courses

~~8.1 A candidate shall:~~

~~8.1.1 complete eight units of study chosen from the Table of units for the joint program:~~

~~8.1.1.1 four units of study to be undertaken at the University of Sydney; and~~

~~8.1.1.2 four units of study to be undertaken at Macquarie University.~~

~~8.2 Two units of study may be replaced by a dissertation.~~

~~8.3 A candidate shall also:~~

~~8.3.1 attend classes and seminars as required; and~~

~~8.3.2 complete such essays and other written work as may be prescribed by the Faculty on the recommendation of the head of school.~~

9. Examination

~~9.1 The Head of School of English, Art History, Film and Media shall report the result of the examination of the coursework to the Faculty, which shall determine the result of the candidature.~~

~~9.2 Except in exceptional circumstances, a candidate who fails one unit of study will not be permitted to repeat that unit of study.~~

10. Satisfactory progress

~~10.1 On the recommendation of the Head of School of English, Art History, Film and Media, the Faculty may call upon any candidate to show good cause why that candidature should not be terminated by reason of unsatisfactory progress towards completion of the requirements for the course of study.~~

~~10.2 Satisfactory progress cannot be defined in all cases in advance, but a candidate who fails two units of study may be asked to show cause why the candidature should not be terminated.~~

~~10.3 Where, in the opinion of the Faculty, the candidate does not show good cause, the Faculty may terminate the candidature.~~

Amendment of the Resolutions of the Senate and Faculty - Faculty of Law

Resolutions of the Senate and Faculty Faculty of Law

The Graduate Studies Committee, on the recommendation of the Faculty of Law, reviewed the amendments to the Resolutions of the Senate and the Faculty. The amendments included revising the Resolutions of the Senate and Faculty relating to the Faculty's postgraduate courses to bring them in line with Academic Board and Senate requirements.

The Graduate Studies Committee recommends the Academic Board approve and recommends Senate approve the amendments to the Resolutions of the Senate and Faculty, with effect from Semester 1, 2007.

The new Resolutions of the Senate for the Faculty of Law are below for information. The full list of Faculty resolutions, approximately 157 pages is available from either the Graduate Studies website at <http://www.usyd.edu.au/su/ab/committees/GSC/2006.html> or the Graduate Studies Committee Secretary, Mr Mark Smith on extension 1 3305 or email m.smith@secretariat.usyd.edu.au.

Resolutions of the Senate

Resolutions of the Senate Faculty of Law

The Resolutions of the Senate relating to degrees, diplomas and certificates in the Faculty of Law (pp 295-297, *Calendar 2006*) are amended, with effect from 1 January 2007, as follows (additions indicated by underline, deletions indicated by strikethrough):

MASTERS DEGREES AND GRADUATE DIPLOMAS IN THE FACULTY OF LAW

1. The Masters Degrees in the Faculty of Law shall be:
 - 1.1 Master of Administrative Law and Policy
 - 1.2 Master of Asian and Pacific Legal Systems
 - 1.3 Master of Business Law
 - 1.4 Master of Criminology
 - 1.5 Master of Environmental Law
 - 1.6 Master of Environmental Science and Law
 - 1.7 Master of Health Law
 - 1.8 Master of International Business and Law
 - 1.9 Master of International Law
 - 1.10 Master of International Taxation
 - 1.11 Master of Jurisprudence
 - 1.12 Master of Labour Law and Relations
 - 1.13 Master of Laws
 - 1.14 Master of Taxation
2. The Graduate Diplomas in the Faculty of Law shall be:
 - 2.1 Graduate Diploma in Commercial Law
 - 2.2 Graduate Diploma in Corporate, Securities and Finance Law
 - 2.3 Graduate Diploma in Criminology
 - 2.4 Graduate Diploma in Environmental Law
 - 2.5 Graduate Diploma in Health Law
 - 2.6 Graduate Diploma in International Business Law
 - 2.7 Graduate Diploma in International Law
 - 2.8 Graduate Diploma in Jurisprudence
 - 2.9 Graduate Diploma in Law
 - 2.10 Graduate Diploma in Public Health Law
 - 2.11 Graduate Diploma in Taxation

Resolutions of the Senate

Faculty of Law

The Resolutions of the Senate relating to the Master's degrees and Graduate Diplomas in the Faculty of Law are inserted, with effect from 1 January 2007, as follows:

MASTER OF ADMINISTRATIVE LAW AND POLICY
MASTER OF ASIAN AND PACIFIC LEGAL SYSTEMS
MASTER OF BUSINESS LAW
MASTER OF ENVIRONMENTAL LAW
MASTER OF ENVIRONMENTAL SCIENCE AND LAW
MASTER OF HEALTH LAW
MASTER OF INTERNATIONAL BUSINESS AND LAW
MASTER OF INTERNATIONAL LAW
MASTER OF INTERNATIONAL TAXATION
MASTER OF JURISPRUDENCE
MASTER OF LABOUR LAW AND RELATIONS
MASTER OF TAXATION

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

1. Requirements for the Masters Degree

1. To qualify for the award of the Masters Degree a candidate must:
 - 1.1 complete units of study giving credit for a total of 48 credit points; and
 - 1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

2. Requirements for the Honours Degree

- 2.1 To qualify for the award of the honours degree a candidate must complete the honours requirements published in section 5 of the Faculty Resolutions relating to each Masters Degree.

MASTER OF CRIMINOLOGY **MASTER OF LAWS**

These Resolutions must be read in conjunction with the relevant rules and Resolutions of the Senate, Academic Board and Faculty, including (but not limited to):

- *the University of Sydney (Amendment Act) Rule 1999 (as amended);*
- *the University of Sydney (Coursework) Rule 2000 (as amended); and*
- *the Resolutions of the Academic Board relating to Assessment and Examination of Coursework.*

2. Requirements for the Masters Degree

- 2.1 To qualify for the award of the Masters Degree a candidate must elect to complete the Degree as either a
 - 2.1.1 Masters Degree by coursework, or
 - 2.1.2 Masters Degree by thesis.
- 2.2.1 In the case of a Masters Degree by coursework a candidate must complete units of study giving credit for a total of 48 credit points, and
- 2.2.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

- 2.3.1 In the case of a Masters Degree by thesis a candidate must complete the requirements published in section 4 of the Faculty Resolutions relating to the Masters Degree, and
- 2.3.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

3. Requirements for the Honours Degree

- 3.1 To qualify for the award of the honours degree in both the Masters Degree by Coursework and the Masters Degree by thesis, a candidate must complete the honours requirements published in section 5 of the Faculty Resolutions relating to the Masters Degree.

GRADUATE DIPLOMA IN COMMERCIAL LAW
GRADUATE DIPLOMA IN CORPORATE, SECURITIES AND FINANCE LAW
GRADUATE DIPLOMA IN CRIMINOLOGY
GRADUATE DIPLOMA IN ENVIRONMENTAL LAW
GRADUATE DIPLOMA IN HEALTH LAW
GRADUATE DIPLOMA IN INTERNATIONAL BUSINESS LAW
GRADUATE DIPLOMA IN INTERNATIONAL LAW
GRADUATE DIPLOMA IN JURISPRUDENCE
GRADUATE DIPLOMA IN LAW
GRADUATE DIPLOMA IN PUBLIC HEALTH LAW
GRADUATE DIPLOMA IN TAXATION

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

1. Requirements for the Graduate Diploma

1. To qualify for the award of the Graduate Diploma a candidate must:
 - 1.1 complete units of study giving credit for a total of 24 credit points; and
 - 1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

Report from Faculties - Faculty of Arts – English Language Requirements

Report from the Faculty of Arts

Postgraduate English Language Requirements

Amended by the Academic Board on 14 December 2005

Date of effect: 15 December 2005

1. Policy

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

2. Background

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

3. Coverage

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

4. Principles

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

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

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

6. Time limits

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

7. Procedures for waiving English language requirements

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

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

8. Authority

8.1 Development/consultation

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

8.2 Management responsibility

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

8.3 Implementation and monitoring

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

8.4 Review

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

8.5 Communication

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

8.6 Contact

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

9. Related information

9.1 Related University legislation, resolutions, policies and procedures include:

9.1.1 University of Sydney (Amendment Act) Rule 1999 (as amended) at <http://www.usyd.edu.au/publications/calendar/>

9.1.2 Probationary candidate and English expression at http://db.usyd.edu.au/policy/policy_index.stm

9.2 University policies superseded or replaced by this policy:

9.2.1 Postgraduate English Language Requirements (approved 28 April 2004) at http://db.usyd.edu.au/policy/policy_index.stm

9.3 External legislation, resolutions, policies related to this policy include:

9.3.1 Education Services for Overseas Students Act 2000 at <http://www.dest.gov.au/esos/>

9.3.2 National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (The National Code) at http://www.dest.gov.au/esos/National_Code/contents.htm

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

Faculty	Course	Requirements (above the University minimum)	Approval Date
Faculty of Agriculture, Food and Natural Resources			
Faculty of Architecture	All postgraduate award courses	<ul style="list-style-type: none"> • TOEFL – 600 or better plus TWE at 4.5+ • IELTS – Overall band score of 7.0 or better, with no component being below 6.5 	12 May 1999
Faculty of Arts	<u>Master of Media Practice</u> <u>Graduate Diploma in Media Practice</u> <u>Graduate Certificate in Media Practice</u>	<ul style="list-style-type: none"> • <u>TOEFL – 600 or better plus TWE at 4.5+</u> • <u>IELTS – Overall band score of 6.5 or better with a result of not less than 7.0 in either the Speaking or Writing band and not less than 6.0 in both the Listening and Reading bands.</u> 	<u>15 November 2006</u>
Faculty of Dentistry			
Faculty of Economics and Business	All postgraduate award courses except the Commerce courses	<ul style="list-style-type: none"> • TOEFL – 600 or better plus TWE at 4.5+ • IELTS – Overall band score of 7.0 or better, with no component being below 6.0 	12 February 1997
Faculty of Education and Social Work	Master of Teaching	<ul style="list-style-type: none"> • IELTS – Overall band score of 7.5 or better with no band less than 7 	16 March 2005
Faculty of Engineering			
Faculty of Health Sciences	Doctor of Health Sciences	<ul style="list-style-type: none"> • IELTS - Overall band of 7.0, with individual band of speaking and writing of no less than 6.5 	12 June 2002 (effective from 1 January 2003)
	Master of Occupational Therapy	<ul style="list-style-type: none"> • TOEFL – 600 or better, plus TWE at 5.0+ • IELTS – Overall band score of 7.0 or better, with at least 6 for Speaking and 7 for Writing on each band 	8 December 2000
	All postgraduate Physiotherapy courses	<ul style="list-style-type: none"> • IELTS – Overall band score of 7.0 or better with individual bands of speaking and writing of 7.0 	17 May 2006
	All postgraduate award courses in the School of Exercise and Sports Science	<ul style="list-style-type: none"> • IELTS – Overall band score of 7.0 or better with individual bands of speaking and writing of no less than 6.5 	2 November 2005
	Combined degrees of: Bachelor of Health Sciences / Master of Clinical Vision Sciences; Bachelor of Health Sciences / Master of Health Information Management; Bachelor of Health Sciences / Master of Rehabilitation Counselling	<ul style="list-style-type: none"> • IELTS – Overall band score of 7.0 or better, with individual bands of speaking and writing of no less than 7.0 • TOEFL – 600 or better, plus TWE at 5+, computer 250 or better, plus essay rating of 5 or better • CULT – 85 	4 October 2006

Faculty of Law	All postgraduate award courses	<ul style="list-style-type: none"> IELTS – Overall band score of 7.0 or better, with at least 6.0 in each of the components 	12 February 1997
Faculty of Medicine	All postgraduate award courses	<ul style="list-style-type: none"> TOEFL – 577 or better overall, plus TWE at 4.5+ 	2 November 2005
Faculty of Nursing	All postgraduate award courses	<ul style="list-style-type: none"> IELTS – Overall band score of 7.0 or better, with at least 7.0 in each of the components 	14 August 2002
Faculty of Pharmacy	All postgraduate award courses	<ul style="list-style-type: none"> TOEFL – 600 or better plus TWE at 4.5+ IELTS – Overall band score of 7.0 or better, with no component being below 6.5 	28 April 2004 (effective from 1 January 2005)
Faculty of Rural Management			
Faculty of Science	Master of Nutrition and Dietetics; Master of Nutritional Science; Master of Applied Science (Nutrition and Dietetics); Graduate Diploma in Applied Science (Nutrition and Dietetics); and Graduate Certificate in Applied Science (Nutrition and Dietetics)	<ul style="list-style-type: none"> IELTS – Overall band score of 7.5 or better, with at least 6.5 in each of the components 	14 November 2005 (effective from 1 January 2006)
	Graduate Certificate in Applied Science (Psychology of Coaching), Graduate Diploma in Applied Science (Psychology of Coaching) and Master of Applied Science (Psychology of Coaching)	<ul style="list-style-type: none"> IELTS: Overall band score of 7.5 as a minimum on each band with no band falling below a score of 6.0 	16 March 2005 (effective from 1 January 2005)
	Master of Environmental Science and Law and Master of Environmental Law	<ul style="list-style-type: none"> IELTS – Overall band score of 7.0 with no band less than 6.0 	2 November 2005
	Doctor of Clinical Psychology; Doctor of Clinical Neuropsychology	<ul style="list-style-type: none"> IELTS – Overall score of 7.0, with no band less than 7.0 	14 November 2005 (effective from 1 January 2006)
Faculty of Veterinary Science	All postgraduate award courses except the Veterinary Public Health Management courses	<ul style="list-style-type: none"> IELTS: Overall band score of 7.0 with no band falling below a score of 6.5. TOEFL: 600 or better plus TWE at 5.0+ CBT: 250 plus essay rating 5.0 	16 March 2005 (effective from 1 January 2005)
	Master of Veterinary Public Health Management; Graduate Diploma in Veterinary Public Health Management; and Graduate Certificate in Veterinary Public Health Management	<ul style="list-style-type: none"> TOEFL – 600 or better plus TWE at 5.0+ CBT – 250 plus Essay Rating 5.0 IELTS – Overall band score of 7.0 or better, with at least 7.0 for Speaking and 7.0 for Writing on each band. 	12 November 2003
Sydney College of the Arts			
Sydney Conservatorium of Music	All postgraduate award courses	<ul style="list-style-type: none"> IELTS – Overall band score of 7.0 with no band less than 6.5 	2 November 2005
	Graduate Certificate of Music Studies (Pedagogy), Graduate Diploma of Music Studies (Pedagogy) and Master of Music Studies (Pedagogy)	<ul style="list-style-type: none"> IELTS – Overall band of 6.5 with no band less than 6.0 	2 November 2005

	Graduate Certificate of Music Studies (Creative Sound Production), Graduate Diploma of Music Studies (Creative Sound Production) and Master of Music Studies (Creative Sound Production)	<ul style="list-style-type: none">• IELTS – Overall band of 6.5 with no band less than 6.0	2 November 2005
	the Graduate Diploma of Music (Performance) and Master of Music Studies (Performance)	<ul style="list-style-type: none">• IELTS – Overall band of 6.0	2 November 2005

Report of the Dean of Graduate Studies

SREQ Action Plans

Background

The Office of the Dean of Graduate Studies (DoGS) recently published a summary report describing results of the Student Research Experience Questionnaire (SREQ) from 2002 to 2005.¹ A key finding was that RHD students have ongoing concerns about the quality of *research climate* and *infrastructure*. While perceptions of *supervision* were generally more positive than the above variables, there is still room for improvement in this core aspect of the RHD experience. In response to the SREQ report, College Research Committee chairs discussed the findings with their senior Faculty staff. Representatives from SUPRA and all CST and CHASS Faculties then met to discuss ideas for best practice and priorities for improvement, resulting in agreement on the following action plans.

CST Action Plan

Supervision

- Faculties should investigate methods for structuring the supervisory relationship so that the responsibilities of both students and supervisors are clear. Examples of such methods include:
 - supervision contracts
 - learning circles
 - group supervision/panel (which may include a postdoctoral panel member)
 - clarifying the role of associate supervisors.
- For part-time RHD students, implementing 'block mode' attendance for part of the candidacy, as with part-time course work students, should be considered.
- More experienced and senior supervisors should proactively engage and mentor junior colleagues.

Climate

- All Faculties should consider running RHD mini-conferences (a strategy successfully adopted by Veterinary Science, and the Schools of Psychology and Chemistry). Such events generate a sense of collegiate research community, as well as developing the core communication skills expected of RHD students. The School of Chemistry has used such events for mid-candidature assessments.
- SUPRA noted that they can no longer support student mini-conferences. They suggested that small amounts of funding allocated for such events by the University or Faculties would pay substantial dividends in enhancing research climate. Publicising such events across different Faculties would support cross-disciplinary dialogue (e.g. publicising such events on the DoGS as well as SUPRA websites).
- Faculties should consider including RHD students in staff communications, especially e-mail. This is intended to make students feel part of a community of scholars, rather than merely a cohort of students. Other suggestions include allowing student access to staff tearooms, and having staff and students present their work in the same seminar programs.
- When enhancing the research environment Faculties should endeavour to accommodate the time constraints and other needs of part-time RHD candidates.
- There is a perception of lack of transparency in RHD student access to casual jobs (e.g. tutoring). Faculties need to ensure transparency (e.g. by rotation of such opportunities among eligible students).

¹ 'Analysis of Student Research Experience Questionnaire (SREQ) – Areas of Best Practice and Suggested Improvements', Office of the Dean of Graduate Studies, August 2006.

Infrastructure

- SUPRA is currently conducting a survey of minimum resource expectations. The result of this survey can inform future policy development regarding infrastructure. The outcome of SUPRA's survey will be tabled through the Academic Board channels (the Graduate Studies Committee) and brought to the attention of the DVC infrastructure.
- It appears that in the resource allocation decision process in some Faculties the needs of RHD students have not been fully recognised (e.g. there has been some downsizing of technical staff numbers in some areas which has seriously affected RHD students). This issue should be addressed.
- Access to adequate computing resources and an appropriate work space are the most salient student concerns. This is a particular challenge for part-time students. Faculties need to ensure adequate access to hardware and software.

CHASS Action Plan

Supervision

- Faculties should support staff in completing the Institute for Teaching and Learning's RHD Supervision program.
- More staff should consider requesting PhD stipends in their ARC applications, rather than structuring such grants around hiring research assistants only.
- More experienced and senior supervisors should proactively engage and mentor junior colleagues.

Climate

- All Faculties should consider running RHD mini-conferences (a strategy successfully adopted by Veterinary Science). Such events generate a sense of collegiate research community, as well as developing the core communication skills expected of RHD students.
- Faculties should consider including RHD students in staff communications, especially e-mail. This is intended to make students feel part of a community of scholars, rather than merely a cohort of students.
- All Faculties should consider running comprehensive annual or start of semester induction programs.
- All Faculties are encouraged to implement regular seminars (either at the Faculty or school/department level) attended by both staff and students. Active attendance of academics is essential for the success of the seminar programs.
- When enhancing the research environment Faculties should endeavour to accommodate the time constraints and other needs of part-time RHD candidates.

Infrastructure

- In making infrastructure funding decisions, the University should recognise that RHD students within CHASS have infrastructure requirements which are distinct from other disciplines. There are numerous RHD students in CHASS who do not even have access to an office space or desk.
- SUPRA is currently conducting a survey of minimum resource expectations. The result of this survey can inform future policy development regarding infrastructure. The outcome of SUPRA's survey will be tabled through the Academic Board channels (Graduate Studies Committee) and brought to the attention of the DVC infrastructure.

Closing the Feedback Loop

Actions for improving feedback to RHD students:

- The DoGS Office undertakes to ensure that students receive feedback about the University's efforts to improve research experience.

- When making changes resulting from SREQ feedback, Faculties should inform students that the actions taken resulted from student feedback.

DoGS
30 October 2006

FACULTY OF DENTISTRY

SECOND PROGRESS REPORT ON RECOMMENDATIONS FROM PHASE TWO

Updated 26th September 2006

First progress report:

Recommendation 1	The Review Team recommends that the Faculty provide more communication both to staff and students on the reasons for, the benchmarking process and the anticipated benefits of benchmarking for the Faculty. (<i>Section 3.3.3</i>)
Action taken by the Faculty	Communication to Faculty & students to date has been minimal, as to date the project has been in the data collection and analysis phase. However once the research results become more transparent, communication to staff and students will occur, as per the below..
Further action planned but not yet implemented (if appropriate)	More regular reports on the benchmarking activity including its outcomes and benefits to the Faculty is to be made to the Learning & Teaching Committee, Dean's Advisory Committee and Faculty Board for information; these committees have student representation from the BDent program. To date, work on the benchmarking initiative, as a result of a successful TIF grant application has included: <ul style="list-style-type: none"> • conference presentations at the Australian & NZ Association of Medical Education (ANZAME) in 2003 & 2004; at the Association for the Study of Medical Education (ASME), Newcastle upon Tyne, UK in July 2005; and a presentation to be presented at the Ontario Medical Education Network (OMEN) in London Canada in May 2005. • A manuscript has been submitted to the Journal of Dental Education on the project design
Faculty's evaluation of the success of action taken	Feedback from reports to be submitted to the Faculty Board and its committees (comprising student members) will provide a mechanism for evaluation of the effectiveness of the project.

Second Progress Report:

Recommendation 1	The Review Team recommends that the Faculty provide more communication both to staff and students on the reasons for, the benchmarking process and the anticipated benefits of benchmarking for the Faculty. (<i>Section 3.3.3</i>)
Action taken by the Faculty	<i>In terms of benchmarking the Learning and Teaching activities of the Faculty,</i> use of external examiners appointed to oversee vivas for final year student is communicated to staff and students. In addition students participate in electives to other dental schools and report on their electives during Faculty Research Day. <i>In terms of benchmarking as a scholarly research project activity,</i> communication about the TIF-funded project has been formalised in conference presentations and publication in refereed journals. The project has completed the first phase involving University of Adelaide and of Toronto. First methodological article from this project has been published (Benchmarking Learning and Teaching: developing a method. Henderson-Smart C, Winning T, Gerzina TM, King S and Hyde S. Journal for Quality Assurance in Education, 2006) and three international conference presentations given(Canada, USA, UK and Australia). The national presentation was at a Research Conference in Brisbane attended by a large number of Faculty members.
Further action planned but not yet implemented (if appropriate)	<i>In terms of benchmarking the Learning and Teaching activities of the Faculty,</i> several Faculty disciplines are similarly developing benchmarking processes for assessments. <i>In terms of benchmarking as a scholarly research project activity,</i> more regular reports on the benchmarking activity including its outcomes and benefits to the Faculty is to be made to the Faculty Learning & Teaching Committee (FLTC), Dean's Advisory Committee (DAC) and Faculty Board (FB) for information;

	these committees have student representation. In addition, the University initiative on Benchmarking will be investigated for Faculty involvement.
Faculty's evaluation of the success of action taken	<i>Responsibility: Faculty Learning and Teaching Committee (FLTC), A/Dean (Learning and Teaching) A/Dean (Ed Development)</i>

First progress report:

Recommendation 2	The Review Team recommends that as part of the review of the Faculty Teaching and Learning Plan the Faculty Plan be aligned with both College and University-wide Plans and a means be found to communicate the new Teaching and Learning Plan with students. <i>(Section 4.1.3)</i>
Action taken by the Faculty	See below
Further action planned but not yet implemented (if appropriate)	The Faculty is in the process of drafting the Faculty Quinquennial Strategic Plan, due for release in mid 2005. Once approved, the Faculty will revise its Learning & Learning Plan in-line with the goals and objectives of the Faculty Strategic Plan, developed against the College and University Strategic Plans. All Faculty plans are being developed in consultation with staff and students. Communication to students is envisioned to occur through student membership on the Faculty's Learning & Teaching Committee, by posting the Learning & Teaching Plan on the student's electronic bulletin board and via the Sydney University Dental Undergraduates Association (SUDUA).
Faculty's evaluation of the success of action taken	Learning and Teaching Plan to be completed end of 2005 and implemented in early 2006.

Second Progress Report:

Recommendation 2	The Review Team recommends that as part of the review of the Faculty Teaching and Learning Plan the Faculty Plan be aligned with both College and University-wide Plans and a means be found to communicate the new Teaching and Learning Plan with students. <i>(Section 4.1.3)</i>
Action taken by the Faculty	The University Learning and Teaching Plan 2007-2010 has been recently disseminated to members of the FLTC. In addition, the Faculty Strategic Plan has been recently been completely redrafted to align to the University Plan and to reflect the deletion of the Colleges. This Faculty Plan has been disseminated to members of the DAC. These plans will be used to develop the Faculty Learning and Teaching Plan by the FLTC in the near future.
Further action planned but not yet implemented (if appropriate)	Development of the Faculty Learning and Teaching Plan, confirmation by the FLTC and then by the Faculty Board. Communication to students is envisioned to occur through student membership on the FLTC, by posting the Learning & Teaching Plan on the student's electronic bulletin board and via the Sydney University Dental Undergraduates Association (SUDUA).
Faculty's evaluation of the success of action taken	Some progress in finalisation of two important plans. Expectation of more efficient development then, of the Faculty Learning and Teaching Plan. Student and staff report feedback into development of plan through FLTC discussion, has enhanced communication of plan. <i>Responsibility: FLTC, A/Dean (LT)</i>

First progress report:

Recommendation 3	The Review Team recommends that in 2005 the Faculty work to establish a formula to balance teaching, research and administration for academic staff. <i>(Section 4.2.5)</i>
Action taken by the Faculty	

Further action planned but not yet implemented (if appropriate)	In 2005 the Faculty established an Academic Staffing Committee to consider academic staffing needs across the Faculty. A future requirement of this committee will be to develop a workload formula for full-time staff to balance research, teaching and administration commitments, with a view to increasing the time allocated for research, as the majority of staff are currently heavily involved in teaching and administration duties; this is to occur at the end of 2006. The Faculty intends to revise its entire academic staff profile in 2006, with the view to consolidate positions and concentrate routine administrative and clinical tasks with the part-time academic staff.
Faculty's evaluation of the success of action taken	To be conducted during 2006.

Second Progress Report:

Recommendation 3	The Review Team recommends that in 2005 the Faculty work to establish a formula to balance teaching, research and administration for academic staff. <i>(Section 4.2.5)</i>
Action taken by the Faculty	Staff work load is being reviewed by the Faculty Manager. Teaching timetables are being reviewed and consolidated.
Further action planned but not yet implemented (if appropriate)	Several aspects are being investigated. For example, improved utilisation of ICT resources to replace and supplement face-to-face teaching will be investigated to enable these resources to be integrated by a range of Faculty teachers. Recruitment of extra part-time clinical and administrative staff is being examined to reallocate these tasks to increase time for research activities.
Faculty's evaluation of the success of action taken	The recent change in the BDent curriculum, introduction of a new degree - the Bachelor of Oral Health, and student increases have directed the staffs' activities predominantly towards teaching and administration. Financial restraints which are predominantly due to the necessarily high staff-student ratio have restricted additional recruitment. <i>Responsibility: Dean</i>

First progress report:

Recommendation 4	It is recommended that the Faculty Retreat discuss the staff's suggestion for the University to award a Faculty Award for Teaching Excellence and any recommendations arising from these discussions be forwarded to the Academic Board Teaching and Learning Committee. <i>(Section 4.3.2)</i>
Action taken by the Faculty	Two excellence in teaching awards were awarded to two Faculty academics in December 2004. The staff nominated were voted by and from the students – the two awards were determined by the graduating BDS and BDent cohorts. In 2005 one award will be offered determined by the graduating BDent cohort (BDS concluded in 2004), and from 2007 onwards, with the first graduate cohort of the BOH program, 2 awards will be offered – one for the BDent and one for the BOH.
Further action planned but not yet implemented (if appropriate)	Offering of teaching excellence award to a teacher of the BOH program, voted by from the students of the BOH program.
Faculty's evaluation of the success of action taken	Feedback from the 2004 graduate cohorts indicated that students felt conferral of such awards were appropriate recognition of outstanding teachers. The process will be followed again in 2005.

Second progress report:

Recommendation 4	It is recommended that the Faculty Retreat discuss the staff's suggestion for the University to award a Faculty Award for Teaching Excellence and any recommendations arising from these discussions be forwarded to the Academic Board Teaching and Learning Committee. <i>(Section 4.3.2)</i>
Action taken by the Faculty	Faculty Excellence in Teaching Award was developed in 2004 following deliberation by the LTC. The condition of the award is currently being reviewed

	by a combined student/Faculty working group.
Further action planned but not yet implemented (if appropriate)	The re-launch of the Award and awarding in 2006.
Faculty's evaluation of the success of action taken	Further discussion within FLTC to define specifications – investigating how to acknowledge part-time teachers. <i>Responsibility: FLTC, A/Dean (EdDev)</i>

First progress report:

Recommendation 5	The Review Team recommends that a core course on Science for the Health Sciences be developed at the College level. (<i>Section 4.4.2</i>)
Action taken by the Faculty	Nil. A core course is yet to be developed at college level.
Further action planned but not yet implemented (if appropriate)	The need for this course is to be considered further, in light of current cross-Faculty teaching with years 1 and 2 of the BDent program with the Faculty of Medicine, and years 1 and 2 of the BOH program with the Faculty of Health Sciences.
Faculty's evaluation of the success of action taken	

Second progress report:

Recommendation 5	The Review Team recommends that a core course on Science for the Health Sciences be developed at the College level. (<i>Section 4.4.2</i>)
Action taken by the Faculty	Further discussions with Faculties of Medicine and of Health Sciences are currently being undertaken.
Further action planned but not yet implemented (if appropriate)	In 2005 the College of Health Sciences set up a Committee to Review the Teaching of the Basic Sciences in the College. The Faculty of Dentistry was represented on that Committee. The Committee recommended that the Bachelor of Health Sciences (BHS) be developed and reshaped with a common foundation year of study that would provide the educational basis for a number of different streams. The reshaped BHS would be an appropriate first degree for entry to the BDent program, noting that any 3 year degree is satisfactory. Some Units of Study in the BHS would be satisfactory units for incorporation in the BOH.
Faculty's evaluation of the success of action taken	With the restructuring of the University (deletion of the Colleges) and the Faculties of Health Sciences, evaluation of this initiative will need to be planned into the new structures. <i>Responsibility: FLTC, A/Dean (LT)</i>

First progress report:

Recommendation 6	The Review Team recommends that the Assessment Committee proceed with their review of assessment practices. This review should include what is being assessed, the method of assessment chosen and its value, and communication with staff (both paid, clinical and honorary) and students on the findings and recommendations of this review. (<i>Section 4.5.3</i>)
Action taken by the Faculty	Recommendation followed-through, with the following initiatives completed: <ul style="list-style-type: none"> • The assessment portfolio was split, with years 3 and 4 being coordinated separately to years one and two to ensure a more even distribution of assessment workflow across the Faculty • A review of the MEQ marking system was conducted via the Learning & Teaching Committee, with the new marking scheme adopted for years 1 and 2 • Schedules for year 3 and 4 assessments were altered to minimise the impact on teaching/clinic time • A competency assessment in anatomy was introduced as a barrier

	<p>assessment prior to commencement of the year 2 Local Anaesthesia/Introductory Oral Surgery Block</p> <ul style="list-style-type: none"> Increased use of the Sydney Dental Program (SDP) website to communicate the assessment dates and information about specific assessments, made available to students and staff Feedback from years 1 and 2 students re the Clinical Competencies Assessment (CCA) have led to fine-tuning of this assessment format, such as changes to the length and format of OSCA stations
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Development of specific learning outcomes that are directly linked with the competencies of the BDent program then aligned to assessment items.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> Changes made to various aspects of assessment in response to staff & student feedback, such as the MEQ marking scheme and anatomy assessment, as examples Split of assessment coordination has resulted in positive feedback in terms of workload distribution across the Faculty

Second progress report:

Recommendation 6	<p>The Review Team recommends that the Assessment Committee proceed with their review of assessment practices. This review should include what is being assessed, the method of assessment chosen and its value, and communication with staff (both paid, clinical and honorary) and students on the findings and recommendations of this review. (Section 4.5.3)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> Review of assessment completed. Assessment Committee abolished in the Faculty organisational restructuring. Level 7 Administrative Assessment Coordinator with responsibility to oversee all assessments in all BDent and BOH programs has been appointed and will commence duties in October 2006. Faculty <i>Assessment and Progression Policy 2006</i> has been confirmed by FLTC and Faculty Board and was published on the BDent program website early in 2006. Assessment Information to students is now systematic and formalised. Assessment presentation during Orientation week for each year of the program by the Assessment Coordinators. All teachers invited. Annual Mid-Year Mock clinical assessment session with BDent 1 students has been introduced so that the initial formative is well explained. Assessment for Clinical Component of BDent course has been reviewed and was discussed in a September Faculty Forum.
Further action planned but not yet implemented (if appropriate)	<p>Feasibility of Re-Institution of Assessment and Evaluation Committee tasked to manage all assessment and evaluation issues is currently underway. Results from Faculty Forum will be analysed by the FLTC and as necessary, followed through.</p>
Faculty's evaluation of the success of action taken	<p>Student and staff feedback on process changes are providing valuable insight. Encouraging further student suggestions and these will be reviewed. Financial restraints relating to number of academic and administrative staff available to implement processes. <i>Responsibility: A/Dean (EdDev)</i></p>

First progress report:

Recommendation 7	<p>The Review Team recommends that the Faculty pursue at a College level the plan to mix the PBL groups of the Graduate Medical and Dental programs for the first two years of their courses; and student outcomes be closely monitored. (Section 5.3.3)</p>
Action taken by the Faculty	<p>The Faculty has considered this initiative, but the increase in student numbers from the Faculties of Dentistry and Medicine in 2005 has placed greater demand on resources, which has not made mixing of PBL groups possible in</p>

	2005.
Further action planned but not yet implemented (if appropriate)	An Infrastructure Committee has been established by the Faculty of Medicine, with representation from the Faculty of Dentistry. Once the current resource issues are countered, the mixing of PBL groups will be reconsidered, possibly for 2006.
Faculty's evaluation of the success of action taken	

Second progress report:

Recommendation 7	The Review Team recommends that the Faculty pursue at a College level the plan to mix the PBL groups of the Graduate Medical and Dental programs for the first two years of their courses; and student outcomes be closely monitored. <i>(Section 5.3.3)</i>
Action taken by the Faculty	Despite increased students numbers in both Faculties, and no commensurate increase in facilities or infrastructure, the feasibility of combined PBL groups has been broadly discussed, and a TIF grant-supported Project committee are developing this recommendation. The combined Medical/Dentistry Research project started its progress in August 2006 with combined PBL groupings to commence in Block 5, October 2006, for BDent 1.
Further action planned but not yet implemented (if appropriate)	Continuation of project, to be evaluated and if successful extended to more blocks beginning 2007 with Block 1.
Faculty's evaluation of the success of action taken	Recruitment into combined PBL's progressing. Staff and student support as estimated by successful recruiting into project. <i>Responsibility: A/Dean (LT)</i>

First progress report:

Recommendation 8	The Review Team recommends that the Faculty institute a regular research forum as a means to build community, encourage collaboration and encourage the further development of a research climate. <i>(Section 6.2.8)</i>
Action taken by the Faculty	The Faculty has designed and implemented a research forum schedule for 2005 comprising presentations by research and postgraduate coursework students about their research treatises/theses to members of Faculty, the teaching hospitals and the profession.
Further action planned but not yet implemented (if appropriate)	The Faculty intends to expand this series to include presentations by staff of the Faculty, the teaching hospitals and external organisations on research being conducted across the broad fields of dentistry/oral health.
Faculty's evaluation of the success of action taken	To be conducted at the conclusion of 2005, based on student satisfaction with forum, attendance level, and overall pedagogical benefits to students and Faculty.

Second progress report:

Recommendation 8	The Review Team recommends that the Faculty institute a regular research forum as a means to build community, encourage collaboration and encourage the further development of a research climate. <i>(Section 6.2.8)</i>
Action taken by the Faculty	A regular Research Forum has become culture in the Faculty for both students and teachers. <ul style="list-style-type: none"> • Faculty Research Day and Research Presentation Program are annual events for the Faculty. • Faculty students and staff present and attend annual Westmead Campus Research Week. • Weekly Faculty Research seminars conducted at Westmead Campus

	<p>over entire year.</p> <ul style="list-style-type: none"> • Faculty members participate annually in national and international research conferences in a very broad range of discipline-based research including oral biology, biomaterials, oro-facial pain, oral pathology and educational research. • There has been a large increase in applications for Grants supporting primary research especially in educational research. • Development of the MPhil degree this year opens further opportunity for research opportunities to applicants without dental degrees. • Faculty Strategic Plan provides KPIs reflecting admin/research and teaching outputs which should stimulate further activity by faculty members and support growing research strengths. • Research projects involving collaborations between Faculty academics and Hospital-employed staff has increased.
Further action planned but not yet implemented (if appropriate)	The regular weekly research seminars be reviewed for alternate venues and times to increase staff and student participation.
Faculty's evaluation of the success of action taken	Formal evaluation of different regular meetings be conducted at conclusion of 2006 based on satisfaction of different modalities over all pedagogical benefits to students. Faculty and partner teaching hospital staff are invited to participate. <i>Responsibility: A/Dean (R) and A/Dean (PGS)</i>

First progress report:

Recommendation 9	The Review Team recommends that Faculty management invest time in pursuing mechanisms to encourage collaboration across disciplines and with the College of Health Sciences. (<i>Section 9.1.1</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • The Faculty has active membership on the CHS Interprofessional Learning Group; as a result, dental students have been mixed with medical students in practical sessions in the emergency department at Westmead Hospital. • Years 1 and 2 of the BDent curriculum is shared with the Faculty of Medicine, with medical and dental students attending shared lectures. Staff from Medicine and Dentistry form the Curriculum Progress Group (CPG) which addresses curriculum issues affecting both faculties for years 1 and & 2 of the BDent program • BOH students share units with Bachelor of Health Science students offered by the Faculty of Health Sciences for the first two years of the program • The Faculty established a Heads of Discipline Committee to provide a transparent forum for discipline heads employed by the Faculty and the teaching hospitals to discuss and action matters relevant to the Faculty's academic disciplines
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The Faculty Heads of Discipline Committee to be further developed to provide assistance with staff planning across the disciplines to facilitate a more effective recruitment process for staff employed across a number of disciplines for pedagogical and administrative reasons, in consultation with the Faculty Academic Staffing Committee.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Some success has been obtained through the Interprofessional Working Group, with the joint participation of medical and dental students in emergency settings • Cross-Faculty curriculum planning/delivery issues are being identified and collaboratively solved via participation at the CPG, pursuing the Faculty's objective of maintaining a strategic partnership with the Faculty of Medicine • Feedback from the Faculty Heads of Discipline Committees indicates

	an unprecedented level of transparency in discussing the activities and financial status of the Faculty's disciplines.
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Second progress report:

Recommendation 9	The Review Team recommends that Faculty management invest time in pursuing mechanisms to encourage collaboration across disciplines and with the College of Health Sciences. (<i>Section 9.1.1</i>)
Action taken by the Faculty	Despite the deletion of the Colleges by the University, actions described in the First Progress Report above continue to expand and be evaluated for further refinement. For example, combined emergency clinical rotations Westmead Hospital and combined Lectures & theme sessions Year 1& 2 Med & Dent, BOH shared units with Faculty of Health Science Students
Further action planned but not yet implemented (if appropriate)	Avenues within Faculties of Health for collaboration between BDent and BOH and both Faculties in the Faculties of Health and with the Faculty of Health Sciences are being pursued e.g. interprofessional learning project and eLearning projects which will be expanded in 2007. 2006 IPL program will be evaluated at conclusion of 2006.
Faculty's evaluation of the success of action taken	Student evaluation of combined Emergency sessions is on going and results are promising. Participation of BOH students in Faculty of HS has also been favourably evaluated by staff and students showing this to be a successful collaboration and meritorious of further development. However, evaluation by Dent Faculty staff and students of combined Med Dent Yr 1 & 2 courses have shown major difficulties in coordinating timetables and academic resources causing sizeable students concerns. Analysis at this stage indicates a significant level of difficulty in communication between newly appointed staff in Medical Faculty and appropriate interaction with Dental Faculty. Inefficient communication about the financial, teaching, and organizational cooperation between the Faculties appears not to be communicated to Medical staff tasked with supporting and facilitating cross faculty relations. Faculty Heads of Discipline Committee has imperfect communication with the FLTC which needs immediate improvement. Strategies are being developed to improve these substantial problems. <i>Responsibility A/Dean (LT) and A/Dean (Ed Dev)</i>

First progress report:

Recommendation 10	The Review Team recommends that the Faculty be more strategic in the use of the Web as a means of communication. That information quality attributes, such as audience, timeliness and up-to-dateness, content and purpose of communication, be included in the Faculty's Web strategy. (<i>Section 9.2.6</i>)
Action taken by the Faculty	The Faculty has conducted a major overhaul of its web activities since the review. Achievements to date include: <ul style="list-style-type: none"> • Appointment of a full-time Web Programmer • Launching a new public site in which comprehensive course, research and general Faculty information/news is detailed • Development of the Faculty Intranet to include: a bulletin board for postgraduate students, a bulletin board for BOH students; an electronic archive of Faculty Committee papers; creation of an OHS page; creation of a Faculty policies archive and document search facility; development of surveys for students' feedback and marketing purposes. • Refinement of the Sydney Dental Program (SDP - BDent students' learning site) including: inclusion of student bulletins, timetables, assessment policies; timetables, amps, key contacts, and general reorganisation of learning materials to ensure easier navigation by students • Creation of web-based mailing lists for all undergraduate students and

	postgraduate students, compiled by year and course; creation of committee mailing lists.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> The public pages are to be continually expanded, particularly in the research area to promote research activities of staff and PG students The Intranet is to be continuously developed, particularly in relation to storing Faculty documents and procedures and devising appropriate headings and sub-headings to file the documents. A staff induction procedure is to be also published in the web.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> Feedback from a survey sent to students indicated that over 95% of respondents thought the Faculty website was average to excellent, with only 4% saying it was poor Feedback from the SDP students' bulletin board indicates that the organisation and retrieval of learning materials from the SDP site is gradually improving.

Second progress report:

Recommendation 10	The Review Team recommends that the Faculty be more strategic in the use of the Web as a means of communication. That information quality attributes, such as audience, timeliness and up-to-dateness, content and purpose of communication, be included in the Faculty's Web strategy. <i>(Section 9.2.6)</i>
Action taken by the Faculty	Full time Web Programmer appointed but was seconded to Faculty of Medicine staff and the position in Dentistry has been re-advertised. A fractional replacement has recently been employed which is slowly improving the situation. This difficult situation has made the progressing of this recommendation subject to deceleration. However, summit discussions have resulted in the identification of contingency strategy such as the improvement of understanding and management of web material by academic staff through continuing education. Intranet continued development. Staff induction procedure on line now.
Further action planned but not yet implemented (if appropriate)	Further development of intranet and public pages. Further alignment of BOH webs-based resources to that of BDent to economise resource maintenance.
Faculty's evaluation of the success of action taken	Feedback from staff and students have valuably revealed serious and chronic problems in the web-delivery of learning materials which are being systematically analysed and followed up. Some small website improvements have been beneficial but that further reorganisation of website to make searching more user friendly to both staff and students. The situation remains underserved by supportive IT staff Responsibility : A/Dean L&T and IT committee

First progress report:

Recommendation 11	The Review Team recommend that the Faculty review the Terms of Reference for its committees and investigate any opportunities for collapsing and amalgamation. <i>(Section 9.6.1)</i>
Action taken by the Faculty	The Faculty reviewed its committee structure in late 2004 and implemented a new governance and management structure, approved by the Faculty Board in February 2005. The new structure has streamlined the number of committees, resulting in a Faculty Board, five strategic committees, three management committees and a strategic planning group and two hospital liaison groups in conjunction with the two teaching hospitals. Membership and terms of reference were revised, and the opportunity for staff to participate on most committees was given via a democratic committee election procedure. Students also have representation on strategic committees, such as the Faculty Board, the Learning & Teaching Committee, Research Committee, and the two hospital liaison committees.

Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	The Faculty Board unanimously endorsed the new structure, with no resistance from staff. Fewer meetings, with more refined terms of reference have occurred, without the duplication of content between committees, with transparency in decision making being reported back informally from staff. Students also have representation on strategic committees. The structure will be reconsidered at the end of 2005 based on formal feedback to be sought from staff and student representatives to determine if any changes are required.

Second progress report:

Recommendation 11	The Review Team recommend that the Faculty review the Terms of Reference for its committees and investigate any opportunities for collapsing and amalgamation. <i>(Section 9.6.1)</i>
Action taken by the Faculty	New committee structure implemented with collapse of a large number of committees.
Further action planned but not yet implemented (if appropriate)	A needs-analysis for new, but necessary groupings should be completed to reinstitute those committees that can be tasked in project form to accomplish tangible outcomes in a specified time and then collapse following the fulfilment of their brief. Strong relationships between the members of Faculty and Clinical Hospitals provide substantial resource for these short-lived committees.
Faculty's evaluation of the success of action taken	Despite an initial but brief favourable reception of the committee collapse, a significant degree of destabilisation occurred as a result of the collapse of such a high number of committees. As a result a less effective and diffuse managerial structure has emerged reflected in a lack of awareness of new communication lines and the by-passing of effective organisational structure. A level of confusion with respect to ownership/responsibility of specific areas and lines of communication exists now but has been recognized and strategies for reorganization are being developed with the specific input of the Faculty Manager.. <i>Responsibility: Dean</i>

FACULTY OF LAW

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 1	The Review Team recommends that the Faculty liaise with the Faculty of Architecture regarding that Faculty's processes around the review and reporting of trends from SCEQ, SREQ and CEQ results. (Section 3.6.2)
Action taken by the Faculty	Consultation with the Faculty of Architecture completed. See progress report 1. The Faculty engaged in an in-depth analysis of the ten year trends in SCEQ and CEQ results at its Faculty Discussion Day on September 15 th 2006.
Further action planned but not yet implemented (if appropriate)	Ongoing review of results.
Faculty's evaluation of the success of action taken	Successful.
Recommendation 2	The Review Team recommends that the Associate Dean (Postgraduate Coursework) develop an accessible communication channel for communication with postgraduate students. (Section 3.6.4)
Action taken by the Faculty	<p>From Progress Report 1: The matter was referred to the Postgraduate Coursework Committee. The Committee noted the considerable differences between the undergraduate and postgraduate programs. Because the postgraduate programs are so diverse, and likewise the issues on which communication may be needed or desirable are so varied, it is considered that the channels of communication should first of all be to the Program Coordinators for the specialist programs and the two academic staff responsible for the LLM and Graduate Diploma in Law. The Committee resolved to ensure that incoming and continuing students are clearly informed of the appropriate communication channels for dealing with problems arising in relation to the postgraduate program.</p> <p>We have taken steps to improve communication, directing students to the program co-ordinators rather than the Associate Dean. In all coursework admission letters, we have indicated the following: "If you wish to discuss your course of study, please consult with the relevant Program Coordinator prior to enrolment." On the coursework "future" and "current" student websites, we have provided the contact details of the Program Co-ordinators if a student requires academic advice. Please see: http://www.law.usyd.edu.au/fstudent/coursework/further_info.shtml http://www.law.usyd.edu.au/cstudent/coursework/contacts.shtml The Program Co-ordinators are also provided in all enrolment and application information booklets, promotional brochures, and the PG noticeboards on Level 12, 2 and 4.</p>
Further action planned but not yet implemented (if appropriate)	-
Faculty's evaluation of the success of action taken	Implemented.
Recommendation 3	The Review Team recommends that the Faculty liaise with Sue Silveira and Helen Wozniak from the School of Applied Vision Sciences regarding their work on student online interactivity using WebCT. (Section 3.7.5)

<p>Action taken by the Faculty</p>	<p>From Progress Report 1: Lucy Taylor, the WebCT administrator in the law school, attended a CHASS workshop at which Sue Silveira and Helen Wozniak presented on 19 May 2005. A teaching development workshop was held for the Faculty on 26 May 2005 and this included a discussion of Quiz Tool and other interactive features of WebCT.</p> <p>Implemented. The Faculty continues to monitor the use and development of interactive WebCT. It has a full-time WebCT co-ordinator who provides support and training to staff. In 1st semester 2006, of the 90 WebCT sites operated in the Faculty, there were 47 sites using the TextBlock function to communicate messages to students, 80 containing electronic class handouts, and 5 using the Discussion Board function. Dr Brett Williams of this Faculty ran a focus group for students to get their feedback on e-learning on 4th September 2006 and conducted an open session for Faculty on e-learning on Sept 5th 2006.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>-</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>Successful.</p>
<p>Recommendation 4</p>	<p>The Review Team recommends that the Faculty proceed with the review of Units of Study and standardisation at 6 credit points as a priority activity; as this Faculty teaches double degrees it is important to provide students with coherence. The Review Team draws the Faculty's attention to the 2006 deadline. (Section 4.1.3)</p>
<p>Action taken by the Faculty</p>	<p>Curriculum Review was given a very high priority in 2005-06. The new 6 credit point first year program was approved by Faculty in December 2005, and the 2006 intake of first year Combined Law students are on the new curriculum. Transition arrangements have been put in place for all other students in consultation with partner faculties.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The curriculum review has continued with consideration being given to the future shape of the 2nd and 3rd years of Law. A Discussion Day was held on September 15th 2006 and proposals are being developed for the consideration of the Faculty arising out of this.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>Successful to date. Further work ongoing.</p>
<p>Recommendation 5</p>	<p>The Review Team recommends that the Faculty move into compliance with Academic Board Policy on Awards with Honours. (Section 4.2.4)</p>
<p>Action taken by the Faculty</p>	<p>A paper was presented to the Faculty Discussion Day on September 15th 2006 and proposals for change to the Honours program in line with Academic Board policy are being developed for the consideration of the Faculty arising out of this.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Paper to go to Faculty before the end of 2006.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>Not yet completed.</p>
<p>Recommendation 6</p>	<p>The Review Team recommends that the Faculty ensure that the links between Generic Graduate Attributes and Contextualised Graduate Attributes and the content and assessment of Units of Study are made clear to students. (Section 4.4.4)</p>

<p>Action taken by the Faculty</p>	<p>From Progress Report 1: Considered by the Teaching and Curriculum Review Committee. The Generic Graduate attributes adopted in 1993 by the Academic Board were contextualised for law and adopted by Faculty at its meeting of 3 August 2004. They now appear in the Faculty Handbook every year. The Director of Teaching reminded all staff of the attributes, where to find them, and encouraged staff to link these to their teaching and include them in their unit outlines.</p> <p>Completed.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	
<p>Faculty's evaluation of the success of action taken</p>	<p>Steps taken to implement recommendation, but needs ongoing monitoring of teaching practices.</p>
<p>Recommendation 7</p>	<p>The Review Team recommends that the Faculty undertake an audit of assessment practices. The Faculty should aim for consistency and compliance with Academic Board policies. (Section 4.6.4)</p>
<p>Action taken by the Faculty</p>	<p>From Progress Report 1: Teaching and Curriculum Committee has assembled and updated all existing Faculty regulations and policies re assessment and reviewed and changed some of these. Existing regulations will be finally updated and publicised to all staff in November 2005 to ensure that all staff understand and comply with the regulations.</p> <p>The Faculty's Teaching and Curriculum Committee is currently in process of:</p> <p>(i) ensuring that the existing Faculty assessment policies are in compliance with those established by the Academic Board, and</p> <p>(ii) reconciling the most recently amended and updated policies with current entries in both the Law Faculty Handbook and the (internal) Teaching Handbook.</p> <p>It is expected that this task will be completed by the end of this academic year or early next year.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	
<p>Faculty's evaluation of the success of action taken</p>	<p>In progress.</p>
<p>Recommendation 8</p>	<p>The Review Team recommends that the Faculty make greater use of its Graduate Diploma programs as a required pathway to postgraduate study for non-lawyers. This may assist the Faculty to address the different audiences in its postgraduate program and facilitate the Faculty in meeting the different expectations and experiences of students. (Section 4.8.5)</p>
<p>Action taken by the Faculty</p>	<p>From Progress Report 1: This matter has been considered by the Postgraduate Coursework Committee of the Faculty. The Faculty does sometimes offer candidates admission to the Graduate Diploma only, even where applicants seek admission to the Masters' degree. It does so where there is doubt about the capacity of an applicant to complete a degree. The Faculty will certainly consider the greater use of this strategy when it is concerned about the capacity of non-lawyers to complete the degree.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	

Faculty's evaluation of the success of action taken	Implemented.
Recommendation 9	The Review Team recommends that the PG Research Room be available to RHD students during the same hours as the Library. (Section 6.1.8)
Action taken by the Faculty	From Progress Report 1: The hours of the PG Research Room have been extended so that it now closes within half an hour of the close of the library and the building. Because the attendants need to check the building, this is the latest that the room can remain open.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Implemented.
Recommendation 10	The Review Team recommends that RHD students be automatically included in the research cluster of their supervisor and they be given opportunities to join other clusters of interest to their research. (Section 6.2.5)
Action taken by the Faculty	From Progress Report 1: All RHD students are now listed on the website under the different research clusters. Some research students are engaged in work that is relevant to more than one research cluster. Research students are invited to cluster meetings, conferences and activities. Research clusters vary considerably in the extent to which they meet and can provide opportunities for such engagement. Some are organised around Centres and Institutes. Others are much looser affiliations.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Implemented.
Recommendation 11	The Review Team recommends that RHD students be invited to the weekly lunchtime seminars to increase their sense of inclusion in a community of scholars. (Section 6.3.5)
Action taken by the Faculty	From Progress Report 1: All RHD students notified by email of lunchtime seminars and invited to attend.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Successful.

2005 Cases of Academic Dishonesty Reports

Part 3, Section 3 (6) of the Academic Board Resolutions: *Academic Honesty in Coursework* states:

(6) Review by Faculty Committee

Once per year, the head of department/school shall give an account of the way in which breaches of academic standards have been dealt with to the Teaching and Learning Committee of the Faculty or its equivalent, or such other committee as is determined by resolution of Faculty. By providing advice to heads of departments/schools, the Committee should endeavour to ensure consistency of approach across the Faculty.

The Committee should forward a consolidated report from the Faculty to the Academic Board for consideration and incorporation in the monitoring and review process.

In preparing their consolidated reports, faculties were asked to comment on the following matters:

- Protocol – What are your procedures for dealing with cases of academic dishonesty.
- Detection Methods – How is academic dishonesty detected?
- Treatment of Cases – Outline how each case was dealt with.
- Assessment and Examination – Has the Faculty's current assignment and/or examination system been amended as a result of any cases? If so, outline how.
- Any Other Comments

All faculty reports have now been received and are available as a consolidated document. An overview of the reports follows.

Protocols

Faculties have reported in terms of compliance with the Academic Honesty and Student Plagiarism policies. The Faculty of Economics and Business provided the most detailed report and is well worth noting for its focus on educating students as well as dealing with identified cases of plagiarism.

There appears to be scope in the larger faculties for Schools and Departments to develop local protocols. This practice has the potential to introduce variations in how cases of plagiarism are handled, and there is definitely scope for the Academic Board to develop and provide advice and/or training to faculties and academic staff in this area.

Recommendation 1

That the Academic Board, in consultation with faculties and student groups, develop a uniform set of protocols for dealing with cases of plagiarism.

Detection Methods

While there is a trend towards the use of specialised software for detecting plagiarism, there is still a general (and highly defensible) reliance on the ability of individual staff to intuitively detect plagiarism, often assisted by web searches (e.g. Google). Again, the Faculty of Economics and Business stands out for its use of detection software as an educational tool for students.

Cases

FACULTY	No. OF CASES/STUDENTS
Faculty of Agriculture, Food & Natural Resources	No serious cases reported
Faculty of Architecture	3
Faculty of Arts	103
Faculty of Dentistry	0
Faculty of Economics & Business	85
Faculty of Education & Social Work	5
Faculty of Engineering	34
Faculty of Health Sciences	137
Faculty of Law	32
Faculty of Medicine	Numbers not reported
Faculty of Nursing	13
Faculty of Pharmacy	28
College of the Arts	Numbers not reported
Conservatorium of Music	3
Faculty of Science	Numbers not reported, but >32
Faculty of Veterinary Science	3

The treatment of cases is highly variable across the University, and needs to be addressed. Variation occurs not just between faculties, but within faculties (e.g. a case of negligent plagiarism can lead to an automatic fail in one school or an instruction to resubmit the assignment in another).

Recommendation 2

That the Academic Board, in consultation with faculties and student groups, develop guidelines for the treatment of proven cases of plagiarism.

Amendments to Assessment and Examination Procedures

Apart from implementing changes required by the new Student Plagiarism policy, the majority of faculties did not report any major amendments to their procedures during 2005. Most reported that they were continuing to review their procedures, and there was a trend for academic honesty issues to be factored into curriculum reviews. Again, the Faculty of Economics and Business should be highlighted for making some major changes, including making the self-paced online module on academic honesty mandatory for all students and introducing additional resources and procedures to tackle specific areas (e.g. groupwork and computer-supported exams).

Other Comments

Not all faculties chose to comment, however some comments are worth highlighting:

- Support for a University-wide approach to detecting plagiarism (i.e. a common, defined system);
- Introduction of reporting templates (Faculty of Arts – this may be worth highlighting as best practice to other faculties);
- Some faculties are either adopting systems similar to those introduced by the Faculty of Economics and Business (i.e. self-directed online learning modules, using plagiarism detection software as an educational tool) or are interested in doing so;
- There is some concern about the record-keeping requirements introduced by the Student Plagiarism policy; and
- At least two faculties expressed concern that the requirement under the Student Plagiarism policy for a formal meeting with the student/s alleged to have committed plagiarism is unnecessarily stressful to the student/s involved.

Conclusion and Recommendations

As with previous years, gaining an oversight of this issue was hampered by the wide variation in reports from the faculties, e.g. not all faculties gave the exact number of cases dealt with in the reporting period. This could partly be addressed by further amending the report template (with reference to the template being developed by the Faculty of Arts) and partly by ensuring that the reports are at least signed-off, if not collated, by the Associate Dean (Learning and Teaching) or equivalent in each faculty.

In conclusion, the recommendations are:

Recommendation 1

That the Academic Board, in consultation with faculties and student groups, develop a uniform set of protocols for dealing with cases of plagiarism.

Recommendation 2

That the Academic Board, in consultation with faculties and student groups, develop guidelines for the treatment of proven cases of plagiarism.

Recommendation 3

That the Academic Board further revise the reporting template for cases of academic dishonesty and associated instructions for its completion.

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 patterns² 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

² 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.