UNDERGRADUATE STUDIES COMMITTEE
10:00AM-12:00PM WEDNESDAY 27 JULY 2016

Chair: Associate Professor Wendy Davis
Committee Officer: Natalie Zawerucha
University Secretariat | Office of the Vice-Chancellor

NOTICE OF MEETING

Meeting 2016/4 of the Undergraduate Studies Committee will be held at 10 am on Wednesday 27 July in the Senate Room, Quadrangle. The agenda for the meeting is attached.

Natalie Zawerucha
Committee Officer

Respect is a core value of the Academic Board
# AGENDA

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6 OTHER BUSINESS

6.1 Any Other Business

Next meeting – 10:00am-12:00pm, Wednesday 31 August 2016, Senate Room, Quadrangle
Undergraduate Studies Committee

Terms of Reference

Purpose

The Undergraduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning and scholarship at the University of Sydney and, in this context, advises the Academic Board about resolutions, policy and procedures relating to undergraduate study at the University and acts as the Academic Board's agent in determining undergraduate matters, including the approval of new and amended courses, in accordance with the resolutions of the Senate: Delegations of Authority: Academic Functions.

Terms of Reference

1. To monitor issues relating to quality in relation to undergraduate award courses, and to make recommendations to the Academic Board as detailed below.
2. To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate studies in the University, including the pattern of undergraduate courses in the University.
3. To make recommendations to the Academic Board in relation to proposals to introduce new undergraduate award courses and amendments to existing undergraduate award courses.
4. To make recommendations to the Academic Board regarding requirements to be satisfied by candidates for the award of a degree, diploma or certificate.
5. To act for the Academic Board in determining procedures for the consideration, and deadline for submission of proposals for new and amended undergraduate award programs and courses in consultation with the Course Profiles Steering Committee.
6. To contribute to the development of the University's strategic objectives in relation to undergraduate study and to formulate, recommend to the Academic Board, and regularly review resolutions, policy and procedures supporting those strategic objectives.
7. To receive reports from, and provide advice to, the Deputy Vice Chancellor (Education) and, where appropriate the Deputy Vice Chancellor (International) on quality assurance and other matters relating to undergraduate study.
8. To obtain information or reports from any faculty, school or department, the Library or other academic unit on academic matters relating to undergraduate studies.
9. To ensure proper communication channels are established with other committees of the Academic Board and SEG to promote cross-referencing and discussion of matters concerning undergraduate students.
10. To determine the terms and conditions of undergraduate awards, scholarships and prizes established within the University.
11. To receive annual reports on the awarding of Honours and the University Medal from Faculties
12. To provide regular reports on its activities under its terms of reference to the Academic Board.
13. To consider and report on any matter referred to it by the Academic Board, or its committees, the Senior Executive Group or the Vice Chancellor.
UNDERGRADUATE STUDIES COMMITTEE
10:00 am – 12:00 pm, Wednesday 15 June 2016
Senate Room

Members Present: Associate Professor Wendy Davis (Chair); Helen Agus, Law (for Dr Jenny Saleeba); Associate Professor Tina Bell, Agriculture, Food and Natural Resources; Dr Stephen Carter, Pharmacy; Associate Professor Rae Cooper, Business; Professor Alan Fekete, Engineering and Information Technologies; Anne Fernandez, Deputy Registrar Nominee; Dr Jennifer Green, Nursing and Midwifery; Dr Mark Halaki, Health Sciences; Dr Melissa Hardie, Arts and Social Sciences; Professor Gail Mason, Law and Associate Professor Tony Masters, Chair of the Academic Board.

Attendees: Matthew Charet, Acting Executive Officer to Academic Board; Professor David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies (for items 4.1-4.3); Professor Gail Mason, Sydney Institute of Criminology (for items 4.4-4.5); Associate Professor Peter McCallum, Director, Education Strategy, Deputy-Vice-Chancellor (Education) (for items 5.2-5.5) and Ms Natalie Zawerucha, Committee Officer.

Apologies: Professor Adam Bridgeman, Director, Educational Innovation; Dr Wayne Cotton, Education and Social Work; Dr Kimberly Coulton, Dentistry; Dr James Humberstone, Sydney Conservatorium of Music; Dr Eric Knight, Business; Mr Andrew Lavery, Sydney College of the Arts; Dr Jenny Saleeba, Science; Ms Chloe Smith, President of the SRC and Associate Professor Tim Wilkinson, Chair of the Admissions Committee.

MINUTES

1 WELCOME AND APOLOGIES

The Board noted apologies as recorded above.

Resolution UGSC2016/3-1
The Undergraduate Studies Committee resolved to note that apologies have been received from the members above and that they be excused for their absence.

2 PROCEDURAL MATTERS

2.1 Minutes of Previous Meeting

Resolution UGSC2016/3-2
The Undergraduate Studies Committee resolved that the minutes of meeting 2/2016 on 27 April 2016 be confirmed as a true record.

2.2 Actions Arising

Resolution UGSC2016/3-3
The Undergraduate Studies Committee noted that there were no outstanding actions.

3 ITEMS FOR ACTION

3.1 Report of the Chair

The Chair informed members that at its 18 May meeting, the Academic Board approved the Sydney Medical School’s proposal to amend the progression requirements in the course resolutions for the Bachelor of Medicine/Bachelor of Surgery and the Doctor of Medicine. The Faculty had revised the proposals at the request of the Undergraduate Studies Committee and Graduate Studies Committee. However, the versions of the resolutions submitted to the Academic Board were based on different documents than those submitted to the committee. At its 29 May meeting, the Academic Board will be asked to note that the resolutions submitted present the original intent of the proposal and should be accepted as the approved version of the resolutions.

Resolution UGSC2016/3-4
The Undergraduate Studies Committee resolved to note the report of the Chair.
3.2 Report of the Academic Board meetings

A/Professor Masters reported that an external review of Academic Board was scheduled for later in the year.

He also informed members of a discussion at a recent NSW Chairs of Academic Board meeting regarding the notable increase in high school teachers requesting training in HSC mathematics. This was a positive outcome following the University’s decision to increase the number of courses with mathematics as a pre-requisite.

Resolution UGSC2016/3-5
The Undergraduate Studies Committee noted the report of the 18 May Academic Board meeting.

4 ITEMS FOR APPROVAL

Major Course Proposals

4.1 Faculty of Engineering and IT: Deletion of Bachelor of Engineering and related combined degrees

A proposal was received from the Faculty of Engineering and IT (FEIT) to delete the Bachelor of Engineering and related combined degrees. This course deletion proposal was submitted in conjunction with proposed changes to the grading scheme of the Bachelor of Engineering Honours. The FEIT proposed to bring the University’s Bachelor of Engineering programs into alignment with the practice across the sector, where all graduates from 4-year Bachelor of Engineering programs (and the associated combined degrees) are awarded an AQF8 qualification. As part of this change, the Bachelor of Engineering degree (awarded without Honours) would be deleted. All students entering from Semester 1, 2015 have entered the Bachelor of Engineering (Honours) rather than the Bachelor of Engineering.

This proposal was discussed in conjunction with item 4.2 and as such, the resolution for this proposal is combined with item 4.2, below.

4.2 Faculty of Engineering and IT: Change to honours grading in Bachelor of Engineering Honours and combined degrees

A proposal was received from FEIT to modify the honours grading within the (AQF8) Bachelor of Engineering Honours degree program (and associated combined degree programs), in order to bring them into alignment with all other undergraduate professional engineering programs within Australia, and ensure that the programs can remain accredited by the relevant professional industry body, Engineers Australia.

Members discussed options for the most suitable nomenclature for degrees awarded to students whose work falls below the threshold for second class honours. Professor Lowe advised that other universities were using either a ‘third class’ designation or remaining silent after the degree name.

A/Professor McCallum noted that the matter of third class honours had implications for the newly updated Coursework Policy 2014, the amendments of which were focused on streamlining honours standards across the University.

With regard to FEIT’s request for retrospective approval to the beginning of 2016, members advised that students would have the right to remain in the old resolutions or transfer to the new resolutions, and retrospective approval was therefore not necessary.

The committee requested that Engineering’s proposed changes to the Coursework Policy 2014 be incorporated into the most recent version of the policy and then be submitted to the next Academic Standards and Policy Committee for endorsement.

Resolution UGSC2016/3-6
The Undergraduate Studies Committee approved for recommendation to Academic Board, in principle agreement with the Faculty of Engineering and IT proposal to:
i) delete the Bachelor of Engineering and related combined degrees, to take effect from 1 January 2017.

ii) change honours grading in the Bachelor of Engineering Honours and combined degrees and make related changes to the University Coursework policy, Senate Resolutions, Faculty Resolutions, Bachelor of Engineering Honours course resolutions and Bachelor of Engineering Honours combined course resolutions.

Subject to:

i) further discussion with the Director, Education Strategy to ensure that changes to the Coursework Policy 2014 are consistent with the most current version endorsed by the Academic Standards and Policy Committee on 8 June and

ii) approval from the Academic Standards and Policy Committee regarding the proposed Coursework Policy 2014 changes.

Minor Course Proposals

4.3 Faculty of Engineering and IT: Change to the UoS table for the BE(Hons) Mechanical Engineering Stream

A proposal was received from FEIT to amend the unit of study (UoS) table for the Bachelor of Engineering (Honours) Mechanical Engineering stream. As part of the curriculum restructure of the BE(Hons), approved in 2015, Aerospace, Mechanical and Mechatronic Engineering (AMME) introduced two new engineering computational analysis units. The intention was for AMME2000 to be available as a Mechanical Stream core unit and AMME3060 to be a Mechanical Specialist elective unit. However, they are currently classified the other way around. FEIT proposed that Engineering Analysis become a Mechanical Stream Core unit and Engineering Methods become a Mechanical Specialist Elective unit.

Resolution UGSC2016/3-7

The Undergraduate Studies Committee agreed to recommend that the Academic Board approve:

(1) the proposal from the Faculty of Engineering and IT to amend the Bachelor of Engineering Honours Mechanical Engineering stream and

(2) the course resolutions’ units of study table arising from the proposal, with effect from 1 January 2017.

4.4 Sydney Law School: Addition of a UoS to the elective units of study tables (Bachelor of Laws, Juris Doctor)

A proposal was received from the Sydney Law School to add an optional UoS, Energy Law: Renewables & Emerging Technologies, to the Bachelor of Laws in Part 1 of the Elective Units of Study table.

Resolution UGSC2016/3-8

The Undergraduate Studies Committee agreed to recommend that the Academic Board:

(1) approve the proposal from the Sydney Law School to amend the Bachelor of Laws and

(2) amend the course resolutions’ units of study table arising from the proposal, with effect from 1 January 2017.

4.5 Sydney Law School: Amendment to assessment guidelines (Bachelor of Laws, Juris Doctor)

A proposal was received from the Sydney Law School to amend the text of the Faculty Resolutions relating to assessment guidelines, to achieve consistency in wording between the Undergraduate and Juris Doctor guidelines. In September 2014, the Faculty Board agreed that the wording should be changed to reflect the intention that all units of study offer two or more assessments. This has been the practice since that decision. However, the proposal was not forwarded to Academic Board at the time due to an administrative error.

Members noted their support for approving the proposal, but highlighted concern around the ability
of the school to maintain consistency of standards and learning outcomes when students are permitted to choose different assessments. Professor Gail Mason advised that she would note the concerns to Sydney Law School to ensure that there were no adverse effects.

Resolution UGSC2016/3-9
The Undergraduate Studies Committee agreed to recommend that the Academic Board approve the proposal from the Sydney Law School to amend the Faculty of Law coursework assessment guidelines in the Resolutions of the Faculty of Law for Coursework Awards arising from the proposal, effective immediately.

4.6 Faculty of Arts and Social Sciences: Change to FASS Honours Provisions
A proposal was received from the Faculty of Arts and Social Sciences (FASS) to amend the FASS honours provisions. The current requirement specifies that students intending to enrol in Honours programs, "must have completed 48 senior credit points (normally, eight units of study) at an average of 70% or better in the subject in which they intend to take honours." This proposal sought to change that requirement to, "a major at an average of 70% or better in the subject in which they intend to take honours."

Members requested that the FASS Honours Provisions 2014 – Honours program requirements be updated to specify exactly how the 70%+ admission mark was calculated.

The Undergraduate Studies Committee considered the revised proposal via circulation.

Resolution UGSC2016/3-10
Following the meeting, an updated proposal was circulated to members.

The Undergraduate Studies Committee agreed to recommend that the Academic Board approve the proposal from the Faculty of Arts and Social Sciences – Honours Provisions 2014, with effect from 1 January 2017.

4.7 Faculty of Arts and Social Sciences: Deletion of World Religions major
A proposal was received from FASS to amend the Faculty Resolutions to reflect the retirement of the World Religions major as a Table A major. This major was identified as an outlier in terms of attractiveness to students in the FASS Sustainability project of 2014-15 and is not sufficiently distinct from the Studies in Religion major to justify its ongoing status as a major. Sydney Student data suggests that very few currently enrolled students are considering completing a major in World Religions, but those who elect to do so will be accommodated by the offer of an appropriate suite of elective units through relevant departments / majors.

Resolution UGSC2016/3-11
The Undergraduate Studies Committee agreed to recommend that the Academic Board approve the proposal from the Faculty of Arts and Social Sciences to delete the World Religions major and amend the Resolutions of the Faculty of Arts and Social Sciences for Coursework Awards arising from the proposal, with effect from 1 January 2017.

4.8 Faculty of Arts and Social Sciences: Merge of Two Majors – Biblical Studies and Hebrew (Classical)
A proposal was received from FASS to amend the Faculty Resolutions to reflect the merging of the Biblical Studies major and Hebrew (Classical) major into a new Biblical Studies and Classical Hebrew major, as a Table A major offered by the Faculty of Arts and Social Sciences.

Resolution UGSC2016/3-12
The Undergraduate Studies Committee agreed to recommend that the Academic Board approve the proposal from the Faculty of Arts and Social Sciences to merge two majors – Biblical Studies and Hebrew (Classical), with effect from 1 January 2017.

4.9 Faculty of Arts and Social Sciences: Economics combined degree (correction to the resolutions)
A proposal was received from FASS to amend the Bachelor of Economics combined degree
course resolutions for the Bachelor of Arts and Bachelor of Economics, Bachelor of Economics and Bachelor of Laws, and Bachelor of Economics/Doctor of Medicine to include the five majors offered by the School of Economics.

Members noted that the major, Quantitative Business Analysis, was now called Business Analytics and it was agreed that this would be amended prior to submission of the proposal to Academic Board.

**Resolution UGSC2016/3-13**
The Undergraduate Studies Committee agreed to recommend that the Academic Board approve the proposal from the Faculty of Arts and Social Sciences to amend the resolutions of the Bachelor of Economics combined degrees to include the five majors offered by the School of Economics, effective immediately.

4.10 **Sydney Nursing School: Change to the UoS table Bachelor of Nursing (Advanced Studies)**
The Sydney Nursing School requested a minor amendment to the order of units of study offered in the Bachelor of Nursing (Advanced Studies). More specifically, it proposed that NURS2002 Child and Adolescent Health and Care (2nd year) and NURS3010 Managing Chronic Conditions (3rd year) be swapped to ensure that students are clinically prepared and competent in paediatric health care settings.

**Resolution UGSC2016/3-14**
The Undergraduate Studies Committee agreed to recommend that the Academic Board approve the proposal from the Sydney Nursing School to amend the study pattern for the Bachelor of Nursing (Advanced Studies), with effect from 1 January 2017.

4.11 **Faculty of Health Sciences: Bachelor of Applied Science (Diagnostic Radiography)**
The Faculty of Health Sciences requested an amendment to the course resolutions’ units of study table to include new units of study for Year 4 of the Bachelor of Applied Science (Diagnostic Radiography) Pass and Honours, available from 2017. These new units will complete the rollout of the new four-year course, approved by Academic Board in 2012.

**Resolution UGSC2016/3-15**
The Undergraduate Studies Committee agreed to recommend that the Academic Board approve the proposal from the Faculty of Health Sciences to amend the course resolutions’ units of study table for the Bachelor of Applied Science (Diagnostic Radiography) Pass and Honours, with effect from 1 January 2017.

4.12 **Faculty of Health Sciences: Changes to Undergraduate Electives List**
The Faculty of Health Sciences requested an amendment to the Faculty of Health Sciences undergraduate electives list to include a new elective, HSBH3XXX Bodily Senses in Health and Disease.

**Resolution UGSC2016/3-16**
The Undergraduate Studies Committee agreed to recommend that the Academic Board approve the proposal from the Faculty of Health Sciences to include a new elective in the Faculty of Health Sciences undergraduate electives list, with effect from 1 January 2017.

4.13 **Faculty of Health Sciences: Change to Bachelor of Health Sciences table of Senior Research Units**
The Faculty of Health Sciences requested an amendment to the Bachelor of Health Sciences units of study table, resulting in the replacement of BHSC3014 Writing a Research Proposal, which will be last offered in 2016, with a new unit of study, HSBH3XXX Designing a Research Project from 2017. The Faculty of Health Sciences sought approval for a resulting amendment to the list of Senior Research Units in the Bachelor of Health Sciences, from 2017.

The Chair noted a typo with the word “and” in the table on page 2 and it was agreed that this would be amended prior to submission of the proposal to Academic Board.
Undergraduate Studies Committee Minutes

Resolution UGSC2016/3-17
The Undergraduate Studies Committee agreed to recommend that the Academic Board approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Health Sciences units of study table, with effect from 1 January 2017.

5 ITEMS FOR NOTING

5.1 Faculty of Health Sciences: New elective UoS for pilot
A proposal was received from the Faculty of Health Sciences to note their intention to pilot two new elective units of study in 2017 - HSBH1XXX Accelerate Communication Excellence (0cp) and HSBH3XXX BHS Work Integrated Learning Placement (6cp).

Members requested that the faculty notify the Undergraduate Studies Committee following the pilot as to whether the UoS will remain offered in the future.

Resolution UGSC2016/3-18
The Undergraduate Studies Committee noted the update from the Faculty of Health Sciences on their intention to offer two new electives.

5.2 Learning and Teaching Policy 2015
A/Professor Peter McCallum, Director, Education Strategy, Deputy-Vice-Chancellor (Education) provided members with an overview of additional changes made to the Learning and Teaching Policy 2015 and Coursework Policy 2014, to incorporate the Curriculum Framework. Members were informed that the Coursework Policy 2014 had been endorsed at the 8 June Academic Standards and Policy Committee meeting.

Resolution UGSC2016/3-19
The Undergraduate Studies Committee noted the report on the Coursework Policy 2014, Learning and Teaching Policy 2015, Learning and Teaching Procedures 2016 and the Curriculum Framework.

5.3 Learning and Teaching Procedures 2016
This item was discussed under item 5.2.

5.4 Curriculum Framework
This item was discussed under item 5.2.

5.5 Honours in Combined Degrees with Bachelor of Advanced Studies
A proposal was received from A/Professor McCallum for the committee to i) note the model for honours and double honours in combined degrees with the Bachelor of Advanced Studies and ii) flag an intention to consider moving appended honours programs for stand-alone Liberal Studies into the proposed combined degree model.

Members noted the need to ensure that students would still have the option to undertake the majority of their study in a focused discipline area if desired.

Resolution UGSC2016/3-20
The Undergraduate Studies Committee noted the report on honours in combined degrees with Bachelor of Advanced Studies.

6 OTHER BUSINESS

6.1 Any other business
There was no further business.

6.2 Next meeting
10:00 am-12:00 pm, Wednesday 27 July 2016, Senate Room, Quadrangle
Non-Confidential

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<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of the Academic Board</td>
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<td>Paper title</td>
<td>Report of the Academic Board meeting, held 29 June 2016</td>
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<td>Purpose</td>
<td>To advise the Undergraduate Studies Committee of the outcomes of the Academic Board’s meeting held on 29 June 2016</td>
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RECOMMENDATION

That the Undergraduate Studies Committee note the report of the Academic Board meeting held on 29 June 2016.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Undergraduate Studies Committee

The Academic Board:

- approved a proposal from the Faculty of Engineering and IT to amend the Bachelor of Engineering Honours Mechanical Engineering stream;
- approved a proposal from the Sydney Law School to amend the Bachelor of Laws;
- approved a proposal from the Sydney Law School to amend the Faculty of Law coursework assessment guidelines in the Resolutions of the Faculty of Law for Coursework Awards;
- approved a proposal from the Faculty of Arts and Social Sciences to amend the Faculty of Arts and Social Sciences – Honours Provisions 2014;
- approved a proposal from the Faculty of Arts and Social Sciences to delete the World Religions major;
- approved a proposal from the Faculty of Arts and Social Sciences to merge two majors – Biblical Studies and Hebrew (Classical);
- approved a proposal from the Faculty of Arts and Social Sciences to amend the resolutions of the Bachelor of Economics combined degrees to include the five majors offered by the School of Economics;
- approved a proposal from the Sydney Nursing School to amend the study pattern for the Bachelor of Nursing (Advanced Studies);
- approved a proposal from the Faculty of Health Sciences to amend the course resolutions and unit of study table for the Bachelor of Applied Science (Diagnostic Radiography) Pass and Honours;
- approved a proposal from the Faculty of Health Sciences to include a new elective in the Faculty of Health Sciences undergraduate electives list; and
- approved a proposal from the Faculty of Health Sciences to amend the Bachelor of Health Sciences units of study table.

Other matters

The Academic Board also:

- noted an amended version of Course Resolutions from the Sydney Medical School for the Bachelor of Medicine/Bachelor of Surgery and the Doctor of Medicine approved at the meeting of 18 May 2016;
- noted a presentation by the Deputy Vice-Chancellor (Education) and Deputy Vice-Chancellor (Research) on The University of Sydney Education and Research Innovation Week – 24-28 October 2016;
- recommended that Senate approve the scope, Terms of Reference and timeline to conduct an external review of the Academic Board;
- received an update report from the Equity and Diversity Working Group;
- noted the report of the student members of the Academic Board on Sexual Harassment Policy; Anonymous Marking; Simple Extensions; Special Consideration; the New SUPRA Executive; and Sydney College of the Arts;
- noted a verbal report of the Acting Vice-Chancellor on the Sydney College of the Arts;
endorsed the proposal from the Faculty of Arts and Social Sciences to amend the faculty constitution, and recommended that Senate approve the amendment of the Resolutions of Senate related to the Constitution of the Faculty of Arts and Social Sciences;

approved a proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate in Applied Linguistics, Graduate Diploma in Applied Linguistics and Master of Applied Linguistics;

approved a proposal from Sydney Medical School and partner faculties to amend the Bachelor of Commerce and Doctor of Medicine, Bachelor of Economics and Doctor of Medicine, Bachelor of Music Studies and Doctor of Medicine, Bachelor of Science (Advanced) and Doctor of Medicine, and Bachelor of Medical Science and Doctor of Medicine combined degree programs;

approved a proposal from the Faculty of Arts and Social Sciences to delete the Master of Human Rights and Democratisation (Asia Pacific Regional Program); approve the deletion of Course Resolutions arising from this proposal; and recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Arts and Social Sciences;

approved a proposal from Sydney Medical School to amend the Master of Medicine, Master of Medicine (Advanced), Master of Science in Medicine, Master of Science in Medicine (Advanced), Graduate Diploma in Medicine, Graduate Diploma in Science in Medicine, Graduate Certificate in Medicine and Graduate Certificate in Science in Medicine to introduce a stream in Internal Medicine; approve the amendment of the course resolutions arising from this proposal; and recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in Sydney Medical School, with effect from 1 January 2017;

approved a proposal from the University of Sydney Business School to amend the Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce;

approved a proposal from the University of Sydney Business School to amend the admission criteria for the Master of Commerce, Master of Human Resource Management and Industrial Relations, Master of International Business, Master of Logistics and Supply Chain Management, Master of Marketing, Master of Professional Accounting and Master of Transport Management;

approved a proposal from the University of Sydney Business School to amend the Master of Human Resource Management & Industrial Relations and embedded programs;

approved a proposal from the University of Sydney Business School to amend the Master of Professional Accounting;

approved a proposal from the University of Sydney Business School to amend the Master of Logistics and Supply Chain Management, Graduate Diploma in Logistics and Supply Chain Management and Graduate Certificate in Logistics and Supply Chain Management;

approved a proposal from the Faculty of Education and Social Work to amend the Master of Learning Sciences and Technology (Professional);

approved a proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering;

approved a proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering and Master of Professional Engineering;

approved a proposal from the Faculty of Engineering and Information Technologies to amend the Master of Data Science;

approved a proposal from the Faculty of Engineering and Information Technologies to amend the Master of Health Technology Innovation;

approved a proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology, Master of Information Technology Management, Master of Information Technology / Master of Information Technology Management and Graduate Diploma in Computing;

approved a proposal from the Faculty of Health Sciences to amend the Master of Diagnostic Radiography;

approved two proposals from the Sydney Law School to amend the Juris Doctor;
Non-Confidential

- approved a proposal from the Sydney Medical School to amend the Doctor of Medicine;
- approved a proposal from the Sydney Medical School to amend the Master of Medicine (Clinical Epidemiology), Graduate Certificate in Clinical Epidemiology, Graduate Diploma in Clinical Epidemiology and Master of Science in Medicine (Clinical Epidemiology);
- approved a proposal from the Sydney Medical School to amend the Graduate Certificate in Medicine (Sleep Medicine), Graduate Diploma in Medicine (Sleep Medicine), Master of Medicine (Sleep Medicine), Master of Medicine (Advanced) (Sleep Medicine), Graduate Certificate in Science in Medicine (Sleep Medicine), Graduate Diploma in Science in Medicine (Sleep Medicine), Master of Science in Medicine (Sleep Medicine) and Master of Science in Medicine (Advanced) (Sleep Medicine);
- approved a proposal from Sydney Medical School to amend the Graduate Certificate in Surgery (Breast Surgery) and Master of Surgery (Breast Surgery) programs;
- approved two proposals from the Sydney Nursing School to amend the Master of Advanced Nursing Practice, Master of Cancer and Haematology Nursing, Master of Emergency Nursing, Master of Intensive Care Nursing, Master of Mental Health Nursing, Master of Primary Health Care Nursing, Graduate Diploma in Advanced Nursing Practice, Graduate Diploma in Cancer and Haematology Nursing, Graduate Diploma in Emergency Nursing, Graduate Diploma in Intensive Care Nursing, Graduate Diploma in Mental Health Nursing and Graduate Diploma in Primary Health Care Nursing;
- approved a proposal from the Faculty of Veterinary Science to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine and Doctor of Veterinary Medicine;
- approved a proposal from the Combined Board of Postgraduate Studies for Dentistry, Medicine, Nursing and Pharmacy to amend the Master of Philosophy degree in the Faculties of Dentistry, Medicine and Pharmacy;
- endorsed in principle a proposal to amend the Thesis and Examination of Higher Degrees by Research Policy and Procedures, with specific emendations to current policy and procedures to be returned to the Graduate Studies Committee for approval following appropriate development and consultation;
- approved the amendment of the Coursework Policy 2014 and the Learning and Teaching Policy 2015 embedding the curriculum framework of the Strategic Plan 2016-2020, as well as Honours provisions relating to Honours in combined degrees with the Bachelor of Advanced Studies;
- approve the introduction of the Learning and Teaching Procedures 2016;
- approve the amendment of the Assessment Procedures 2011;
- noted that the Academic Standards and Policy Committee endorsed the model for honours and double honours in combined degrees with the Bachelor of Advanced Studies; and
- note that the Academic Standards and Policy Committee flagged an intention to consider moving appended honours programs for stand-alone Liberal Studies into the proposed combined degree model.
Non-Confidential

Author: Ivy Chu, Student Affairs Coordinator, Sydney Conservatorium of Music
Reviewer/Approver: Professor Anna Reid, Dean and Principal, Sydney Conservatorium of Music
Paper title: Sydney Conservatorium of Music – Bachelor of Music Studies/Doctor of Medicine
Purpose: To request the Undergraduate Studies Committee recommend that Academic Board approve the amendment to the Bachelor of Music Studies/Doctor of Medicine

RECOMMENDATION

That the Undergraduate Studies Committee recommend Academic Board approve:

1. the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music Studies/Doctor of Medicine; and
2. the amendment of the course resolutions arising from the proposal, with effect from 1 January 2017.

EXECUTIVE SUMMARY

Sydney Conservatorium of Music requests an amendment to the Bachelor of Music Studies/Doctor of Medicine course resolutions in light of changes to Junior Biology units of study.

Three units of study (and their streams) have been approved to be removed in 2017: BIOL1XX1, BIOL1XX2, and MBLG1XXX. Reference to "Molecular Biology and Genetics" within resolutions and course information is now irrelevant for 2017 commencing students, as MBLG1XXX will no longer be offered.

The degree information page within the Sydney Conservatorium of Music Handbook requires updating to include the new Biology units of study and remove deleted units.
Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Ivy Chu

1. **Name of award course**
   Bachelor of Music Studies / Doctor of Medicine

2. **Purpose of proposal**
   To advise the Undergraduate Studies Committee of the changes required to degree resolutions in light of changes to Junior Biology units of study.

   Three units of study (and their streams) have been approved to be removed in 2017: BIOL1XX1, BIOL1XX2, and MBLG1XXX. Reference to "Molecular Biology and Genetics" within resolutions and course information is now irrelevant for 2017 commencing students, as MBLG1XXX will no longer be offered.

   The degree information page within the Sydney Conservatorium of Music Handbook needs to be updated to include the new Biology units of study and remove deleted units.

3. **Details of amendment**
   Bachelor of Music Studies / Doctor of Medicine
   
   Requirements for award - subclauses 5(a), (b), (c), and (d):
   "6 junior credit points of Biology or Molecular Biology and Genetics"

   Subclause 13(1)
   "These resolutions apply to students who commenced their candidature after 1 January 20176."

4. **Transitional arrangements**
   Nil. Credit transfer is not allowed for this degree (see Clause 11 of degree resolutions), and therefore students commencing in 2017 only have the option of taking BIOL1XXX units of study to fulfill the Junior Biology requirement; removing MBLG1XXX will not cause any transitional issues.

5. **Other relevant information**

6. **Signature of Dean**
   [Signature]
   6.7.16

Minor Course Amendment Proposal

Version 03.09.2012
Bachelor of Music Studies/Doctor of Medicine

Bachelor of Music Studies/Doctor of Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMSTMED-01</td>
<td>Bachelor of Music Studies / Doctor of Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern
The attendance pattern for this course is normally full time. Part time study may be permitted upon successful application.

3 Cross faculty management
(1) Candidates in this double degree program will be under the general supervision of the Sydney Conservatorium of Music until the end of the semester in which they complete the requirements for the Bachelor of Music Studies. They will then be under the supervision of the Faculty of Medicine (Sydney Medical School).

(2) The Deans of the Sydney Conservatorium of Music and the Faculty of Medicine shall jointly exercise authority in any matter concerned with the double degree course not otherwise dealt with in these resolutions.

4 Admission to candidature
(1) Admission to undergraduate courses at the University of Sydney is either on the basis of completion of secondary study via the NSW Higher School Certificate, leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. Applicants are ranked by merit and offers for available places are issued according to the ranking.

(2) In addition, admission to this course requires the applicant:
(a) to participate in a semi-structured interview at the Faculty of Medicine; and
(b) to complete a music skills test or jazz aptitude test and depending on the applicant's proposed Principal Study:
(i) Principal Study in Composition, submit three compositions in different performance media which should represent their present level of achievement as composers and attend an interview;
(ii) Principal Study in Musicology, present an example of recent written work and attend an interview;
(iii) Principal Study in Performance, undertake a practical audition in the nominated instrument or in voice.
(iv) Principal Study in Contemporary Music Practice, present a portfolio of work and attend an interview.

(3) The results of this process will form part of the ranking of applicants.

(4) The Dean may also admit to the Bachelor of Music Studies/Doctor of Medicine students who:
(a) are candidates for the Bachelor of Music Studies/Bachelor of Medicine and Bachelor of Surgery;
(b) did not commence the Bachelor of Medicine and Bachelor of Surgery prior to 1 January 2014; and
(c) have formally elected to proceed under these resolutions.

5 Requirements for award
(1) The units of study that may be taken for the Bachelor of Music Studies are set out in the Table of units of study for Undergraduate Degrees from the Sydney Conservatorium of Music.

(2) The units of study that may be undertaken for the Doctor of Medicine are set out in the table of units for the Doctor of Medicine from the Faculty of Medicine.

(3) To qualify for the award of both degrees, a candidate must successfully complete 338 credit points, comprising:
(a) 144 credit points as required for the award of the Bachelor of Music Studies and reach the minimum levels of achievement as set out in the table below; and
(b) 192 credit points specified in the resolutions for the Doctor of Medicine from the Faculty of Medicine; and
(c) one zero credit point Medicine unit of study in the first three years of the program.

(a) Performance

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Principal Study 1-6</td>
</tr>
<tr>
<td>Performance</td>
<td>12</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4; or Jazz Music Skills 1-4</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>30</td>
<td>At least 12 credit points from Foundation units</td>
</tr>
<tr>
<td>Teaching Music</td>
<td>3</td>
<td>Can be taken in studio pedagogy or music education units of study</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>6 junior credit points of Chemistry; and 6 junior credit points of Physics; and 6 junior credit points of Biology or Molecular Biology and Genomics</td>
</tr>
<tr>
<td>Medicine</td>
<td>0</td>
<td>At least one zero credit point unit from Medicine</td>
</tr>
<tr>
<td>Area of Study</td>
<td>Credit Points</td>
<td>Minimum level of achievement</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Electives</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

(b) Composition

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Composition 1-6</td>
</tr>
<tr>
<td>Composition</td>
<td>36</td>
<td>Instrumentation &amp; Orchestration; New Music; New Thinking; Electroacoustic Music 1 &amp; 2; Composer Performer Workshop 1; plus a further 9 cps in Composition units</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>6 cps Ensemble or 6 cps Composition Through Improvisation</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>18 cps of music theory and aural skills; Creative Music Technology; Sound Recording Fundamentals</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>24</td>
<td>At least 12 credit points from Foundation units; Comp Techniques: Number &amp; Process; Comp Techniques: Tonality &amp; Process</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>6 junior credit points of Chemistry; and 6 junior credit points of Physics; and 6 junior credit points of Biology or Molecular Biology and Genetics</td>
</tr>
<tr>
<td>Medicine</td>
<td>0</td>
<td>At least one zero credit point unit from Medicine</td>
</tr>
</tbody>
</table>

*A list of music theory and aural units can be found under the "Music Skills" section of the handbook

(c) Contemporary Music Practice

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Contemporary Music Practice 1-6</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td>12 cps in Popular Music units</td>
</tr>
<tr>
<td>Contemporary Music Studies</td>
<td>24</td>
<td>Fundamentals of Music 1-3; or 18 cps in Harmony and Analysis; Aural Perception; or Jazz Music Skills units; 6 cps in Music Technology</td>
</tr>
<tr>
<td>Music Skills &amp; Technology</td>
<td>24</td>
<td>Sounds, Screens, Speakers; New Music; New Thinking</td>
</tr>
<tr>
<td>Analysis, History &amp; Culture Studies</td>
<td>24</td>
<td>6 junior credit points of Chemistry; and 6 junior credit points of Physics; and 6 junior credit points of Biology or Molecular Biology and Genetics</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>0</td>
<td>At least one zero credit point unit from Medicine</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
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</tr>
</tbody>
</table>

(d) Musicology

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>6 credit points of Historical Studies; 6 credit points of Ethnographical Studies; 6 credit points in Analytical Studies; 18 credit points in senior Musicology Studies</td>
</tr>
<tr>
<td>Performance</td>
<td>12</td>
<td>6 credit points of Historical Studies; 6 credit points of Ethnographical Studies; 6 credit points in Analytical Studies; 18 credit points in senior Musicology Studies</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4; Aural Perception 1-4; 24 credit points from Foundation units</td>
</tr>
<tr>
<td>Analysis, History &amp; Culture Studies</td>
<td>24</td>
<td>6 junior credit points of Chemistry; and 6 junior credit points of Physics; and 6 junior credit points of Biology or Molecular Biology and Genetics</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>0</td>
<td>At least one zero credit point unit from Medicine</td>
</tr>
<tr>
<td>Electives</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

6 **Principal Studies**

Principal Studies available for the Bachelor of Music Studies are listed under the course resolution for the Bachelor of Music Studies.

7 **Progression rules**

1. Candidates must complete all requirements for the Bachelor of Music Studies, including the designated Science units of study, in minimum time and must maintain a credit average in each year of the Bachelor of Music Studies, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

2. Failure to maintain required progression and minimum result requirements will result in candidates being transferred from the double degree program to the Bachelor of Music Studies with full credit for the units of study completed.

8 **Requirements for the Honours degree**

1. Honours is available to candidates in the Bachelor of Music Studies.

2. Honours in the Bachelor of Music Studies requires completion of one additional full time year of study. Candidates who enrol in the honours year at the completion of the Bachelor of Music Studies will suspend enrolment in the double degree and transfer to the Bachelor of Music Studies (Honours) candidature and enrol in fourth year units of study, before returning to complete the double award. Honours can also be attempted at the completion of the double pass program.

3. Admission and award requirements for honours in the Bachelor of Music Studies are listed in the resolution for the Bachelor of Music Studies degree.

9 **Award of the degree**

1. The Bachelor of Music Studies is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Third Class according to the conditions specified in the resolutions of the Sydney Conservatorium of Music.
(2) Candidates for the award of an Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the relevant pass degree.

(3) The Doctor of Medicine is awarded as a Pass grade.

10 Cross-institutional study

Cross-institutional study is not available in this course.

11 Credit Transfer

It is not possible for candidates enrolled in the Bachelor of Music Studies/Doctor of Medicine to obtain credit for previous studies, except where approved by the Dean of Medicine for the purposes of subclause 4(4).

12 Course Transfer

A candidate may abandon the double degree program and elect to complete the Bachelor of Music Studies in accordance with the resolutions governing that degree. Completion of the Doctor of Medicine in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

13 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2016.

(2) These resolutions also apply to students who have been admitted to the degree in accordance with subclause 4(4).
Non-Confidential

Submission To: UG Studies Committee
Date: 27 July 2016
Item No: 4.2

Author: Associate Professor Lorraine Smith, Associate Dean Learning and Teaching
Reviewer/Approver: Professor Iqbal Ramzan, Dean of Pharmacy
Paper title: Minor Course Amendment – Bachelor of Pharmacy and Bachelor of Pharmacy and Management

Purpose:
To make amendments to the Course Resolutions to clarify progression and Honours admission requirements. To amend the Units of Study table to reflect changes made by the Faculty of Science as well as to better administer clinical placements which currently sit outside the Units of Study. To align both Course Resolutions to each other with the Resolutions of the Faculty of Pharmacy.

RECOMMENDATION
To request the Undergraduate Studies Committee recommend that Academic Board approve:
1) The proposal from the Faculty of Pharmacy to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy and Management, Bachelor of Pharmacy and Management (Honours);
2) the amendment of the course resolutions and unit of study table arising from the proposal; and
3) the amendment of the resolutions of the Faculty of Pharmacy for Coursework Awards, with effect from 1 January 2017.

EXECUTIVE SUMMARY
To amend the Course Resolutions to remove the Rural Students Entry Scheme that is discontinued as of 2017 intake due to advice from Student Recruitment.

To amend the Course Resolutions for the Bachelor of Pharmacy to clarify Progression Rules for students who only fail one subject in either Year 1 or Year 3 and the process of applying for a prerequisite waiver.

To amend the Course Resolutions to clarify Admission requirements for the Honours degree and ensure that only students with a confirmed academic supervisor will be admitted.

To amend the Units of Study table to replace the Biology Unit of Study in Year 1 that has been changed by the Faculty of Science.

To adopt new units of study to accommodate existing clinical placements in Years 3 and 4 of the Bachelor of Pharmacy. These new units of study will allow for clinical placements to be better managed through Sydney Student and will facilitate a number of administrative tasks such as enrolment, assessment and special consideration.

To align the Course Resolutions of the Bachelor of Pharmacy and Bachelor of Pharmacy and Management (due to commence in 2017) and move some information to the Resolutions of the Faculty of Pharmacy in line with other faculties.

The AQF learning outcomes for both degrees are unchanged.
Minor Course Amendment Proposal

Faculty: Pharmacy

Contact person: Associate Professor Lorraine Smith, Associate Dean, Learning and Teaching

1. Name of award course

<table>
<thead>
<tr>
<th>Bachelor of Pharmacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Pharmacy (Honours)</td>
</tr>
<tr>
<td>Bachelor of Pharmacy and Management</td>
</tr>
<tr>
<td>Bachelor of Pharmacy and Management (Honours)</td>
</tr>
</tbody>
</table>

2. Purpose of proposal

1) To remove the Rural Students Entry Scheme that is discontinued as of 2017 intake due to advice from Student Recruitment.
2) To clarify Progression Rules for students who only fail one subject in a year and the process of applying for a prerequisite waiver.
3) To clarify Admission requirements for the Honours degree and ensure that only students with a confirmed academic supervisor will be admitted.
4) To replace the Biology Unit of Study in Year 1 that has been changed by the Faculty of Science.
5) To accommodate existing clinical placements in Years 3 and 4 with new units of study. These will allow for clinical placements to be better managed through Sydney Student and will facilitate a number of administrative tasks such as enrolment, assessment and special consideration.
6) To align both course resolutions with each other and with the Resolutions of the Faculty of Pharmacy.

3. Details of amendment

1) Remove the Rural Students Entry Scheme from the Admission to Candidature section of the Course Resolutions.
2) Amend the Progression Rules to clarify that students who only fail one subject in a year may apply for a prerequisite waiver.
3) Amend the Requirements for the Honours degree to indicate that students need to have agreement from an academic staff member to supervise their honours project in order to be admitted to the program.
4) Replace MBLG1001 with BIOL1007 and change prerequisites to match the new Units of Study being offered by the Faculty of Science.
5) Clinical placements are currently incorporated into the other Units of Study in Years 3 (BPharm) and Year 4 (BPharm and Management). The new units of study will be zero credit point and so will not impact the other units of study in the course, except to remove reference to clinical (experiential) placements.
6) Clauses in both degree course resolutions reviewed and amended for greater consistency. Some clauses now removed and moved to the Resolutions of the Faculty of Pharmacy (University Medal and Award of the Bachelor Degree with Honours), which also brings the resolutions more in line with those of other faculties.

Course Resolutions and Units of Study table to be amended as attached.
The AQF learning outcomes for this degree are unchanged.
4. **Transitional arrangements**

   | This will apply to all students in the Bachelor of Pharmacy and Bachelor of Pharmacy and Management from 2017. |

5. **Other relevant information**

   The introduction of zero credit point Units of Study for the Clinical Placement component is intended as an interim measure for 2017 only, pending review of the whole year’s complement of Units of Study.

   The Bachelor of Pharmacy and Management will have its first intake of students in 2017.

   The amended Resolutions of the Faculty of Pharmacy are also included for approval.

6. **Signature of Dean**

   ![Signature]

   Professor Iqbal Ramzan
Bachelor of Pharmacy

Bachelor of Pharmacy (Honours)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUPHARMA</td>
<td>Bachelor of Pharmacy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

Admission to undergraduate courses at the University of Sydney is either on the basis of completion of secondary study via the NSW Higher School Certificate, leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent (and subject to special admissions provisions as set out in the Coursework Rule) or on the basis of Flexible Entry Admission as set out in Admissions section of the Coursework Rule.

4 Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Bachelor of Pharmacy.

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points, including:

   (a) 144 core credit points in the first three years; and
   (b) an additional 48 credit points consisting of:
      (i) 48 credit points of core units of study; or
      (ii) 24 credit points of core units of study plus 24 credit points of major units of study.

5 Additional requirements prior to commencing clinical placements

(1) Information about the procedures for gaining clearance for clinical placements will be provided after enrolment.

(2) Prohibited employment declaration

   All students should complete a prohibited employment declaration as required by the NSW Commission for Children and Young People.

(3) Immunisation

   All students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. This requires consistent with Australian public health policy and NSW Health guidelines.

6 Progression rules

(1) Candidates may not take a second year unit of study until they have:

   (a) gained credit for at least 24 credit points in first year units of study; and
   (b) successfully completed the first year units of study, prescribed by the Faculty as qualifying or prerequisite units of study for the second year, as set out in the Units of Study table.

(2) Candidates who fail only one first year unit of study in the first year, and have no previous record of failure in the degree, who have an annual average mark (AAM) of >60 for first year, may apply to the Dean for a prerequisite waiver which would allow enrolment in the full complement of second year units of study, together with the failed unit of study.

(3) Candidates may not take a third year unit of study until they have successfully completed all the first year units of study, and all the second year units of study prescribed as qualifying or prerequisite units of study for the third year, as set out in the Units of Study table.

(4) Candidates may not take a fourth year unit of study unless they have successfully completed all the third year units of study prescribed by the Faculty as qualifying or prerequisite units of study for the fourth year, as set out in the Units of Study table.

(5) Candidates who fail only one third year unit of study in the third year, who have an annual average mark (AAM) of >60 for third year, and who have no previous record of failure in the degree, may apply to the Dean for a prerequisite waiver which would allow enrolment in the full complement of subsequent year units of study, together with the failed unit of study. This condition applies only to a fail in a single unit of study, not to the OSCE (Objective Structures Clinical Examination), which is a barrier examination and a component of all units of study (except Pharmaceutical Skills and Dispensing A and B). Candidates who fail the OSCE will not be entitled to apply for a
prerequisite waiver and will be required to satisfactorily repeat ALL third year units of study (with the exception of Pharmaceutical Skills and Dispensing A and B if these Units of Study have already been passed.)

7 Majors
(1) Completion of a major is not a requirement of the course. Candidates have the option of completing one major. A major requires the completion of 24 credit points chosen from units of study listed in the table for that major. The majors that may be available are:
(a) Rural
(b) Industrial
(c) International

8 Requirements for the Honours degree
(1) Honours is available to meritorious candidates who complete an alternative set of units of study in the final year of the program. Admission to the honours program is by permission of the program coordinator after the completion of third year.
(2) Admission requires:
(a) candidates to normally be of a student is of no more than three years standing, and normally have has no fail or absent fail results; and
(b) has a WAM of at least 65 in year two and three second and third year units of study; and
(c) an academic staff member has agreed to supervise the student’s Honours research project.
(2) Honours students can progress to second semester Honours only if they obtain a credit average in their first semester marks. Students who fail this requirement will go back to the Pass stream, fourth year second semester.
(3) To qualify for the award of the honours degree a candidate must:
(a) complete the requirements for the pass degree but include the alternative 30 credit point honours pathway described in the table of units for the degree; and
(b) normally be of no more than four years standing in the degree;
(c) normally have no fail or absent fail results;
(d) The grade of honours will be determined by HWAM and is awarded with the following grades:

<table>
<thead>
<tr>
<th>Level of honours</th>
<th>Honours mark</th>
<th>HWAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>mark ≥ 85</td>
<td>HWAM ≥ 75</td>
</tr>
<tr>
<td>Second Class, Division 1</td>
<td>mark ≥ 80</td>
<td>70 ≤ HWAM ≤ 75</td>
</tr>
<tr>
<td>Second Class, Division 2</td>
<td>mark ≥ 75</td>
<td>65 ≤ HWAM ≤ 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark ≥ 70</td>
<td>HWAM &lt; 65</td>
</tr>
</tbody>
</table>

Candidates not meeting these criteria will be awarded the pass degree.
(4) HWAM means the Honours Weighted Average Mark calculated from results for all 2000, 3000 and 4000 level units attempted for the degree, weighted 2, 3 and 4 for the respective levels. The Honours units of study are given a weighting of 3 in this calculation.

\[ \text{WAM} = \frac{\text{sum}(M \times C \times L)}{\text{sum}(C + L)} \]

Where M is the mark, C is the credit point value, and L is the level or weighting or level of the unit of study.

9 University Medal
A student must obtain a WAM of 85 or greater over the entire degree, and must achieve minimum final honours mark of 90 or greater in two honours units of study - Research Methods and Honours. The medal is awarded at the discretion of the Faculty to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule.

9 Award of the degree
(1) The Bachelor of Pharmacy is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes according to the conditions specified in the Resolutions for the Faculty of Pharmacy.
(2) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the Pass degree.

10 Transitional provisions
(1) These resolutions apply to all students enrolled in all years of the Bachelor of Pharmacy from 1 January 2014.
Bachelor of Pharmacy and Management

Bachelor of Pharmacy and Management (Honours)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Bachelor of Pharmacy and Management.

(2) To qualify for the award of the pass degree, a candidate must complete 240 credit points, comprising:

(a) 192 credit points of core units of study in the first four years; and

(b) an additional 48 credit points consisting of:

(i) 48 credit points of core units of study; or

(ii) 24 credit points of core units of study plus 24 credit points of elective units of study.

Additional requirements prior to commencing clinical placements

(1) Information about the procedures for gaining clearance for clinical placements will be provided after enrolment.

(2) Student clearance for clinical placements

The New South Wales Department of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check according to NSW Health policy.

(3) Prohibited employment declaration

All students should complete a prohibited employment declaration as required by the NSW Commission for Children and Young People.

(4) Immunisation

All students must have evidence of vaccinations and immunisation against certain infectious diseases prior to undertaking clinical placements. The requirements are consistent with Australian public health policy and NSW Health guidelines.

Progression rules

(1) Candidates may not take a second or third year unit of study until they have:

(a) gained credit for at least 24 credit points in units of study of the previous year; and

(b) successfully completed the year units of study, prescribed by the Faculty as qualifying or prerequisite units of study, as set out in the Units of Study table.

(2) Candidates who fail one unit of study in the first or second year only one first year unit of study and have no previous record of failure in the degree, who have an annual average mark of (AAM) of >60 for that year, may apply to the Dean for a prerequisite waiver which would allow enrolment in the full complement of units of study in the following year, together with the failed unit of study.

(3) Candidates may not take a fourth year unit of study until they have successfully completed all first, second and third year units of study in first, second and third year prescribed as qualifying or prerequisite units of study for the fourth year, as set out in the Units of Study table.
Candidates may not take a fifth year unit of study until they have successfully completed all the fourth year units of study prescribed by the Faculty as qualifying or prerequisite units of study for the fifth year, as set out in the Units of Study table.

Candidates who fail one unit of study in the fourth year or only one fourth year unit of study, who have an annual average mark (AAM) of >60 for fourth year, and who have no previous record of failure in the degree, may apply to the Dean for a prerequisite waiver which would allow enrolment in the full complement of subsequent year units of study, together with the failed unit of study. This condition applies only to a fail in a single unit of study, not to the OSCE (Objective Structures Clinical Examination), which is a barrier examination and a component of all units of study (except Pharmaceutical Skills and Dispensing A and B). Candidates who fail the OSCE will not be entitled to apply for a prerequisite waiver and will be required to satisfactorily repeat ALL fourth year units of study (with the exception of Pharmaceutical Skills and Dispensing A and B if these Units of Study have already been passed.)

Requirements for the Honours degree

1. Honours, involving a research project, is available to meritorious students who complete an alternative set of units of study in the final year of the program.

2. The Dean may admit a student to the integrated Honours program if:
   a. a student is of no more than five years standing, and has no fail or absent fail results; and
   b. have has a WAM of at least 65 in years two, three and four; second, third and fourth year units of study; and
   c. an academic staff member has agreed to supervise the student’s Honours research project

3. Honours students can progress to second semester Honours only if they obtain a credit average in their first semester marks. Students who fail this requirement will go back to the Pass stream, fifth year second semester.

4. To qualify for the award of the honours degree a candidate must:
   a. complete the requirements for the pass degree but include the alternative 30 credit point honours pathway described in the table of units for the degree; and
   b. normally be of no more than five years standing in the degree; and
   c. normally have no fail or absent fail results.

Award of the degree

1. The Bachelor of Pharmacy and Management is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes according to the conditions specified in the Resolutions for the Faculty of Pharmacy.

2. Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the pass degree.

Cross-institutional study

Cross-institutional study is not available in this course for Faculty of Pharmacy units of study.

Course transfer

A candidate may elect to complete the Bachelor of Pharmacy in accordance with the resolutions governing that degree, instead of the Bachelor of Pharmacy and Management. Completion of the Bachelor of Pharmacy and Management in the future will require a new application for admission to candidature for that course and completion in accordance with the resolutions governing that degree.

Credit for previous study

For units of study offered by the Faculty of Pharmacy, credit will usually not be granted for recognised prior learning older than five years at the time of first enrolment in the unit or course for which credit is sought. For other units of study credit transfer is subject to the provisions of the Coursework Rule.

Transitional provisions

These resolutions apply to students who commenced their candidature after 1 January, 2015.
Resolutions of the Faculty of Pharmacy for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1 Enrolment restrictions

   Except with the permission from the Dean, a student may not enrol in units of study with a total value of more than 24 credit points in either semester one or two, 12 credit points in the summer session and 6 credit points in the winter session.

2 Time Limits

   (1) A student must complete all the requirements for a master's degree within four calendar years of first enrolment.
   (2) A student must complete all the requirements for a graduate diploma within four calendar years of first enrolment or six calendar years if enrolled part time.
   (3) A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment (except the Graduate Certificate in Pharmacy Practice which must be completed within five calendar years of first enrolment).
   (4) A student must complete all the requirements for a bachelor's degree or undergraduate advanced diploma within ten calendar years of first enrolment.

3 Suspension, discontinuation and lapse of candidature

   (1) A candidate who wishes to suspend their candidature must apply to the Faculty. The application must be received by the Faculty prior to the census date of the relevant semester.
   (2) A candidate may apply for a period of suspension for up to two semesters. Should a candidate wish to suspend their candidature for more than the approved period another application must be made to the Faculty prior to the census date of the relevant semester. If the candidate has previously had two semesters of suspension, or if an application is submitted after the census date for that period, the application will be considered by the Faculty.
   (3) Where a candidate has previously enrolled for the relevant semester, a suspension of enrolment may be recorded as Withdrawn (WD), Discontinued - Not to count as failure (DC) or Discontinued with failure (DF).

4 Credit for previous study

   For units of study offered by the Faculty of Pharmacy, credit will not usually be granted for recognised prior learning older than five years at the time of first enrolment in the unit or course for which credit is sought. For other units of study credit transfer is subject to the provisions of the Coursework Rule.

Part 2: Unit of study enrolment

5 Cross institutional study

   (1) Provided permission has been obtained in advance, the Dean may permit a student to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
      (a) The unit of study content is not taught in any corresponding unit of study at the University; or
      (b) The student is unable, for good reason, to attend a corresponding unit of study at the University.
   (2) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

6 International Exchange

   Exchange for pharmacy students is not straightforward due to the strict requirements of the pharmacy courses. For students enrolled in the international major of the Bachelor of Pharmacy or the Bachelor of Pharmacy and Management, international exchange is permitted in semester 2 of the final year.

Part 3: Studying and Assessment

7 Attendance

   (1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.
   (2) Students are expected to attend a minimum of 85% of compulsory activities for a unit of study, unless granted exemption by the Dean, Associate Dean or coordinator. The Dean, Associate Dean or coordinator most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90%.

8 Late submission policy

   (1) It is expected that unless an application for special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within an approved period of extension, no academic penalty will be applied to that piece of assessment.
   (2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows:

13 July 2016 2:41:26 NOT ACADEMIC BOARD APPROVED
For work submitted after the deadline but up to three calendar days late, a penalty of 15 per cent of the maximum mark awardable for the assignment will apply.

For work submitted after 3 days and less than one week after the deadline, a penalty of 30 per cent of the maximum mark awardable for the assignment will apply.

For work submitted more than one week late but less than two weeks after the deadline, a penalty of 50 per cent of the maximum mark awardable for the assignment will apply.

Work submitted more than two weeks after deadline will not be assessed (zero mark).

Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

Concessional pass

In this Faculty the grade PCON is not awarded.

Re-assessment

(1) In this Faculty re-assessment is offered to students whose performance is in the prescribed range and circumstances.

(2) Re-assessment may be permitted if students in their final year fail a single compulsory assessment resulting in a grade of fail in only that unit of study, preventing them from completing the degree that year. A grade of 50 pass is the maximum grade a student can achieve if they pass the final year rule in the assessment.

(3) Students who have successfully requested special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation, and in any case normally not longer than 3 months after the original examination or submission date. After this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for re-assessment where special consideration is approved.

Part 4: Progression, Results and Graduation

Satisfactory Progress

The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements, (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

Award of the bachelor degree with honours

(1) To qualify for the award of the honours degree a candidate must:

(a) complete the requirements for the pass degree but include the alternative 30 credit point honours pathway described in the Units of Study table for the degree;

(b) normally be of no more than four years (Bachelor of Pharmacy) or five years (Bachelor of Pharmacy and Management) standing in the degree; and

(c) normally have no fail or absent fail results.

(2) The grade of honours will be determined by HWAM and is awarded with the following grades:

<table>
<thead>
<tr>
<th>Level of honours</th>
<th>Honours mark</th>
<th>HWAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>mark &gt;= 85</td>
<td>HWAM &gt;= 75</td>
</tr>
<tr>
<td>Second Class, Division 1</td>
<td>mark &gt;= 80</td>
<td>70 &lt;= HWAM &lt; 75</td>
</tr>
<tr>
<td>Second Class, Division 2</td>
<td>mark &gt;= 75</td>
<td>65 &lt;= HWAM &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>mark &lt; 75</td>
<td>HWAM &lt; 65</td>
</tr>
</tbody>
</table>

A candidate for the honours program who does not meet the requirements for the award of honours shall be awarded the pass degree.

(3) HWAM means the Honours Weighted Mark calculated from results for all 2000, 3000, 4000 and 5000 level units attempted for the degree, weighted 2, 3, 4 and 5 for their respective levels. The Honours units of study are given a weighting of 6 in this calculation.

Weighted Average Mark (WAM)

(1) The University WAM is calculated using the following formula:

$$WAM = \frac{\sum(Wc \times Mc)}{\sum(Wc)}$$

Where Wc is the unit of study credit points x the unit weighting and Mc is the mark achieved for the unit. The mark used for units with a grade AF is zero. Pass/ fail units and credited units from other institutions are not counted.

(2) The weight of a unit of study is assigned by the owning faculty. In the Faculty of Pharmacy, 1000, 2000, 3000 and 4000 level units attempted for the degree, weighted 1, 2, 3, 4 for the respective levels. Units with a result of SR (satisfied requirement) are not counted.

University Medal

A student who is awarded Honours Class I and achieves a minimum final honours mark of 90 or greater in both honours units of study may be awarded a University Medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule.
Confidential OR Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Kate Munro (Manager, Program Development)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Gregory Whitwell (Dean, Business School)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Business School: Bachelor of Commerce (and combined courses) – Amended Units of Study</td>
</tr>
<tr>
<td>Purpose</td>
<td>To request the Undergraduate Studies Board recommend that Academic Board approve the amendment to the Course Resolutions and table of Units of Study for the Bachelor of Commerce (and combined courses)</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend Academic Board approve:
1) the proposal from the University of Sydney Business School to amend the Bachelor of Commerce (and combined courses);
2) the amendment of the Course Resolutions arising from the proposal; and
3) the amendment of the table of Units of Study arising from the proposal with effect from Semester 1, 2017.

EXECUTIVE SUMMARY

The Business School proposes to delete the existing Bachelor of Commerce capstone unit, BUSS3500 Integrated Business Applications, with effect from Semester 1, 2017. BUSS3500 will not be offered under the proposed 2018 curriculum and as discontinuing the unit in 2017 will not disadvantage existing students (or those who commence in 2017), the Business School intends to withdraw this unit from offerings, effective from Semester 1, 2017.
Minor Course Amendment Proposal

Faculty: Business School

Contact person: Kate Munro (#65019)

1. Name of award course
   Bachelor of Commerce
   Bachelor of Commerce (Liberal Studies)
   Bachelor of Commerce/Bachelor of Arts
   Bachelor of Commerce/Bachelor of Science
   Bachelor of Engineering (Honours)/Bachelor of Commerce
   Bachelor of Information Technology/Bachelor of Commerce
   Bachelor of Commerce/Bachelor of Laws
   Bachelor of Commerce/Doctor of Medicine

2. Purpose of proposal
   To delete existing Bachelor of Commerce capstone unit, BUSS3500 Integrated Business Applications. BUSS3500 will not be offered under the proposed 2018 curriculum and as discontinuing the unit will not disadvantage existing students (or those who commence in 2017), the Business School will remove this unit from offerings, effective from Semester 1, 2017.

3. Details of amendment
   COURSE RULES AND RESOLUTIONS
   Bachelor of Commerce
   Bachelor of Commerce (Honours)

   4 Requirements for award
   (1) The units of study that may be taken for the course are set out in Tables A, B and C of the University of Sydney Business School.
   (2) To qualify for the award of the pass degree, a candidate must successfully complete 144 credit points, including:
      (a) 36 30 credit points of core units of study (24 junior credit points, and six senior credit points and a six credit point capstone); and
      (b) a major from Table A or B; and
      (c) a maximum of 60 credit points in junior units of study; and
      (d) a maximum of 48 credit points in units of study from Table C.

   6 Progression rules
   (1) Full time students must enrol in all junior core units of study within the first year of enrolment.
   (2) Part time students must enrol in all junior core units of study within the first two years of enrolment.
   (3) Students must enrol in the capstone unit of study in the final semester of enrolment.

   Bachelor of Commerce (Liberal Studies)
   Bachelor of Commerce (Liberal Studies) (Honours)

   4 Requirements for award
   (1) The units of study that may be taken for the course are set out in Tables A, B and C of the University of Sydney Business School, Table A of the Faculty of Arts and Social Sciences and Table 1 of the Faculty of Science.
   (2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points, comprising:
      (a) 48 12 credit points of core units of study (six junior credit points, and six senior credit points and a six credit point capstone); and
      (b) a minimum of 24 credit points of units of study from Table A of the Faculty of Arts and Social Sciences; and
      (c) a minimum of 12 credit points of units of study from Table 1 of the Faculty of Science; and
      (d) one major from Major I subject areas listed below; and
      (e) one major from Major II subject areas listed below; and
      (f) a maximum of 96 credit points of junior units of study; and
(g) a minimum of 108 credit points of units of study from Table A of the University of Sydney Business School; and
(h) any additional units of study required to make 192 credit points in total.

6 Progression rules
(1) Candidates must enrol in the six credit point junior core unit of study within the first year of enrolment.
(2) The six credit point capstone unit of study must be completed in the final semester of a candidate's enrolment.

Bachelor of Commerce and Bachelor of Arts
5 Requirements for award
(1) The units of study that may be taken for the combined degree program are set out in Tables A, B and C of the University of Sydney Business School and Tables A and B of the Faculty of Arts and Social Sciences.
(2) To qualify for the award of the Bachelor of Commerce and Bachelor of Arts, a candidate must successfully complete 240 credit points, comprising:
(a) a minimum of 96 credit points in units of study from Tables A and B of the University of Sydney Business School, including:
(i) 36 30 credit points of Bachelor of Commerce core units of study (24 junior credit points, and six senior credit points and a six credit point capstone); and
(ii) a major from the Commerce subject areas listed in Tables A and B;
(b) a minimum of 72 credit points of senior units of study from Table A of the Faculty of Arts and Social Sciences, including a major from Arts and Social Sciences subject areas listed in Table A;
(c) any additional units of study required to make 240 credit points in total;
(d) and ensuring the completion of no more than 96 credit points in junior units of study.

7 Progression rules
(1) Full time students must enrol in all junior core units of study for the Bachelor of Commerce within the first two years of enrolment.
(2) Part time students must enrol in all junior core units of study for the Bachelor of Commerce within the first four years of enrolment.
(3) All students must enrol in the capstone unit of study for the Bachelor of Commerce in the final semester of the Commerce degree.

Bachelor of Commerce and Bachelor of Science
6 Requirements for award
(1) The units of study that may be taken for the combined degree program are set out in Tables A, B and C of the University of Sydney Business School and Table 1 of the Faculty of Science. The Faculty of Science may permit a candidate of exceptional merit who is admitted to the Faculty of Science Talented Student Program to undertake a unit or units of study within the Faculty of Science other than those specified in Table 1.
(2) To qualify for the award of the pass degrees a candidate must successfully complete 240 credit points.
(3) Requirements for the Bachelor of Commerce
To qualify for the award of the Bachelor of Commerce a candidate must successfully complete a minimum of 96 credit points of units of study from Tables A and B of the University of Sydney Business School including:
(a) 36 30 credit points of core units of study (24 junior credit points, and six senior credit points and a six credit point capstone); and;
(b) a major from Table A or B.
(4) Requirements for the Bachelor of Science
To qualify for the award of the Bachelor of Science a candidate must successfully complete a minimum of 96 credit points of units of study from Science subject areas including:
(a) a major from Science subject areas in Table 1;
(b) a minimum of 12 credit points from the Science subject areas of Mathematics and Statistics; and
(c) a minimum of 24 credit points of junior units of study from at least two Science subject areas other than Mathematics and Statistics.
(d) a minimum of 60 credit points of intermediate and senior units of study from the Science subject areas in Table 1.
(5) Requirements for the Bachelor of Science (Advanced) stream
Candidates completing the Advanced stream of the Bachelor of Science must include as part of the above requirements:
(a) maximum 48 credit points from junior Science units of study;
(b) a minimum of 12 credit points of intermediate Science units of study at either the Advanced level or as TSP units; and
(c) a minimum of 48 credit points of senior Science units of study of which at least 24 credit points are units of study in a single Science subject area, taken at the Advanced level or as TSP units.

(6) Requirements for the Bachelor of Science (Advanced Mathematics) stream
Candidates completing the Advanced Mathematics stream of the Bachelor of Science must include as part of the above requirements:
(a) maximum 48 credit points from junior Science units of study;
(b) minimum 12 credit points of intermediate Mathematics and Statistics units of study at either the Advanced level or as TSP units;
(c) a major in Mathematics, Statistics or Financial Mathematics and Statistics; and
(d) a minimum of 48 credit points of senior Science units of study of which at least 24 credit points are completed at the Advanced level or as TSP units in Mathematics and Statistics.

8 Progression rules
(1) A candidate may proceed concurrently to the degrees of Bachelor of Commerce and Bachelor of Science.
(2) In the Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics), students must maintain in intermediate and senior units of study in Science subject areas an average mark of 66 or greater in each year of enrolment.
(3) Students in the Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics) streams who fail to maintain a Credit average will be transferred to the Bachelor of Science in the next year of enrolment with full credit for units completed in the Advanced or Advanced Mathematics stream.
(4) Students in the Bachelor of Science (Advanced) or Bachelor of Science (Advanced Mathematics) streams who fail to achieve a credit average across all units attempted in their final year of the degree will be awarded the Bachelor of Science pass degree.
(5) To transfer from the Bachelor of Science to the Advanced or Advanced Mathematics stream, a student must satisfy the following:
(a) completion of at least 48 credit points;
(b) an average of 75 or greater over all attempted units of study; and
(c) be able to enrol in the required number of advanced level or TSP units.
(6) Full time students must enrol in all junior core units of study for the Bachelor of Commerce within the first two years of enrolment.
(7) Part time students must enrol in all junior core units of study for the Bachelor of Commerce within the first four years of enrolment.
(8) Students must enrol in the capstone unit of study for the Bachelor of Commerce in the final semester of the Commerce degree.

Bachelor of Commerce and Bachelor of Laws
5 Requirements for the degrees in the combined course
(1) The units of study that may be taken for the degrees in the combined program are set out in Tables A and B of the University of Sydney Business School and the Faculty of Law Undergraduate Table.
(2) To qualify for the award of the pass degrees, a candidate must successfully complete 240 credit points, comprising:
(a) 96 credit points of units of study from Tables A and B of the University of Sydney Business School; and
(b) 144 credit points of Law units of study, of which 48 credit points are Combined Law compulsory units of study for Years 1, 2 and 3 and are credited towards the requirements for both the Bachelor of Commerce and the Bachelor of Laws degrees.
(3) Requirements for the Bachelor of Commerce
To qualify for the award of the Bachelor of Commerce, candidates must complete 144 credit points, including:
(a) 48 credit points of the Combined Law compulsory units of study for Years 1, 2 and 3;
(b) 36 credit points of core units of study (24 junior credit points, and six senior credit points and a six credit point capstone);
(c) a major from Table A or B; and
(d) a maximum 48 credit points in junior units of study from Tables A and/or B.
(4) Requirements for the Bachelor of Laws
To qualify for the award of the Bachelor of Laws candidates must complete 144 credit points taken from the Faculty of Law Undergraduate Table, comprising:
(a) 102 credit points of compulsory units of study; and
(b) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.

7 Progression rules
(1) Candidates in a Combined Law program must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study.
(2) Candidates are required to complete the Bachelor of Laws units of study in the order listed in the Faculty of Law Undergraduate Table.
(3) Except with the permission of the Dean of the Faculty of Law, candidates must complete the requirements for the Bachelor of Commerce before proceeding to Year Four of the Bachelor of Laws.
(4) Students must enrol in all compulsory junior Commerce credit points within the first year of enrolment.
(5) Students must enrol in the capstone Commerce unit in the final semester of the Commerce degree.

Bachelor of Engineering and Bachelor of Commerce
Bachelor of Engineering Honours and Bachelor of Commerce

6 Requirements for Award
(1) To qualify for the award of the combined degree:
(a) For all Bachelor of Engineering combined degrees except the Bachelor of Engineering and Bachelor of Laws, a candidate must complete 240 credit points and satisfy any additional requirements specified in the following clauses.
(b) For the Bachelor of Engineering and Bachelor of Laws combined degree, a candidate must complete 288 credit points and any additional requirements specified in the following clauses.
(c) Where the requirements specified in the following clauses account for less than the total required credit, candidates must complete additional units of study (not including general electives) from the relevant Bachelor of Engineering specialist stream table subject to any conditions specified in that table as may be necessary to satisfy the requirements of the degree.
(2) For the Bachelor of Engineering component of a combined degree:
(a) The units of study that may be taken for the Bachelor of Engineering component of the combined degree are set out in the tables of units of study for the Bachelor of Engineering single degree;
(b) Except where varied by other clauses of these resolutions, all candidates must complete a minimum of 144 credit points comprising:
(i) 36cp from the Engineering Core Table, including all required units;
(ii) 108cp from the Engineering Stream Core Table pertaining to the specialist stream being undertaken, including all required units;
(c) The Faculty Board may approve, based on appropriate academic justification, a list of approved unit alternatives. These alternatives specify, for particular Engineering stream / combined degree combinations, units within the normal requirements for the Bachelor of Engineering component of the combined degree that can be replaced by specified alternative units that would form part of the normal program for single degree students in that stream.
(3) For the Bachelor of Arts component of a combined degree:
(a) The units of study that may be taken are set out in Table A from the Faculty of Arts and Social Sciences Tables of units of study.
(b) Candidates must complete a total of 84 credit points from Table A, including:
(i) a major from Table A
(ii) a minimum of 54 credit points of 2000/3000 level units of study.
(4) For the Bachelor of Commerce component of a combined degree:
(a) The units of study that may be taken are set out in Tables A and B of the University of Sydney Business School.
(b) Candidates must complete 96 credit points of units of study selected from Tables A and B including:
(i) 36 24 credit points of core units of study (24 18 junior credit points, and six senior credit points and a six credit point capstone); and
(ii) a major.

Bachelor of Information Technology and Bachelor of Commerce

6 Requirements for award
(1) The units of study that may be taken for the Bachelor of Information Technology are set out in the Bachelor of Information Technology units of study table.
(2) The units of study that may be taken for the Bachelor of Commerce are set out in Tables A and B of the University of Sydney Business School.

(3) To qualify for the award of the combined degree, a candidate must successfully complete 240 credit points.

(4) For the Bachelor of Information Technology a candidate must
(a) complete 144 credit points of core units selected from the table of units for the Bachelor of Information Technology stream the candidate is pursuing;
(b) complete at least 78 credits of 3000-level or above IT units of study.

(5) For the Bachelor of Commerce a candidate must complete 96 credit points selected from Tables A and B of the University of Sydney Business School including:
(a) 36 30 credit points of core units of study (24 junior credit points, and six senior credit points, and a six credit point capstone)*; and
(b) a major.

* A candidate who undertakes equivalent junior Mathematics units as part of the Bachelor of Information Technology degree will be exempted from Bachelor of Commerce core unit, BUSS1020.

Bachelor of Commerce/Doctor of Medicine

5 Requirements for award
(1) The units of study that may be taken for the course are set out in
(a) Tables A, B and C of the University of Sydney Business School; and
(b) the table of units for the Doctor of Medicine from the Faculty of Medicine.

(2) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
(a) 144 credit points to qualify for the award of the Bachelor of Commerce as specified in resolutions for the Bachelor of Commerce, including 6 credit points of Junior units of study from each of the Science subject areas of Chemistry, Physics, and either Biology or Molecular Biology and Genetics (18 credit points in total);
(b) 192 credit points specified by the resolutions for the Doctor of Medicine from the Faculty of Medicine; and
(c) one zero credit point Medicine unit of study in the first three years of the program.

7 Progression rules
(1) Candidates must complete all requirements for the degree of Bachelor of Commerce, including the designated Science units of study, in minimum time and must maintain a credit average in each year of the Bachelor of Commerce, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.

(2) Failure to maintain the required progression and minimum result requirements will result in candidates being transferred from the double degree program to a Bachelor of Commerce degree with full credit for all units of study successfully completed.

(3) Students must enrol in all junior core units of study for the Bachelor of Commerce within the first year of enrolment.

(4) Students must enrol in the capstone unit of study for the Bachelor of Commerce in the final semester of the Commerce degree.

4. Transitional arrangements
Students continuing in 2017 will be able to replace this unit with an elective unit of their choice (subject to course resolutions). Students expected to complete in Semester 2, 2016 who may fail this unit in their final semester will be able to undertake the unit for the final time over the summer period (2017), should they wish to do so.

5. Other relevant information
Attachment 1 details consultation with partner faculties impacted by the proposed changes.

6. Signature of Dean

Minors Course Amendment Proposal
Version 03.09.2012
RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board approve:

1. the proposal from the Faculty of Architecture, Design and Planning to amend the Bachelor of Architecture and Environments; and
2. the amendment to the table of Units of Study arising from this proposal with effect from 1 January 2017.

EXECUTIVE SUMMARY

The Faculty of Architecture, Design and Planning requests amendments to the Bachelor of Architecture and Environments to rest elective units DESP2001 Planning for the Public Domain and DESA3006 Architectural Models: Theory and Practice. The Faculty proposes to add DESA3XXX Architecture’s Other: Radical Practices.
Minor Course Amendment Proposal

Faculty: Architecture, Design and Planning
Contact person: Dr Adrienne F Keane

1. Name of award course
   Bachelor of Architecture and Environments

2. Purpose of proposal
   The Urban and Regional Planning & Policy Discipline is proposing to “rest” DESP1001, DESP2001 and DESP2002 with the strategic objective to replace these with “DAAE1001 Living Cities” and “BADP2002 City Form and Development” as elective offerings to degrees within and beyond FADP. The longer term strategy is to reduce the number of undergraduate offerings while positioning DAAE1001 and BADP2002 as the more suitable units for “universal” urban planning and design units. The impact upon the Bachelor of Architecture and Environments (BAE) will be the deletion of DESP2002 in the “Architecture Electives” as referred to the Faculty handbook. DAAE1001 and BADP2002 are existing cores in the BAE. The BAE Program Director has been consulted with this proposal. To also advise the committee of the cancellation of the elective DESA3006 Architectural Models: Theory and Practice, introduction of elective DESA3XXX Architecture’s Other: Radical Practices and unit of study name changes.

3. Details of amendment
   Please see course table below.

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   No transitional arrangements are required for BAE students. It is noted that Bachelor of Project Management, a program of the Faculty of Engineering, has DESP1001 as a second year “Built Environment Stream”. The Faculty of Engineering’s relevant subDean will be consulted and advised that their students be offered DAAE1001 in lieu of DESP1001.

5. Other relevant information

6. Signature of Dean
   [Signature: Wendy Davis]
   Acting Dean

Minor Course Amendment Proposal
Version 03.09.2012
# 2017 Bachelor of Architecture and Environments

## CORE UNITS

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## 2017 Bachelor of Architecture and Environments

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<th>Dr Adrienne Keane, Acting Director (Master of Urbanism), Faculty of Architecture, Design and Planning</th>
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<tr>
<td>Reviewer/Approver</td>
<td>A/Prof Wendy Davis, Associate Dean (Education), Faculty of Architecture, Design and Planning</td>
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<td>Purpose</td>
<td>To request the Undergraduate Committee recommend that Academic Board approve the amendments to the Bachelor of Design in Architecture.</td>
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**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that Academic Board approve:

1. the proposal from the Faculty of Architecture, Design and Planning to amend the Bachelor of Design in Architecture; and
2. the amendment to the table of Units of Study arising from this proposal with effect from 1 January 2017.

**EXECUTIVE SUMMARY**

Minor Course Amendment Proposal

Faculty: Architecture, Design and Planning

Contact person: Dr Adrienne F Keane

1. Name of award course

   Bachelor of Design in Architecture

2. Purpose of proposal

   The Urban and Regional Planning & Policy Discipline is proposing to “rest” DESP1001, DESP2001 and DESP2002 with the strategic objective to replace these with “DAAE1001 Living Cities” and “BADP2002 City Form and Development” as elective offerings. The longer term strategy is to reduce the number of undergraduate offerings while positioning DAAE1001 and BADP2002 as “universal” urban planning and design units for FADP as well as other faculties. The impact upon the Bachelor of Design in Architecture (BDesArch) will be the deletion of DESP1001, DESP2001 and DESP2002 as junior and senior electives as referred to the Faculty handbook for that program and be replaced by DAAE1001 and BADP2002. The Head of Architecture and the BDesArch Program Director has been consulted with this proposal and they are in agreement. To also advise the committee of the cancellation of the elective DESA3006 Architectural Models: Theory and Practice, introduction of elective DESA3XXX Architecture’s Other: Radical Practices.

3. Details of amendment

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5. Other relevant information

6. Signature of Dean

   [Signature]

   Wendy Davis
   Acting Dean

Minor Course Amendment Proposal

Version 03.09.2012
# 2017 Bachelor of Design in Architecture

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<td>S2</td>
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<tr>
<td>DESA3010</td>
<td>Code to Production</td>
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<td>S1, S2</td>
</tr>
<tr>
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<td>S2</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester</td>
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<td>DESA3XXX</td>
<td>Architecture's Other: Radical Practices</td>
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<td>Introductory Urban Design and Planning</td>
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<td>BADP 2002</td>
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## 2017 Bachelor of Design in Architecture

### CORE UNITS

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit name</th>
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<th>Semester offered</th>
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<td>BDES1026</td>
<td>Architecture Studio 1A</td>
<td>12</td>
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<td>BDES1023</td>
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<td>BDES1027</td>
<td>Architecture Studio 1B</td>
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<tr>
<td>BDES2013</td>
<td>Architectural Technologies 2</td>
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<tr>
<td>BDES2026</td>
<td>Architecture Studio 2A</td>
<td>12</td>
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<tr>
<td>BDES2024</td>
<td>Art Workshop 2</td>
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<tr>
<td>BDES2027</td>
<td>Architecture Studio 2B</td>
<td>12</td>
<td>Y2, S2</td>
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<tr>
<td>BDES3011</td>
<td>Architectural History and Theory 3</td>
<td>6</td>
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<tr>
<td>BDES3026</td>
<td>Architecture Studio 3A</td>
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### ELECTIVE UNITS

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<tr>
<td>AWSS1001</td>
<td>Architectural Sketching and Drawing</td>
<td>6</td>
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<td>BDES3025</td>
<td>Architectural Professional Practice</td>
<td>6</td>
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<td>AWSS2015</td>
<td>Generative Drawing</td>
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</tr>
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<td>Object Design</td>
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<tr>
<td>AWSS2023</td>
<td>Architectural Photography 1</td>
<td>6</td>
<td>S1,S2</td>
</tr>
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<td>AWSS2026</td>
<td>2D Print Processes in Design</td>
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<tr>
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<td>Architecture and Design Material Processes</td>
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<td>20th Century Australian Architecture</td>
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<td>DAAE2002</td>
<td>Architecture, Place and Society</td>
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<td>DESA3003</td>
<td>Architectural Detailing</td>
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<td>Architecture and Diagrams</td>
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<td>Architectural Drawing Through History</td>
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<td><strong>DESA3006</strong></td>
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<td>DESA3007</td>
<td>Prefab Architecture</td>
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<td>Int Feb</td>
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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>A/Prof Martin Tomitsch, Head of Discipline (Design), Faculty of Architecture, Design and Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>A/Prof Wendy Davis, Associate Dean (Education), Faculty of Architecture, Design and Planning</td>
</tr>
<tr>
<td>Paper title</td>
<td>Faculty of Architecture, Design and Planning – Bachelor of Design Computing</td>
</tr>
<tr>
<td>Purpose</td>
<td>To request the Undergraduate Committee recommend that Academic Board approve the amendments to the Bachelor of Design Computing.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that Academic Board approve:

1. the proposal from the Faculty of Architecture, Design and Planning to amend the Bachelor of Design Computing; and
2. the amendment to the table of Units of Study arising from this proposal with effect from 1 January 2017.

**EXECUTIVE SUMMARY**

The Faculty of Architecture, Design and Planning requests amendments to the Bachelor of Design Computing to move INFO2120 Database Systems 1 from the core collection to the elective collection, replacing INFO2120 DECO2010 Designing Social Media in the core collection.
Minor Course Amendment Proposal

Faculty: Architecture, Design and Planning

Contact person: A/Prof Martin Tomitsch

1. Name of award course

Bachelor of Design Computing
Bachelor of Design Computing (Honours)

2. Purpose of proposal

1) To apply the following changes to Table B (core units) in the resolutions of the Senate for the Bachelor of Design Computing and Bachelor of Design Computing (Honours) degrees:

Remove INFO2120 Database Systems 1 from the section "Core units – Senior units of study" and move the unit to the section "Other electives".

Add DECO2010 Designing Social Media to the section "Core units – Senior units of study".

To amend the name of the core unit DECO1006 to "Design Process and Methods".

The same updates shall be applied to the "Bachelor of Design Computing enrolment planner" tables.

2) To advise the Undergraduate Studies Committee of the adoption of the following new units of study to be offered as cross-faculty electives:

DECO2xxx Design Thinking
DECO2xxx Design for Innovation
DECO3xxx Innovation Design Studio

3. Details of amendment

In Table B, delete:

INFO2420 Database Systems 1 6 P INFO1003 OR INFO1103 OR INFO1903 OR INFS1000
OR DECO1012. N INFO2905, COMP5138, INFO2820 Semester 1

In Table B, add to section "Core units – Senior units of study":

DECO2010 Designing Social Media 6 Semester 1

In Table B, add to section "Other electives – Senior units of study"

INFO2120 Database Systems 1 6 P INFO1003 OR INFO1103 OR INFO1903 OR INFS1000
OR DECO1012. N INFO2905, COMP5138, INFO2820 Semester 1

In Table B, amend in section "Core units – Junior units of study":

DECO1006 Design Thinking Design Process and Methods 6 N IDEA9106 Semester 1
4. Transitional arrangements

The proposed change will only affect students who are currently in their first year of Design Computing, as the proposed changes only concern the second year in the degree.

These students will be able to either transfer into the new resolutions, or to continue under the old resolutions as INFO2120 will remain to be offered and can therefore continued to be taken by students not wishing to transfer.

5. Other relevant information

The following staff members and students were consulted in preparation of this proposal:

- A/Prof Wendy Davis, Associate Dean Education (Faculty of Architecture, Design & Planning)
- Prof Alan Fekete (UGSC representative from Engineering & IT), A/Prof Tim Wilkinson (Sub Dean, Students), A/Prof Masa Takatsuka (Deputy Head, School of IT) and Dr Uwe Roehm (unit coordinator)
- B. Design Computing Students enrolled in the second year core unit DECO2014 User Experience Design Studio in Semester 1, 2016

6. Signature of Dean

Wendy Davis

Wendy Davis
Acting Dean
Faculty of Nursing and Midwifery proposal to amend resolutions: Bachelor of Nursing (Honours)

The Faculty of Nursing and Midwifery is seeking approval to amend the resolutions for the Bachelor of Nursing (Honours) specifically, the nomenclature used in clause 7: Award of the degree.

RECOMMENDATION

To request the Undergraduate Studies Committee recommend that Academic Board approve:

1. The proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Nursing (Honours); and
2. the amendment of the course resolutions arising from the proposal, effective 1 January 2017.

EXECUTIVE SUMMARY

The Faculty of Nursing and Midwifery is seeking approval to amend the course resolutions for the Bachelor of Nursing (Honours).

These amendments do not materially alter the resolutions rather; they seek to rectify the nomenclature used in clause 7: Award of the degree which was previously amended in error.

These amendments have been endorsed by the Faculty Curriculum Sub-Committee at its meeting on 13 July, 2016.
Minor Course Amendment Proposal

Faculty: Faculty of Nursing & Midwifery

Contact person: Ms Sarah Brown, Learning & Teaching Operations Manager

1. Name of award course
   Bachelor of Nursing (Honours)

2. Purpose of proposal
   The Faculty of Nursing and Midwifery is seeking approval to amend the resolutions for the Bachelor of Nursing (Honours).

3. Details of amendment
   The Faculty of Nursing & Midwifery is seeking approval to amend the course resolutions for the Bachelor of Nursing (Honours).

   These amendments do not materially alter the resolutions rather; they seek to rectify the nomenclature used in clause 7: Award of the degree which was previously amended in error.

   These amendments have been endorsed by the Faculty Curriculum Sub-Committee at its meeting on 13 July, 2016.

4. Transitional arrangements
   N/A

5. Other relevant information
   N/A

6. Signature of Dean
   [Signature]

   13.7.2016
Bachelor of Nursing (Honours)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHNURSIH</td>
<td>Bachelor of Nursing (Honours)</td>
</tr>
<tr>
<td>BHNURSIH</td>
<td>Bachelor of Nursing (Honours) (off-shore)</td>
</tr>
</tbody>
</table>

2. Admission to candidature

(1) Admission to candidature is dependent on appropriate supervision being available within the faculty. Places will be offered to qualified applicants in the order in which complete applications are received, according to the following admission criteria.

(2) Admission to the Bachelor of Nursing (Honours) requires:

(a) satisfaction of the English language proficiency requirements detailed in the faculty resolutions; and

(b) completion of a Bachelor of Nursing pass degree at the University of Sydney or equivalent qualification with a minimum WAM of 65; and

(c) current registration to practise nursing in Australia or another country.

(3) Qualifications used as the basis of admission must have been completed less than ten years prior to application. Qualifications older than ten years will be considered subject to the applicant providing further information substantiating appropriate continuing education and development. In these cases, admission will be at the discretion of the Dean.

3. Candidature

(1) Appointment of supervisor

(a) The Chair of the Honours Degrees Sub-Committee will appoint a research supervisor in consultation with the Associate Dean (Learning and Teaching) and notification to the Associate Dean (Academic).

(2) Attendance pattern

(a) The attendance pattern for this course can be full time or part time according to candidate choice.

4. Requirements for award

(1) To qualify for the award of the Bachelor of Nursing (Honours) degree candidates must complete:

(a) 24 credit points of units of study as specified in the unit of study table; and

(b) a thesis of up to 15,000 words.

(2) The grade of honours and the honours mark are determined by performance in the degree, according to the table in clause 7(1).

5. Enrolment and progression

(1) Candidate progression will be reviewed every six (6) months with the supervisor, as per assessment schedule.

(2) Documentation of the candidate’s progression will be reviewed by the Honours Degrees Sub-Committee, and feedback will be provided to the candidate and supervisors about level of progress.

(3) Time limits:

(a) A full-time candidate must complete all the requirements for the course within two (2) calendar years of first enrolment.

(b) A part-time candidate must complete all the requirements for the course within three (3) years of first enrolment.

6. Examination of the thesis

(1) Two examiners internal to the University will be appointed by the Honours Degrees Sub-Committee in consultation with the supervisor.

(2) The Honours Degrees Sub-Committee determines the award mark taking into account the reports of the examiners. The Sub-Committee may appoint a third examiner (who may be external to the University) to assist in determining the award mark. The final estimation of the award mark is determined according to the table in 7(1).

7. Award of the degree

(1) The Bachelor of Nursing (Honours) is awarded in the following classes ranging from First Class to Third Class:

<table>
<thead>
<tr>
<th>A student who achieves an honours mark in the range</th>
<th>Will be awarded honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 &lt;= honours mark &lt;= 100</td>
<td>First Class</td>
</tr>
<tr>
<td>75 &lt;= honours mark &lt; 80</td>
<td>Second Class II / Division 1</td>
</tr>
<tr>
<td>70 &lt;= honours mark &lt; 75</td>
<td>Second Class II / Division 2</td>
</tr>
<tr>
<td>65 &lt;= honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(2) The class of Honours shall be determined by the marks achieved in the Honours year weighted according to units of study as follows: NURS4020 (10 percent), NURS4021 (10 percent), and NURS4022 and NURS4023 (80 percent).
University medal
A student who receives an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the faculty to the highest achieving students who in the opinion of the faculty have an outstanding academic record, in accordance with the Coursework Policy 2014.

Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2016 and students who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.
(2) Candidates who commenced their candidature prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time, provided they complete requirements within the maximum period of candidature specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion for students whose candidatures extend beyond the maximum period of candidature specified in the resolutions under which they were enrolled.
Confidential OR Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Kenneth Chung, Program Director, Bachelor of Project Management, Faculty of Engineering and Information Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor course amendment to change core and stream units of the Bachelor of Project Management</td>
</tr>
</tbody>
</table>

Purpose

In plain language, provide the purpose of the submission (do not use acronyms, abbreviations or technical language). Content should be 1-2 sentences in length.

To amend the Bachelor of Project Management:
1) core units of study to facilitate accreditation
2) stream units of study in line with changes to other degrees

RECOMMENDATION

That the Undergraduate Graduate Studies Committee recommend Academic Board approve the amendment to core and stream units of study in Bachelor of Project Management, effective 1 January 2017.

EXECUTIVE SUMMARY

The Faculty of Engineering and IT proposes changes to the units of the Bachelor of Project Management.

1) Accreditation is being sought for BPM for 2017 and gap in curriculum requirements has been identified. New unit PMGT1852 Communications and Stakeholder Management will become core, and PSYC1002 will become elective

2) Students in the Civil Engineering Science stream take units offered by Civil Engineering, which have changed with the restructure of the Bachelor of Engineering (Honours). BPM stream units to be adjusted in line with these changes.

3) Student in the Built Environment stream take units offered by the Faculty of Architecture. Built Environment stream units to be adjusted in line with changes to Architecture units.
Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies

Contact person: Ken Chung ext. 67517, Christine Lacey, ext. 40678

1. Name of award course

Bachelor of Project Management

2. Purpose of proposal

1) BPM core unit
It is proposed to substitute one core unit in the Bachelor of Project Management, replacing PSYCH1002 Psychology 1002 with a new unit PMGT1852 Communications and Stakeholder Management. An industry roundtable held March 2016 confirmed the importance of communications and stakeholder management in project management practice. These topics have been identified as required in all project management standards and in particular the accreditation standards for project management programs.

The most recent edition (2013) of the Project Management Body of Knowledge (PMBOK™) Guide from the Project Management Institute (PMI) included Project Stakeholder Management as its tenth knowledge area, signifying the specific need for this competence in the training and education of future project managers. Currently, there is no unit of study in the undergraduate curriculum that specifically covers communications, stakeholder engagement and leadership attributes required for managing projects. The closest unit of study that touches on aspects of this knowledge area is Psychology (PSYC1002) which is offered by the Science faculty. However, this is a generic unit of study that does not cater specifically to the context and domain of project management & project leadership training. A unit of this nature is required for accreditation of the program, which is being sought for 2017.

The assessment of this new unit of study is consistent with the assessment regime of the course

2) Civil Engineering Science stream
It is proposed to substitute core units of study for the Civil Engineering Science stream in the Bachelor of Project Management. This reflects changes to units of study offered in the Civil stream of the Bachelor of Engineering Honours.

BPM (Civil Engineering Science) will now undertake CIVL1810 in second year, and CIVL2700 Transport Systems in third year, with an additional option of CIVL3811 Engineering Design and Construction in third year.

3) Built Environment stream

Remove:
DAAE2002 Architecture, Place & Society
DESC9014 Building Construction Technology
DESC9200 Introduction to Architectural Science
DESC9074 Project Management
DESP1001 Introductory Urban Design Planning

Replace with:
DAAE3001 Sustainable Architectural Practice
DESA3011 Introduction to Building Construction
DAAE1001 Living Cities
BADP2002 City Form and Development
BADP3002 Property and the Built Environment
To accommodate the Built Stream changes, the unit BUSS1040 Economics for Business Decision Making will move to Semester 1.

It is proposed to include two units of study in the Summer Session. ENGG3854 Negotiating and Contracting and ENGG2851 Data Analytics for Project Management.

3. **Details of amendment**

Please see Appendix A below for the amended unit table for BPM (all streams)

4. **Transitional arrangements**

These changes take effect from 1 January 2017.

5. **Other relevant information**

Faculty of Science has been consulted re changing PSYC1002 from a core to an elective unit.

Selection of most appropriate units to be undertaken by BPM students in the Civil Engineering Science stream has been made through consultation between Civil Engineering and Project Management.

The Built Environment Stream changes have been agreed upon in consultation with the Faculty of Architecture’s Associate Dean (Education) Professor Wendy Davis and their committee.

Addition of Summer school units has been decided on with advice from the student cohort, Tim Wilkinson and the BPM Director – Dr Ken Chung.

6. **Signature of Dean or Delegate**

[Signature]

14/7/16
Appendix A

### Bachelor of Project Management

Candidates for the degree of Bachelor of Project Management are required to gain credit points for the core units of study set out below. Any additional credit necessary to satisfy the degree requirement of not less than 144 credit points shall be gained by completing additional elective units of study, as recommended by the School (as set out below).

Students in BPM must complete the requirements of one of the three streams; Civil Engineering Science; Built Environment; Software. Requirements for each stream are shown below.

#### Core units of study

**First year: all streams**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH1001 Differential Calculus</td>
<td>3</td>
<td>A HSC Mathematics Extension 1</td>
<td>N MATH1011, MATH1901, MATH1906, MATH1111, ENVX1001</td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>MATH1002 Linear Algebra</td>
<td>3</td>
<td>A HSC Mathematics or MATH1111</td>
<td>N MATH1902, MATH1014</td>
<td></td>
<td></td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>MATH1003 Integral Calculus and Modelling</td>
<td>3</td>
<td>A HSC Mathematics Extension 1 or MATH1001 or MATH1011 or a credit or higher in MATH1111</td>
<td>N MATH1013, MATH1903, MATH1907</td>
<td></td>
<td></td>
<td>Semester 2 Summer Main</td>
</tr>
<tr>
<td>MATH1005 Statistics</td>
<td>3</td>
<td>A HSC Mathematics</td>
<td>N MATH1015, MATH1905, STAT1021, STAT1022, ECMT1010, ENVX1001, BUSS1020</td>
<td></td>
<td></td>
<td>Semester 2 Summer Main</td>
</tr>
<tr>
<td>ENGG1850 Introduction to Project Management</td>
<td>6</td>
<td>N CIVL3805, QBUS2350</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG1801 Engineering Computing</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Summer Late</td>
</tr>
<tr>
<td>BUSS1040 Economics for Business Decision Making</td>
<td>6</td>
<td>N ECOF1005</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>PMGT1852 Communications and Stakeholder Management</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC1002 Psychology 1002</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2 Summer Main</td>
</tr>
</tbody>
</table>

**First year: Civil Engineering Science stream**

This unit of study is a compulsory part of the Bachelor of Commerce and combined Bachelor of Commerce degrees.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL1900</td>
<td>Introduction to Civil Engineering</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG1802</td>
<td>Engineering Mechanics</td>
<td>6</td>
<td>Semester 2 Summer Main Winter Main</td>
</tr>
</tbody>
</table>

**First Year: Built Environment stream**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAAE2001</td>
<td>20th-Century Australian Architecture</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>DAAE1001</td>
<td>Living Cities</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>DAAE2002</td>
<td>Architecture, Place and Society</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**First Year: Software stream**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1103</td>
<td>Introduction to Programming</td>
<td>6</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>INFO1105</td>
<td>Data Structures</td>
<td>6</td>
<td>A Programming, as for INFO1103 P INFO1003 or INFO1103 or INFO1903 or INFS1000 Semester 1 Semester 2 Summer Late</td>
</tr>
</tbody>
</table>

**Second year: All streams**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG2850</td>
<td>Introduction to Project Finance</td>
<td>6</td>
<td>N CIVL3812 Semester 1</td>
</tr>
<tr>
<td>ENGG2851</td>
<td>Data Analytics for Project Management</td>
<td>6</td>
<td>P ENGG1850 AND (MATH1001 OR MATH1901) AND (MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903) AND (MATH1005 or MATH1905) Semester 1</td>
</tr>
<tr>
<td>ENGG2852</td>
<td>Project Based Organisational Behaviour</td>
<td>6</td>
<td>P ENGG1850 AND PSYC1002 Semester 2</td>
</tr>
<tr>
<td>ENGG2855</td>
<td>Project Quality Management</td>
<td>6</td>
<td>P ENGG1850 Semester 2</td>
</tr>
</tbody>
</table>

**Second Year: Civil Engineering Science stream**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL2201</td>
<td>Structural Mechanics</td>
<td>6</td>
<td>A From ENGG1802 Engineering Mechanics, students should be competent in the following areas. 1. The concept of force and momentum equilibrium in two and Semester 1</td>
</tr>
</tbody>
</table>
three dimensions. 2. Drawing free body diagrams. 3. Establishing and solving the equations of equilibrium from the FBD. 4. Setting out solutions logically, clearly and neatly. Students should be competent in certain mathematical skills. 1. Solving algebraic equations. 2. Differentiation and integration (including double integrals). 3. Drawing graphs of polynomials (especially) and other mathematical function. 4. Trigonometry.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG1802</td>
<td>Engineering Mechanics</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>AMME2301</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL2230</td>
<td>Intro to Structural Concepts and Design</td>
<td>6</td>
<td>A CIVL2110 AND CIVL2201 AND ENGG1802. Structural mechanics, first year mathematics, but these are not prerequisites</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL1810</td>
<td>Engineering Construction and Surveying</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Second Year: Built Environment stream**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESP1001</td>
<td>Introductory Urban Design and Planning</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>DESC9014</td>
<td>Building Construction Technology</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BADP2002</td>
<td>City Form and Development</td>
<td>6</td>
<td>P DAAE1001</td>
<td>Semester 1</td>
</tr>
<tr>
<td>DESA3011</td>
<td>Introduction to Building Construction</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Second Year: Software stream**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO2120</td>
<td>Database Systems 1</td>
<td>6</td>
<td>P INFO1003 OR INFO1103 OR INFO1903 OR INF5100 OR DECO1012. N INFO2820, COMP5138</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INFO2110</td>
<td>Systems Analysis and Modelling</td>
<td>6</td>
<td>A Experience with a data model as in INFO1003 or INFO1103 or INF5100</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Third year: All streams**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG3853</td>
<td>Project Risk Mgmt Tools &amp; Techniques</td>
<td>6</td>
<td>P ENGG2851. N CIVL4810</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG3854</td>
<td></td>
<td>6</td>
<td>P ENGG1850 AND ENGG2850 AND ENGG2852.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Negotiating and Contracting</td>
<td>N CIVL3813</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT3850 Project Management Capstone Project A</td>
<td>6</td>
<td>P 30 credits of 2nd year units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>It is expected that the project will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of the course coordinator and School’s Director of Learning &amp; Teaching and will only be allowed where there are good reasons for doing so. Students considering this option should discuss it with the course coordinator at least one semester before they intend to start.</em></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT3851 Project Management Capstone Project B</td>
<td>6</td>
<td>P 30 credits of 2nd year units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: students undertaking a combined BE/BPM which includes an Honours Thesis are not required to complete PMGT3850 or PMGT3851 Project Management Capstone units.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT3855 Project Variance and Analysis</td>
<td>6</td>
<td>P ENGG2851</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT3858 Complex Project Coordination</td>
<td>6</td>
<td>P ENGG1850 AND ENGG2852.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students are expected to have an good understanding of the standard project management methodologies, yet are willing to learn new theoretical and practical approaches to complex project management. The theoretical approach will stem from the complex adaptive systems theory. The practical and analytical approaches will use social network theory in analysing the coordination mechanisms. Students are expected to read about both: Complex systems and social networks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year: Civil Engineering Science stream</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL2810 Engineering Construction and Surveying</td>
<td>6</td>
<td>A MATH1001, MATH1002, MATH1003, MATH1005</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In recent years - the course has included a 1.5 day camp at Webbs Creek (about 80km from Sydney). The camp is located in a bushland setting. It aims to provide valuable practice in practical field survey and has a secondary aim of providing a basis for social gathering (this aspect being requested in student feedback over recent years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL2700 Transport</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Systems**

Select one of the following units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Pre-Requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL2410</td>
<td>Soil Mechanics</td>
<td>6</td>
<td>Knowledge: CIVL2201 AND GEOL1501. An understanding of simple statics, equilibrium, forces and bending moments, and of stress and strain and the relationship between them. This is covered by University of Sydney courses ENGG 1802 Engineering Mechanics, CIVL2201 Structural Mechanics. Familiarity with the use of spreadsheets (Excel, Mathcad) to obtain solutions to engineering problems, and with the graphical presentation of this data. Familiarity with word processing packages for report presentation. Some of this is covered in the University of Sydney course ENGG1801 Engineering Computing. Familiarity with partial differential equations, and their analytical and numerical solution.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL2611</td>
<td>Introductory Fluid Mechanics</td>
<td>6</td>
<td>A CIVL2201 AND ENGG1802 AND MATH1001. Students are expected to have a strong understanding of fundamental physics, statics, equilibrium, forces, and dimensional analysis. Familiarity with simple calculus, partial differential equations, and the analytical and numerical solutions.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL3811</td>
<td>Engineering Design and Construction</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Third Year: Built Environment stream**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Pre-Requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESC9074</td>
<td>Project Management</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>DESC9200</td>
<td>Introduction to Architectural Science</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>DAAE3001</td>
<td>Sustainable Architectural Practice</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>BADP3002</td>
<td>Property &amp; the Built Environment</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Third Year: Software stream**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Pre-Requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC3609</td>
<td>Internet Software Platforms</td>
<td>6</td>
<td>P INFO1103, INFO2110, (INFO2120 or INFO2820) N EBUS4001</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC3610</td>
<td></td>
<td>6</td>
<td>N EBUS3003</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
### Project Management Honours

Students undertaking Honours in Project Management enrol in the following Honours Project units.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT4850</td>
<td>Project Management Honours Project A</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are required to achieve a minimum 65% average mark in the Intermediate and Senior units of the normal BPM program to be eligible for entry to Honours.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><em>Note: Department permission required for enrolment</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>It is expected that the Thesis will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of Thesis coordinator (who may consult the Undergraduate or Program)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT4851</td>
<td>Project Management Honours Project B</td>
<td>12</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Note: Department permission required for enrolment</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>It is expected that the Thesis will be conducted over two consecutive semesters and that the majority of students will start in Semester 1. Commencement in Semester 2 requires permission of Thesis coordinator (who may consult the Undergraduate or Program)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select 24 credit points from the following list of electives.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5875</td>
<td>Project Innovation Management</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT5876</td>
<td>Strategic Delivery of Change</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>WORK6026</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT5879</td>
<td>Strategic Portfolio &amp; Program Management</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT5886</td>
<td>System Dynamics Modelling for PM</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>PMGT6867</td>
<td>Quantitative Methods: Project Management</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Notes**

1. The Honours program is completed as an additional year. Students are required to achieve a minimum 65% average mark in the Intermediate and Senior units of the above program to be eligible for entry to Honours.
2. For core units of study offered by other than the Faculty of Engineering, any assumed knowledge, prerequisite and corequisite requirements will be as prescribed by the Faculty.

3. Candidates for the degree of Bachelor of Project Management are expected to complete all the core units of study listed above. They are also required to gain additional 12 credit points from a choice of free elective units offered by the University of Sydney.

4. Most Mathematics, Chemistry, Physics and Computer Science units of study offered by the Faculty of Science can be replaced by equivalent advanced level units of study subject to prerequisite conditions (as required by the Faculty of Science) being met. Students considering doing advanced options should seek advice from the relevant department before enrolling.

5. Students undertaking the Honours program may enrol in alternative postgraduate Project Management units with permission of the Program Director.

**Recommended Electives**

In addition to the core units in the above table students will need to complete electives to gain a total of 144 credit points as required for the degree. The following list are recommend units.

**Project Management Electives**

Student enrolled in combined Project Management degrees must complete a minimum of 18 cp of Project Management Recommended Electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT2854</td>
<td>Implementing Concurrent Projects</td>
<td>6</td>
<td>P ENGG1850 AND ENGG2850</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT3856</td>
<td>Sustainable Project Management</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT3857</td>
<td>International Project Management</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Other Recommended Electives**

(Note, list of electives in diet but not previously included in handbook. To be included for 2017)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
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Alternative elective units may be taken with approval of the Head of School.
Non-Confidential

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<tr>
<th>Author</th>
<th>Peter McCallum, Director, Education Strategy</th>
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<td>Paper title</td>
<td>Academic Honesty Procedures and consequent Policy Amendments</td>
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<td>Purpose</td>
<td>To create the Academic Honesty Procedures 2016 covering provisions for both coursework and HDR students.</td>
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RECOMMENDATION

That the Undergraduate Studies Committee note that the Academic Board intends to consider (17 August 2016) and, if appropriate, will:

- Recommend to the Vice Chancellor the adoption of the Academic Honesty Procedures as set out in Attachment 1;
- Recommend to the Vice Chancellor the amendment of the Academic Honesty in Coursework Policy 2015 as set out in Attachment 2;
- Recommend to the Deputy Vice-Chancellor Research the amendment of the Research Code of Conduct 2013 as set out in Attachment 3.

EXECUTIVE SUMMARY

This proposal seeks to establish a single set of Academic Honesty Procedures relating to both the Academic Honesty in Coursework Policy 2015 and the Research Code of Conduct as it applies to students.

New provisions are summarised below. In summary the new Academic Honesty Procedures (Attachment 1):

For Coursework Students (Part 3):

- Move provisions in the Academic Honesty in Coursework Policy 2015 that are procedural into the Procedures and adjust the policy accordingly;
- Require the online Academic Education Online Module (AHEM) to be completed by the census date of the appropriate semester to ensure it is completed prior to assessment tasks being undertaken and spell out the procedures for students who do not take it (result suppression) [Part 3, Section 4];
- Revise and refine procedures for investigation and decision making in the light of experience with the online reporting module (sections 6 – 10);
- Insert clause on reducing risk of educational dishonesty in assessments developed by a working party of the Academic Board and previously approved by the Academic Standards and Policy Committee (Section 10 and Schedule one);
- Insert section on proof-reading and editing of written work. NOTE: Changes to this section were recommended by the SEG Education Committee on Monday 11 July 2016 and a revised version of this will be forwarded separately for consideration;
- Clarify that appeals against decisions are appeals to the faculty (3.2 of the University of Sydney (Student Appeals against academic Decisions) Rule 2006: students should not be required to raise concerns with the lecturer (or EIC) in the first instance.

For HDR Students (Part 4):

- Describe inappropriate academic process, academic dishonesty, breach of the Research Code of Conduct (Code Breach) and Research Misconduct as they relate to HDR students;
- Specify the process for managing potential breaches identified in the research integrity check at the first year milestone and allegations which arise during candidature;
- Specify the process for managing potential breaches identified after thesis submission.

Consequential changes to the Academic Honesty Policy are also attached (Attachment 2). The definition of legitimate or reasonable cooperation has been amplified (Academic Honesty in Coursework 9A).
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Research Code of Conduct 2013 (Attachment 3):

- Amendment to Section 10 clarifying that students must comply with the Code and with the Academic Honesty Procedures;
- Insertion of 28 A, clarifying appeal rights for students for decision taken under the Code.

BACKGROUND / CONTEXT

Part 1 of the report of the Vice Chancellor’s Academic Misconduct and Plagiarism Taskforce (2015) recommended policy amendments that were carried out in 2015 resulting in the Academic Honesty in Coursework Policy (2015). At the time it was noted that some of the provisions of the previous policy were actually procedural. However, the work of transferring them to the Procedures was delayed pending development of procedures relating to HDR students contained in Part 2 of the report.

A summary of the Taskforce findings is given below.

The recommendations of the Taskforce for HDR students included the following:

- Introduce an integrity check (e.g. with similarity detection software) as part of a centralised submission process to be carried out by the Higher Degree by Research administration office (a more detailed outline on how this would work is in section 2.5).
- Set clear and high standards for attribution for higher degree by research students, disallowing any revision of work found to be plagiarised once the thesis has been submitted for examination.
- Require the first milestone during a higher degree by research candidacy to include an integrity check as part of the progress review process.
- Introduce a clear policy obligation for supervisors to refer to the faculty cases of gross or repeated failure to attribute work in thesis drafts or other written products created during the degree candidature. This would be in addition to the obligation to refer any other type of misconduct, including data fabrication and mismanagement or any other potential research misconduct.
- Simplify, draw together into a single set of procedures and make easily available to students and supervisors all policy requirements related to academic dishonesty by higher degree by research students.

Part 4 of the Procedures set out in policy terms the process developed by the SEG RTC working group for integrity checks at the first year milestone and submission. They also set out the procedures to be followed for other issues that may arise during candidature (which are essentially the same as those that may arise during the first year milestone).

CONSULTATION

These Procedures were developed by a working party working in close liaison with the SEG RTC working party that developed the processes for academic integrity and data integrity checks at the first year milestone and at the point of thesis submission. They also give effect to the Academic Honesty in Coursework Policy 2015, adopted in December 2015.

The Procedures were endorsed (subject to changes) by both SEG RTC and SEG Education on 11 July 2016. The changes from SEG RTC are incorporated and the changes from SEG Education will be tabled at the meeting or in a supplementary agenda. The Procedures were also considered by ASPC on 20 July 2016; and will go to the Postgraduate Studies Committee on 27 July 2016. They will be put to the Academic Board on 17 August 2016 for approval (of the Policy Changes) and endorsement (of the Procedures). The Procedures will then be adopted by the Policy Owner, the Vice Chancellor.

IMPLEMENTATION

Implementation of the Procedures, particularly in relation to changes to Procedures for Coursework Students, new provisions for AHEM, risk management and proof-reading and editing will be managed by communications coordinated by the Office for Educational Integrity in consultation with the Director of Education Strategy and the Director of Graduate Research.
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In addition, in relationship to new provisions for HDR candidatures, May Robertson and team (Archives and Records Management) are currently consulting with faculties to understand needs within each faculty. Training sessions will be scheduled as required.

Briefing sessions for Associate Deans Research Training and Postgraduate Coordinators may also be of value and will be organised according to need.

COMMUNICATION

The new procedures will be communicated by the Academic Board, by the consultation sessions mentioned above and by further briefing sessions for Associate Deans and Postgraduate Coordinators as required.

ATTACHMENTS

Attachment 1 – Academic Honesty Procedures 2016 (new)
Attachment 2 – Academic Honesty in Coursework Policy 2015 (amended)
Attachment 3 – Research Code of Conduct 2013
ACADEMIC HONESTY PROCEDURES
2016

1 Purpose and application

(1) These procedures are to give effect to the Academic Honesty in Coursework Policy 2014 and the Research Code of Conduct 2013 (jointly, “the policies”).

(2) These procedures apply to:
   (a) staff;
   (b) affiliates;
   (c) all students enrolled in a coursework award course;
   (d) all higher degree by research students; and
   (e) non-award students, exchange students and study abroad students enrolled in a unit of study at the University.

2 Commencement

These procedures commence on [date].

PART 2 - DEFINITIONS

3 Interpretation

Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policies.

Note: see clause 6 of each policy.
academic dishonesty has the meaning given in subclauses 8(1) and 8(2) of the Academic Honesty in Coursework Policy 2015. In relation to higher degree by research students, it refers to academically dishonest conduct by such a student undertaking a coursework unit of study.

administrative unit means the central University administrative unit responsible for the processes of candidature management.

Associate Dean means, as appropriate:
- the Associate Dean of a faculty with authority for matters relating to higher degrees by research within the faculty;
- the Deputy Chairperson of a Board of Studies; or
- a person appointed by the Dean to have authority for matters relating to higher degrees by research within a faculty.

census date means the date on which a student’s enrolment in a unit of study becomes final.

code breach has the meaning given in clause 19 of the Research Code of Conduct 2013.

copy editing and proof reading means identifying errors in, and correcting, the presentation of a text so as to conform with standard usage and conventions, including:
- spelling
- quotations
- use of italics
- lists
- word usage
- punctuation
- graphs
- charts
- citations
- references
- heading hierarchies
- symbols and equations
- headers and footers
- style of numbers

collusion means co-operation that is not legitimate co-operation.

course code means a unique alpha-numeric code which identifies a University course.

coursework student means any person enrolled in a unit of study offered by the University, regardless of whether or not they are enrolled in an award course or the nature of that award course. For the
avoidance of doubt, this includes:

any student enrolled in a coursework award course

any student, including a higher degree by research student, enrolled in a coursework unit of study

non-award, exchange or study abroad students enrolled in a coursework unit of study,

means a student enrolled in a coursework award course or a non-award, exchange or study abroad student enrolled in a coursework unit of study.

Note: Higher Degree by Research students enrolled in coursework units of study are bound by the Academic Honesty in Coursework Policy 2015 as set out in clause 13 of these procedures.

editor

means any person (whether or not accredited by an external organisation) providing paid or unpaid assistance to students in the preparation of writing. This includes University and faculty writing advisers, and any proof-reader.

inappropriate academic practice

means a deviation (whether intentional or negligent) from accepted academic standards of:

- referencing and due acknowledgement of the work others;
- ethics guidelines and ethical practice; or
- data management.

It includes academic dishonesty, code breaches and research misconduct.

relevant decision maker

means a person authorised to make decisions regarding academic honesty in the faculty.

- For coursework matters, this is the Educational Integrity Coordinator or a nominated academic.
- For higher degrees by research, this is the Associate Dean or a postgraduate co-ordinator.

research misconduct

has the meaning given in clause 18 of the Research Code of Conduct 2013.

Review Panel

means a panel established to conduct a progress review in accordance with clause 11 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

submission check

means a review of a higher degree by research thesis at the point of submission for examination, as required by clause 14 of the Thesis and Examination of Higher Degree by Research Students Policy 2015.

supervisor

means, in relation to a higher degree by research student, any person appointed to discharge the responsibilities set out in clause 14 of the Supervision of Higher Degree by Research Students Policy 2013. This includes any or all of research supervisors, co-
ordinating supervisors, and auxiliary supervisors.

**suppression of academic record** means that access to the student’s academic record is denied to the student and to anyone outside the University, in the absence of legal compulsion to provide it. This includes access to results, grades and evidence of awards.

### PART 3 – COURSEWORK STUDENTS

4 **Education in academic honesty and discipline specific requirements**

(1) **Faculties must provide education in the academic writing and referencing conventions of their discipline, at an early stage in the first semester each award course offered by the faculty, as required by the Learning and Teaching Policy 2015, and consistently with this clause.**

**Note:** See clause 20 of the Learning and Teaching Policy 2015.

(2) All students commencing a coursework award course after 1 January 2016 must complete an online education module on academic honesty prior to the census date in their first semester of enrolment, unless they have completed the module or an equivalent course approved by the Office of Educational Integrity in the previous ten years.

(3) Students commencing a new coursework award course include:

- (a) students commencing a new award course;
- (b) students transferring award courses within the University or from another institution;
- (c) exchange students;
- (d) students commencing honours, where honours has a different course code; and
- (e) students in a combined degree program where the course code changes during candidature.

(3) Students who do not complete the module in their first semester of enrolment:

- (a) must undertake the module in a subsequent semester; and
- (b) will be considered to have failed the module in the first semester.

(4) If a student does not successfully complete the module in the subsequent semester of enrolment, the student’s academic record will be suppressed until the module is successfully completed:

- (a) the student will be considered to have failed the unit in that semester; and
- (b) the student’s academic record will be suppressed until the module is successfully completed; and
- (c) the student will not be permitted to undertake further assessment tasks until the module is completed.

**Comment [KH1]:** This essentially paraphrases a policy clause in a manner which we discourage because they tend to become unsynchronised. Suggest this amendment to the same effect.
Results for the academic honesty module will be recorded on a student’s transcript as Satisfied Requirements (SR) or Failed Requirements (FR).

Note: See Schedule 1 to the Coursework Policy 2014.

Students who successfully complete the module will have the date of completion recorded on their academic transcript.

Faculties may do either or both of the following:

(a) make successful completion of the module a course requirement in a unit of study or other component;

(b) specify additional consequences of failure to complete the module.

5 Requirements for assessment tasks

(1) Where there is a possibility that ghost-writing or contract cheating (that is, commissioning another person to write all or part of an assessment) might occur, the unit of study co-ordinator must take reasonable steps to eliminate or minimise the opportunity to do so, so that examiners can be reasonably satisfied that the submitted work was written by the student without assistance except for legitimate co-operation. Such measures may include, but are not limited to:

(a) requiring an oral presentation of the work as part of the assessment;

(b) assessing outlines, drafts and other iterations of the written work as it is developed;

(c) requiring that students demonstrate learning outcomes in a supervised examination, where the student is required to pass, or reach a reasonable threshold in, the examination in order to pass the unit of study;

(d) conducting an oral examination.

(2) If a quiz or online assessment contributes significantly to the assessment mark for the unit, the unit of study co-ordinator must take appropriate steps to assure its academic integrity, consistently with the policies and these procedures.

(3) If a quiz or online assessment contributes a small percentage of the overall unit mark, academic integrity should still be considered as part of its design but assurance of the overall academic integrity of assessment for the unit may be through consideration of the complete assessment approach.

(4) If class tests and mid-semester or in-department examinations contribute to the assessment mark, the unit of study co-ordinator must take active measures to provide seating arrangements which prevent copying. Where it is not possible to ensure students cannot see another student’s paper one of the following techniques should be used:

(a) sorted seating where students are sitting with adjacent students taking different examinations;

(b) scrambling multiple choice questions between candidates; or

(c) another appropriate method.

Note: See also Schedule One.
6 Reducing risk of educational dishonesty in assessments

(1) As part of reviewing and revising assessments, staff should consider the degree of risk to educational integrity inherent in each assessment type, and should implement appropriate mitigating measures.

(2) Staff should also consider the likelihood of the risk, measured against the contribution of that particular assessment to the overall mark.

(3) All faculties should develop guidelines for considering the degree of risk to educational integrity of the assessment types used within their faculty.

(4) The process used should include the following steps.

(a) Unit of study co-ordinators complete a template using the assessment risk and mitigation table and risk assessment matrix set out in Schedules One and Two.

(b) If an assessment has a risk that is high or very high, the relevant faculty committee may wish to discuss the use of that particular assessment with the unit of study co-ordinators and the implementation of mitigating strategies.

(c) Relevant faculty committees should ensure that there is follow-up at the end of semester to:
   (i) confirm the initial risk assessment;
   (ii) confirm the success of mitigating strategies; and
   (iii) discuss what may be implemented in the future if the initial strategy was not successful.

(d) Faculties should report to the Academic Board on:
   (i) any issues that have been identified with particular assessments or assessment types;
   (ii) any consequential proposed changes to assessment or assessment types; and
   (iii) any further strategies to mitigate these issues.

7 Proof-reading and editing written work

(1) The unit of study co-ordinator may determine whether students are permitted to use editors (including proof-readers) in the preparation of written assignments.

(2) If a unit of study co-ordinator determines that editors or proof-readers are not to be used, this must be specified in the unit of study outline.

(3) Where not otherwise specified in the unit of study outline, editors and proof-readers are permitted in accordance with these procedures.

(4) If permitted, students proposing to use an editor must:
   (a) discuss the use of an editor with the relevant tutor, lecturer or unit of study co-ordinator;
   (b) provide the editor with a copy of these procedures; and
require the editor to abide by the standards set out in the Australian Standards for Editing Practice (ASEP) 2013

Note: As at the date of these procedures the Australian Standards for Editing Practice (ASEP) 2013 can be found at the website of the Institute of Professional Editors Limited

(5) An editor may only be used for:
   (a) copy-editing and proof-reading; and
   (b) providing advice about:
      (i) matters of structure (the need to structure and reword, deletions, additions);
      (ii) conventions of grammar and syntax;
      (iii) using clear language;
      (iv) logical connections between phrases, clauses, sentences, paragraphs and sections;
      (v) voice and tone; and
      (vi) avoiding ambiguity, repetition and verbosity.

(6) When an editor has been used:
   (a) the name of the editor and a brief description of the service rendered must be printed at the front of the work when it is submitted; and
   (b) if the editor’s current or former area of academic specialisation is similar to that of the student, this must also be stated.

8 Process after preliminary assessment of failure to understand referencing requirements

(1) This clause applies where the relevant decision maker has made a preliminary assessment that alleged conduct is likely to have been caused by a failure fully to understand referencing requirements rather than dishonesty.

Note: See clause 17 of the Academic Honesty in Coursework Policy 2015.

(2) If the relevant decision maker’s preliminary view is that the alleged conduct is likely to have been caused by a failure to fully understand referencing requirements rather than dishonesty, they must check the student’s record.

(3) If, after checking the student’s record, the relevant decision maker still considers that the alleged conduct is likely to have been caused by a failure to understand referencing requirements and not dishonesty, they must:
   (a) direct the student to attend and successfully complete, within a specified time, an additional development course on academic integrity approved by the Office of Educational Integrity; and
   (b) provided that to do so would not confer an unfair advantage on any student, permit the student to resubmit the work for assessment:
      (i) within a specified time; and
(ii) if appropriate, for a specified maximum mark or with a specified mark penalty;

or

(c) permit the student to undertake alternative assessment:
   (i) within a specified time; and
   (ii) if appropriate, for a specified maximum mark or with a specified mark penalty.

(4) The Office of Educational Integrity must record the student’s completion of, and success or otherwise at, any University-wide additional development course.

Note: See the University Recordkeeping Policy and Recordkeeping Manual.

(5) If a student who has been required to attend and successfully complete an additional development course:
   (a) successfully completes the course; and
   (b) satisfactorily resubmits corrected work or undertakes an alternative assessment in accordance with the requirements imposed;

the relevant decision maker must:
   (c) record ‘development course completed’ as the outcome;
   (d) make no formal determination in relation to the allegation; and
   (e) take no further action.

(6) If a student who has been required to attend and successfully complete an additional development course:
   (a) fails to do so; or
   (b) does not satisfactorily resubmit corrected work or undertake an alternative assessment in accordance with the requirements imposed;

the relevant decision maker must:
   (c) require the student to respond to the allegation and follow the process set out in clause 9.

(7) The relevant decision maker must inform the examiner and the unit of study coordinator of the outcome of the preliminary assessment process, and record that outcome on the student’s file.

9 Process after preliminary assessment of no failure to understand referencing requirements

(1) This clause applies where the relevant decision maker has made a preliminary assessment that alleged conduct:
   (a) is not likely to have been caused by a failure fully to understand referencing requirements rather than dishonesty; and
   (b) does not require to be referred to either the Registrar or the Director, Research Integrity and Ethics Administration.
Note: See clause 17 of the Academic Honesty in Coursework Policy 2015.

(2) The relevant decision maker must provide the student with:
   (a) a clear expression of the allegation in sufficient detail to enable them to understand the precise nature of the allegations and to properly consider and respond to them;
   (b) any supporting material to be used in the determination of the matter;
   (c) the opportunity to respond to the allegation within a specified reasonable time; and
   (d) a copy of these procedures.

(3) Having given due consideration to procedural fairness, the relevant decision maker will determine the time and place for interviews.

(4) The relevant decision maker must inform the student in advance of any staff members who will attend an interview. This will usually include the decision maker and another member of professional staff.

(5) All participants in an interview should attend in person. However, if necessary, interviews may be held by telephone or other telecommunications method.

(6) The relevant decision maker may extend the time for a student to provide written responses to the allegations.

(7) The student is not required to provide written responses and may choose not to do so.

(8) The student may choose not to participate in an interview. However if a student who has been given reasonable notice fails to attend without good reason, the relevant decision maker may determine the matter in the student's absence.

(9) Once:
   (a) any scheduled interview has been held or the appointed time for interview has passed; and
   (b) the student has responded to the allegations or the deadline to do so has passed;
   then
   (c) the relevant decision maker will make a determination in accordance with clause 18 of the Academic Honesty in Coursework Policy 2015.

(10) If the relevant decision maker determines that there is a credible allegation that:
   (a) if proven, would warrant a penalty more serious than failure in the relevant unit of study;
   (b) another person has been engaged to complete or contribute to an assessment instead of the student; or
   (c) the student has accepted such an engagement from another student they must refer the matter to the Registrar for action under the By-Law.

(11) If the relevant decision maker determines that there is a credible allegation that, if proven, would constitute:
   (a) a code breach ; or
(b) research misconduct
they must refer the matter to the Director of Research Integrity and Ethics Administration for investigation.

10 Consequences - determination of no impropriety
If the relevant decision maker determines that the student has engaged in no impropriety:

(a) the decision maker must inform:
   (i) the student;
   (ii) the examiner;
   (iii) the unit of study co-ordinator;

and

(b) if the work has not already been assessed, it must be returned to the examiner for assessment on its academic merit.

Note: The decision maker may inform the necessary parties using the online reporting form.

11 Consequences - determination of plagiarism or academic dishonesty
(1) If the relevant decision maker determines that the allegation of plagiarism or academic dishonesty is substantiated, they must inform the following:

(a) the student;
(b) the examiner;
(c) the unit of study co-ordinator; and
(d) if not the decision maker, the Educational Integrity Co-ordinator.

Note: The decision maker may inform the necessary parties using the online reporting form.

(2) If the relevant decision maker determines:

(a) that the work contains plagiarism but not dishonest plagiarism; and
(b) after consulting the student record, that the plagiarism is due to a failure to fully understand referencing requirements;

the decision maker must:

(c) direct the student to attend and successfully complete, within a specified period, an additional development course on academic integrity approved by the Office of Educational Integrity;
(d) inform the unit of study co-ordinator and, if not the decision maker, the Educational Integrity Co-ordinator, of the outcome; and
(e) provided that to do so would not confer an unfair advantage on any student, permit the student to resubmit the work for assessment.
(i) within a specified time; and
(ii) if appropriate, for a specified maximum mark or with a specified mark penalty;

or

(f) permit the student to undertake alternative assessment:
   (i) within a specified time; and
   (ii) if appropriate, for a specified maximum mark or with a specified mark penalty.

(3) The Office of Educational Integrity must record the student’s successful completion of any University-wide additional development course.

Note: See the University Recordkeeping Policy and Recordkeeping Manual.

(4) If a student who has been required to undertake and successfully complete an additional development course fails to do so, the decision maker must:
   (a) apply one of more of the actions specified in sub-clause 11(5); and
   (b) inform the following of this decision:
      (i) the student;
      (ii) the Educational Integrity Coordinator, if not the decision maker;
      (iii) the examiner; and
      (iv) the unit of study coordinator.

(5) **Subject to subclause 11(7), if the relevant decision maker concludes:**
   (a) that the work contains plagiarism which is not of the kind to which subclause 11(2) applies; or
   (b) that the student has engaged in academic dishonesty;
   the decision maker must either refer the matter to the Registrar for action under the By-Law (if appropriate) or take one or more of the following actions:
   (c) provided that to do so would not confer an unfair advantage on any student, require the student to resubmit the work for assessment or undertake alternative assessment:
      (i) within a specified time; and
      (ii) for a specified maximum mark;
   (d) require the student to undertake other remedial action;
   (e) apply a fail grade, a mark penalty or a mark to the work which reflects its unsatisfactory standard; or
   (f) apply a fail grade or a mark penalty to the unit of study.

(6) In any case where there is a conclusion of academic dishonesty in a substantial assessment item (as determined by the decision maker in their absolute discretion), the penalty should be a mark of zero for the assessment unless there are exceptional mitigating circumstances. The relevant decision maker may also impose a grade of FA for the unit of study.
(7) If the conduct would, if proven, constitute academic misconduct, the decision maker must refer the matter to the Registrar for investigation under the By-Law.

(8) The decision maker must inform the original examiner, the student and the unit of study co-ordinator of any determination made under subclause 11(5), and any penalties, resubmission or other remedial action imposed.

PART 4 – HIGHER DEGREE BY RESEARCH STUDENTS

12 Higher degree by research students undertaking research activities

(1) The obligations of higher degree research students undertaking research activities are set out in the Research Code of Conduct 2013.

(2) Any allegation of code breach, research misconduct, academic dishonesty or other inappropriate academic practice by a higher degree by research student in relation to research activity will be managed according to the Research Code of Conduct 2013 and these procedures.

(3) Conduct that is found not to be research misconduct may still be found to be any or all of:
   (a) a code breach;
   (b) inappropriate academic practice; or
   (c) academic dishonesty; or
   (d) other misconduct.

13 Higher degree by research students enrolled in coursework units of study

(1) A higher degree by research student enrolled in a coursework unit of study is subject to the Academic Honesty in Coursework Policy 2015 and Part 3 of these procedures in relation to work undertaken in, or in relation to, that unit of study.

(2) A suspected or alleged breach by such a student of the Academic Honesty in Coursework Policy 2015 will be managed according to that policy and these procedures.

14 Reporting allegations

(1) Supervisors and Review Panels must report any suspected breach of academic dishonesty, code breach, or research misconduct or other inappropriate academic practice by students whom they supervise or review, using the online reporting form.

(2) Students or staff members who become aware of suspected academic dishonesty or research misconduct by a student must report the allegations, using the online reporting form.

Comment [KH2]: Should the formulation of subclause 2 about what should be reportable mirror that of subclause 1 or is it intended to be more limited?
15 Handling allegations not relating to the examination process

(1) The relevant decision maker must consider all reports and come to a preliminary view as to whether the reported conduct potentially constitutes:
   (a) no impropriety;
   (b) inappropriate academic practice, but without a potential code breach or potential research misconduct;
   (c) a potential code breach; or
   (d) potential research misconduct.

(2) If the relevant decision maker’s preliminary view is that the alleged conduct:
   (a) is potentially research misconduct;
   (b) relates to research work on a project funded by a research grant; or
   (c) relates to research findings that have been published or which are about to be published;

   the decision maker must refer the matter to the Director of Research Integrity and Ethics Administration.

(3) If the relevant decision maker’s preliminary view is that the alleged conduct is:
   (a) potentially a code breach; but
   (b) not potential research misconduct;

   the decision maker must consult with the Director of Research Integrity and Ethics Administration, and

   refer the matter to the Director of Research Integrity and Ethics Administration if requested.

(4) Matters referred to the Director of Research Integrity and Ethics Administration will be managed in the manner set out in the Research Code of Conduct.

(5) If the relevant decision maker’s preliminary view is that the alleged conduct is:
   (a) inappropriate academic practice; but
   (b) not a potential code breach; and
   (c) not potential research misconduct;

   the decision maker must:
   (d) require the student to undertake additional education;
   (e) inform the supervisor through the online reporting form; and
   (f) require the student to make corrections to data, findings, drafts, papers or other research work for appraisal by the supervisor as appropriate.

   and the decision maker may additionally:
require the student to attend an additional progress review in accordance with the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

Note: (1) in the event of a decision of inappropriate academic practice but not potential code breach or research misconduct, the supervisor must be informed automatically via the online reporting module; and (2) a decision maker may, additionally, require the student to attend an additional progress review in accordance with the Progress Planning and Review for Higher Degree by Research Students Policy 2015. (3) in the case of persistent inappropriate academic practice by a student, the relevant decision maker may treat the matter as a potential code breach.

(6) If the relevant decision maker is satisfied that there is evidence of persistent inappropriate academic practice by a student, they may treat the matter as a potential code breach.

(a) the relevant decision maker's preliminary view is that the alleged conduct is potentially a code breach or academic dishonesty but not research misconduct; and

(b) the Director of Research Integrity and Ethics Administration has not requested that the case be referred;

the relevant decision maker must deal with the matter in accordance with subclauses (28) – (143) of this clause.

(8) In handling inappropriate academic practice not deemed to be a code breach according to subclauses (4) – (6), the relevant decision maker must:

(a) hold an interview with the student; and

(b) provide the student with:

(i) a clear expression of the allegation in sufficient detail to enable them to understand the precise nature of the allegations and to properly consider and respond to them;

(ii) any supporting material to be used in the determination of the matter;

(iii) the opportunity to respond to the allegation within a reasonable time; and

(iv) a copy of these procedures.

(5)(9) Having given due consideration to procedural fairness, the relevant decision maker will determine the time and place for interviews.

(6)(10) The relevant decision maker must inform the student in advance of any staff members who will attend an interview. This will usually include the decision maker and a member of professional staff.

(7)(11) All participants in the interview should attend in person. However, if necessary, interviews may be held by telephone or other telecommunications method.

(8)(12) The relevant decision maker may extend the time for a student to provide written responses to the allegations.

(9)(13) The student is not required to provide written responses and may choose not to do so.
The student may choose not to participate in an interview. However, if a student who has been given reasonable notice fails to attend without good reason, the relevant decision maker may determine the matter in the student's absence.

Once:
(a) any scheduled interview has been held or the appointed time for interview has passed; and
(b) the student has responded to the allegations or the deadline to do so has passed;
then:
(c) the relevant decision maker will make one of the following available determinations:

(i) potential research misconduct;
(ii) or potential code breach;
(iii) code breach, but not potential research misconduct;
(iv) inappropriate academic practice, but not a code breach or potential research misconduct;
(v) other misconduct; or
(vi) no impropriety.

The relevant decision maker must inform the student and co-ordinating supervisor of the determination and consequent actions in writing.

If the relevant decision maker makes a determination of potential research misconduct, they must refer the case to the Director of Research Integrity and Ethics Administration for investigation.

If the relevant decision maker makes a determination of potential code breach but not potential research misconduct they:
(a) must consult with the Director of Research Integrity and Ethics Administration; and
(b) if requested by the Director of Research Integrity and Ethics Administration, refer the case for investigation.

If the relevant decision maker makes a determination of:
(a) potential code breach but not potential research misconduct, which is not requested to be referred to the Director of Research Integrity and Ethics Administration; or
(b) inappropriate academic practice but not a potential code breach or potential research misconduct;
they must proceed in the manner specified in subclauses 18(5) (d)-(g):
(c) treat the matter as inappropriate academic practice but not to be a code breach check the student's record; and either,
(d) require the student to undertake additional education; and
(e) require the student to make corrections to data, findings, drafts, papers or other research work as appropriate; and either
require the student to attend an additional progress review in accordance with the Progress Planning and Review for Higher Degree by Research Students Policy 2015; or
require (18)(d), (e) and (f). Note: in the event of a decision of inappropriate academic practice but not potential code breach or research misconduct, the supervisor must be informed automatically via the online reporting tool.

(20) If the relevant decision maker makes a determination of other misconduct, the must refer the matter to the Registrar for investigation under the By-Law.

(17) refer the matter to the Registrar for investigation under the By-Law;

(18) If:

(a) the relevant decision maker makes a determination of any of:
   (i) potential research misconduct;
   (ii) code breach but not potential research misconduct; or
   (iii) inappropriate academic practice but not a code breach;
   or
(b) an allegation of potential research misconduct has previously been made against a student;
then the relevant decision maker must:
(c) require the student to attend an additional progress review; and
(d) inform the coordinating supervisor.

(19)[21] Subject to Subclause 15(18), If the relevant decision maker makes a determination of no impropriety no further action will be taken.

16 Handling allegations relating to the examination process

(1) If, after conducting the checks required by the Thesis and Examination of Higher Degrees by Research Policy 2015, the administrative unit suspects possible inappropriate academic practice, code breach or research misconduct, the administrative unit will use the online reporting form to refer the matter to the relevant decision maker.

(2) Based on the evidence in the reports received from the administrative unit, the relevant decision maker will come to a preliminary view, and determine the required action according to this clause.

(3) If the preliminary view is that there is evidence of potential code breach or research misconduct, the relevant decision maker must refer the matter to the Director of Research Integrity and Ethics Administration.

Note: See the Research Code of Conduct 2013.

(4) If the preliminary view is that the apparent deficiencies in the thesis:
   (a) constitute minor inappropriate academic practice that could be satisfactorily addressed by emendations to the thesis; and
(b) could not possibly constitute academic dishonesty, a code breach or research misconduct;

the relevant decision maker must

(c) forward the thesis to examiners for examination; and

(d) lodge a report of any changes or emendations required to address deficiencies in the thesis using the online reporting form.

(5) If the preliminary view is that the apparent deficiencies in the thesis:

(a) constitute inappropriate academic practice that could not be satisfactorily addressed by emendations to the thesis; but

(b) could not constitute academic dishonesty, a code breach or research misconduct;

the relevant decision maker:

(c) must lodge a report of any changes or emendations required to address deficiencies in the thesis using the online reporting form; and

(d) must refer the thesis and report to the relevant faculty committee to consider whether the thesis is suitable to examine in the light of information discovered in the submission check; and

(e) may make a recommendation to the relevant faculty committee that the faculty should decline to examine the thesis.

(6) If the preliminary view is that there is no impropriety in the thesis, the relevant decision maker must:

(a) forward the thesis to examiners for examination; and

(b) lodge a report of their investigation using the online reporting form.

(7) A report of the relevant decision maker’s preliminary findings, including any emendations or changes required to address deficiencies in the thesis, must be:

(a) included on the student’s file; and

(b) forwarded to the committee determining the examination outcome for their consideration.

Note: The committee determining the outcome for the examination will be either the relevant faculty committee or the PhD Awards Sub-Committee of the Academic Board. See the Thesis and Examination of Higher Degrees by Research Policy 2015 and Thesis and Examination of Higher Degrees by Research Procedures 2015.

(8) If the relevant faculty committee is asked to consider whether the thesis is suitable to examine on the referral of the relevant decision maker or an investigation managed by the Director of Research Integrity and Ethics Administration, it must do one of the following:

(a) decline to examine the thesis; or

(b) forward the thesis to examiners for examination; or

(c) refer the matter to the Director of Research Integrity and Ethics Administration in accordance with clause 21 (1) of the Research Code of Conduct.
(9) A report of the findings of the relevant faculty committee, including any determination of inappropriate academic practice and any emendations or changes required to address deficiencies in the thesis, must be:
(a) lodged using the online reporting form; and
(b) considered by the committee determining the examination outcome for their consideration.

Note: The committee determining the outcome for the examination will be either the relevant faculty committee or the PhD Awards Sub-Committee of the Academic Board. See the Thesis and Examination of Higher Degrees by Research Policy 2015 and Thesis and Examination of Higher Degrees by Research Procedures 2015.

(10) Any cases referred to the Director of Research Integrity and Ethics Administration will be managed in accordance with the Research Code of Conduct.

(11) Where the Director of Research Integrity and Ethics Administration determines either to:
(a) dismiss a matter; or
(b) refer it back to the faculty as a code breach but not research misconduct,
the relevant faculty committee will determine the outcome and any consequent action consistently with this clause.

(12) If the relevant faculty committee declines to examine a thesis, it must:
(a) report the circumstances and reasons for the decision to the PhD Award Sub-Committee;
(b) inform the student in writing of:
   (i) the reasons for declining to examine the thesis;
   (ii) any changes necessary to make the thesis acceptable for examination; and
   (iii) any other actions required to be completed prior to examination.
(c) recommend to the Dean that the student be either:
   (i) permitted to re-enrol in order to complete the necessary actions and changes and resubmit the thesis; or
   (ii) be asked to show good cause why they should be permitted to re-enrol.

(13) If the relevant faculty committee declines to examine a thesis, the Dean will decide whether the student will be permitted to re-enrol or required to show good cause.

(14) If, during the examination process, there is a determination of any of:
(a) inappropriate academic practice;
(b) code breach; or
(c) research misconduct
the committee determining the outcome of the examination must consider the reports of those determinations when forming its conclusion.

Note: See the Thesis and Examination of Higher Degree by Research Procedures 2015.
(15) If the committee determining the outcome of examination is the relevant faculty committee, the committee’s conclusion must be referred to the PhD Awards Subcommittee for review.

(16) All reports by the Associate Dean, postgraduate co-ordinator, relevant faculty committee, or the Director of Research Integrity must be referred to the PhD Awards Subcommittee.

(17) If the reports of the relevant decision maker or any subsequent decision maker require changes or emendations to address deficiencies in the thesis, these changes or emendations must be included in the emendations or changes required to be addressed under the Thesis and Examination of Higher Degree by Research Procedures 2015.

(18) If an examiner of a thesis reports allegations of potential code breach or research misconduct, the Office of Educational Integrity relevant faculty committee will refer these matters for consideration, as required by the policies and these procedures.

17 Proof-reading and editing of theses

Students are permitted to use editors or proof-readers in the preparation of their thesis for submission, as provided in the Thesis and Examination of Higher Degree by Research Policy 2015 and the Thesis and Examination of Higher Degree by Research Procedures 2015.

18 Rescissions and replacements

This document replaces the Academic Dishonesty and Plagiarism in Coursework Procedures 2012, which commenced on 1 January 2012, and which are rescinded as from the date of commencement of this document:
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Risks</th>
<th>Suggested Mitigating Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invigilated Quiz</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td></td>
<td>Non-exam room setting, or poor spacing in room</td>
<td>Multiple versions of same paper</td>
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<tr>
<td></td>
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<td>Randomisation of the question order</td>
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<td>Try to book bigger room or even 2 rooms to spread class out</td>
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<tr>
<td></td>
<td>Multiple quizzes run on different days with similar but not identical</td>
<td>Questions with answers likely to be memorized and shared through social media –</td>
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<tr>
<td></td>
<td>questions (may be electronic or paper based)</td>
<td>ensure no mobile phones, difficult to totally mitigate for, content should be</td>
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<tr>
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<td>retested in formal examination.</td>
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<tr>
<td></td>
<td></td>
<td>Password protected entry to quiz if electronically accessed.</td>
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<td>Automatic closure of exam after time is completed</td>
</tr>
<tr>
<td>Formal Invigilated Exam</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td></td>
<td>Confidential papers removed from exam room</td>
<td>Maintain strict exam conditions</td>
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<tr>
<td></td>
<td></td>
<td>Don’t use confidential papers if possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Always change at least some questions</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Risks</td>
<td>Suggested Mitigating Strategies</td>
</tr>
<tr>
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<tr>
<td></td>
<td>Questions from confidential papers memorized and then reproduced</td>
<td>Don’t use confidential papers if possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Always change at least some questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give sample, practice or past papers/questions</td>
</tr>
<tr>
<td>Invigilated Oral Exam (vivas, OSCEs, patient examinations)</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td></td>
<td>Reuse of questions</td>
<td>Quarantine students before/after exam until all students with same questions have finished</td>
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<tr>
<td></td>
<td></td>
<td>Re-test work in a formal (preferably barrier) exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have a test bank of suitable questions/scenarios to reduce the likelihood of students been given “the same” question.</td>
</tr>
<tr>
<td>Non-invigilated Quiz</td>
<td>No assurance of identity of student at all</td>
<td>Impossible to assure identity, therefore ensure that it is a low weighted assessment and re-test work in a formal (preferably barrier) exam.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider the use of technology such as Examity (?)</td>
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<tr>
<td></td>
<td>Identity of student completing work</td>
<td>Include an oral component with detailed questions</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Risks</td>
<td>Suggested Mitigating Strategies</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
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<tr>
<td>Assignment (as above) with scaffolding or periodic submission of sections</td>
<td>Identity of student completing work</td>
<td>Include an oral component with detailed questions</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Identity of student of who prepared presentation and speech?</td>
<td>Include detailed oral questions about topic</td>
</tr>
<tr>
<td>Pre-lab/pre-tutorial work</td>
<td>Identity of student who completed work</td>
<td>Ensure that weighting of pre-class work is low, retest in formal (preferably barrier) exam</td>
</tr>
<tr>
<td>Lab class</td>
<td>Source of results were used for write up</td>
<td>Require students to submit results or product before leaving the class</td>
</tr>
<tr>
<td></td>
<td>Plagiarism of Lab report</td>
<td>Use Turnitin for submitted written work</td>
</tr>
<tr>
<td></td>
<td>If lab is a repeat no assurance of identity of person who obtained results</td>
<td>Include 5 min viva on lab experiment with detailed questions, and/or retest in final barrier exam</td>
</tr>
<tr>
<td>Practical exams</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td></td>
<td>Multiple exams run on different days with similar but not identical questions</td>
<td>Questions with answers likely to be shared through social media – ensure no mobile phones, difficult to totally mitigate for, ensure content is retested in formal barrier examination. Have a test bank of suitable questions/scenarios to reduce the likelihood of students been given “the same” question.</td>
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<td>Assessment Type</td>
<td>Risks</td>
<td>Suggested Mitigating Strategies</td>
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<tr>
<td><strong>Participation</strong></td>
<td>If repeat class no assurance of identity of person who prepared work.</td>
<td>Keep weighting low, ensure content is retested in formal barrier examination</td>
</tr>
<tr>
<td><strong>Placement</strong></td>
<td>Did student attend placement at all?</td>
<td>Visit or Skype call to placement site, at least once during course of placement</td>
</tr>
<tr>
<td></td>
<td>Plagiarism of report or reflective diary used to assess placement</td>
<td>Require student to produce ID card to placement site.</td>
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<tr>
<td></td>
<td>Forgery of signature of external educators on assessment reports or competency documents</td>
<td>Use Turnitin for submitted work and all assessment pieces with educator signature to be duplicated and forward to University for cross check. Consider electronic submission of placement assessment reports. Keep a bank of authorized signatures for review. Use watermarked documents that allow alterations to be clearly identified.</td>
</tr>
<tr>
<td></td>
<td>Identity of who completed report, reflective diary etc associated with placement</td>
<td>Include short interview about placement activities, include preceptor if possible</td>
</tr>
<tr>
<td><strong>Live Performances</strong></td>
<td>Identity of student</td>
<td>Identity check</td>
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</tbody>
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# UoS Assessment Integrity Risk Assessment and Mitigation Strategy

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Risk</th>
<th>Mitigating Strategy</th>
<th>% Weighting of assessment</th>
<th>Overall Risk</th>
</tr>
</thead>
<tbody>
<tr>
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Academic Honesty Procedures 2016
<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Risk</th>
<th>Mitigating Strategy</th>
<th>% Weighting of assessment</th>
<th>Overall Risk (low, medium, high, very high)</th>
</tr>
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<tbody>
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Reasons for not using a particular mitigating strategy
<table>
<thead>
<tr>
<th>Potential Significance</th>
<th>Not Significant</th>
<th>Minor</th>
<th>Moderate</th>
<th>Major</th>
<th>Highly Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning &amp; Teaching Activity</td>
<td>Low weighted assessment e.g. short quiz. Content can be retested in formal exam</td>
<td>Assessment that contributes to a significant proportion of marks (~30%). Content can be retested in formal exam</td>
<td>Major assessment (~50%) but content can be retested in a formal exam or OSCE.</td>
<td>Major assessment e.g. final exam Honours thesis, dissertation, test of essential professional skills. Cannot be further examined.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Expected to occur regularly</th>
<th>Almost Certain</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
<th>Very High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected to occur</td>
<td>Likely</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Very High</td>
<td>Very High</td>
<td></td>
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<tr>
<td>Moderately likely</td>
<td>Possible</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Very High</td>
<td></td>
</tr>
<tr>
<td>Not likely to occur</td>
<td>Unlikely</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>May happen, but not often</td>
<td>Rare</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td></td>
</tr>
</tbody>
</table>
NOTES

Academic Honesty Procedures 2016

Date adopted:

Date commenced:

Administrator:

Review date:

Related documents: List here documents related to the policy, in the following order.

- Commonwealth Statutes
- State Statutes
- Codes, protocols or similar, external to the University
- University Policies
- University Procedures
- University Guidelines

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
The Vice-Chancellor and Principal, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 15 December 2015

Last amended:

Signature: 

Position: Dr Michael Spence, Vice-Chancellor

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PART 1 - PRELIMINARY

1 Name of policy

This is the Academic Honesty in Coursework Policy 2015.
2 Commencement
This policy commences on 1 January 2016

3 Policy is binding
Except to the extent that a contrary intention is expressed, this policy binds the University, staff, affiliates and students.

4 Statement of intent
This policy:

(a) states the University’s unequivocal opposition to, and intolerance of, plagiarism and academic dishonesty;
(b) sets out the principles underpinning the University’s approach to plagiarism and academic honesty;
(c) identifies individual responsibilities for promoting the principles of academic honesty; and
(d) provides for a transparent process for handling allegations of plagiarism and academic dishonesty by students enrolled in coursework award courses.

5 Application
(1) This policy applies to:

(a) staff and affiliates;
(b) all students enrolled in a coursework award course or undertaking coursework while enrolled in a research degree; and
(c) non-award students, exchange students and study abroad students in a unit of study at the University.

(2) It is a condition of each student’s admission to candidature that the student complies with this policy.

PART 2 - DEFINITIONS

6 Definitions
In this document:

academic dishonesty has the meaning given in subclauses 8 (1) and 8 (2).

academic integrity has the meaning given in subclause 10 (2).
acknowledgement of the source means identifying, in accordance with the conventions of the discipline, at least:

• the author(s) of the work; and
• the place from which the work or part of the work was sourced.

assessment means evaluation of a student’s demonstration of specified learning outcomes, including by written or oral examination, assignments, presentation, and thesis.

By-law means the University of Sydney By-law 1999 (as amended) or any University Rule or policy which may replace it.

coursework means a program of learning in which the dominant mode of instruction is through a program of classes, lectures, tutorials practical session, online tasks and other modes of instruction that are not supervised research.

coursework award course means a formally approved program of study which can lead to an academic award granted by the University and which is not designated as a research award course. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning will generally be dominant. All undergraduate award courses are coursework award courses.

dean means the dean of a faculty or chairperson of a board of studies.

dishonest plagiarism means knowingly presenting another person’s ideas, findings or work as one’s own by copying or reproducing them without due acknowledgement of the source, with intent to deceive the examiner into believing that the content is original to the student.

Educational Integrity Co-ordinator means the nominated academic to whom the relevant dean has given responsibility for co-ordinating and reporting on allegations of plagiarism and academic dishonesty within the faculty.

examiner means the person responsible for assessing a student’s work.

faculty means a faculty or college board, as established in each case by its constitution or, where applicable, a board of studies.

group work has the same meaning as provided in the Coursework Policy 2014, which at the date of this policy is:

a formally established project to be carried out by a number of students working together that results in a single piece of assessment or a number of associated pieces of assessment.

investigation means an investigation conducted by the Registrar under Chapter 8 of the By-law or the equivalent provisions of any University Rule or policy which may replace it.
legitimate co-operation means any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students, including:

- researching, writing or presenting joint work;
- discussing general themes and concepts;
- interpreting assessment criteria;
- informal study or discussion groups; and
- strengthening and developing academic writing skills through peer assistance.

Co-operation is not legitimate if it unfairly advantages a student or group of students over others.

nominated academic means an academic staff member responsible for handling plagiarism and academic dishonesty as nominated by the relevant dean, in accordance with the University’s Delegations of Authority.

Office of Educational Integrity means the office established within the portfolio of the Deputy Vice-Chancellor (Education) to provide university-wide oversight of academic integrity and the implementation of this policy.

procedures means the Academic Honesty Procedures 2016.

student misconduct means conduct which, if proven, would constitute student misconduct under the By-law.

text-based written assignments means assignments that use prose as the main, or as a significant, method of presenting an answer.

work means any or all of ideas, findings, or written or published material.

PART 3 – ACADEMIC DISHONESTY AND PLAGIARISM

8 Academic dishonesty

(1) For the purpose of this policy, academic dishonesty means seeking to obtain or obtaining academic advantage for oneself or for others (including in the assessment or publication of work) by dishonest or unfair means.

(2) Academic dishonesty includes, but is not limited to:

(a) recycling – that is, the resubmission for assessment of work that is the same, or substantially the same, as work previously submitted for assessment in the same or in a different unit of study (except in the case of legitimate resubmission with the approval of the examiner);

Note: Work which builds on work previously submitted in the same, or a previous, unit of study will not constitute recycling provided that such resubmission is allowed by the examiner and the previous work and the extent and nature of its use is acknowledged.
(b) dishonest plagiarism;
(c) fabricating data;
(d) engaging another person to complete or contribute to an assessment in place of the student;
(e) submitting work for assessment which has been completed by another person in place of the student or to which the other person has made a contribution, whether for payment or otherwise;
(f) accepting an engagement from another student to complete or contribute to an assessment in the place of that student;
(g) communicating, by any means, with another candidate during an examination;
(h) bringing into an examination forbidden material such as textbooks, notes, calculators or computers;
(i) attempting to read another student’s work during an examination;
(j) writing an examination paper, or consulting with another person about the examination, outside the confines of the examination room without permission;
(k) copying from another student during an examination; and
(l) inappropriately using electronic devices to access information during an examination.

9 Plagiarism

(1) For the purpose of this policy, plagiarism means presenting another person’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source.

(2) Plagiarism includes presenting work for assessment, publication, or otherwise, that includes:
   (a) phrases, clauses, sentences, paragraphs or longer extracts from published or unpublished work (including from the internet) without appropriate acknowledgement of the source; or
   (b) the work of another person, without appropriate acknowledgement of the source and in a way that exceeds the boundaries of legitimate co-operation.

(3) Presenting work which contains any of the elements in subclause 9 (2) constitutes plagiarism, regardless of the author’s intentions.

(4) Plagiarism is unacceptable in academic work, even where it is not intended to deceive the examiner into believing that the work is original to the student, but instead arises from, for example:
   (a) poor referencing;
   (b) error;
   (c) inability to paraphrase; or
   (d) inhibition about writing in the student’s own words.

(5) Where plagiarism exists but intention to deceive cannot be established, the matter must still be handled in the manner specified in this policy and the procedures.
9A Legitimate co-operation.

(1) Provided that it meets the requirements of this clause, any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students constitutes legitimate co-operation. This includes:
   
   (a) researching, writing or presenting joint work;
   (b) discussing general themes and concepts;
   (c) interpreting assessment criteria;
   (d) informal study or discussion groups; and
   (e) strengthening and developing academic writing skills through peer assistance.

(2) Co-operation is not legitimate if it unfairly advantages a student or group of students over others.

(3) Legitimate co-operation is characterised by a process which:
   
   (a) is transparent and open;
   (b) is fair, with no unfair advantage to any particular student or group of students working together;
   (c) advances student learning; and
   (d) results in students submitting work which demonstrates what they know.

PART 4 –ACADEMIC INTEGRITY

10 General principles

(1) The role of the University is to create, preserve, transmit and apply knowledge through teaching, research, creative works and other forms of scholarship. The University is committed to academic excellence and integrity as the cornerstones of scholastic achievement and quality assurance.

(2) The academic integrity of the University and its programs requires:
   
   (a) scrupulous ethical behaviour from individuals;
   (b) a collective culture that champions academic honesty fostered by all staff, affiliates and students;
   (c) effective education and authentic assessment; and
   (d) an effective framework of education, prevention, detection and record keeping that enables the University to monitor and respond to threats to academic integrity.

(3) The University is opposed to, and will not tolerate, plagiarism or academic dishonesty by staff, affiliates or students.

(4) It is the responsibility of all students to:
   
   (a) ensure that they do not commit or collude with another person to commit plagiarism or academic dishonesty; and
   (b) comply with this policy and the procedures.
The University will treat all allegations of plagiarism or academic dishonesty seriously, in accordance with this policy, the procedures and, where appropriate, misconduct proceedings under the By-law.

11 Fostering academic integrity

(1) Fostering academic integrity within the University is an essential element of an ethical education and culture.

(2) The University’s approach to academic integrity is based on the following strategies.

(a) Clear expectations. University policies, procedures and faculty local provisions should clearly document what is expected of students and set out fair processes for dealing with allegations of academic dishonesty.

(b) Education in academic honesty and discipline specific requirements. Students should be educated in the academic writing and referencing conventions of their discipline at an early stage in the first semester of the award course in which they are enrolled.

(c) Support in understanding the importance and value of academic honesty. Students should be supported in learning the value and importance of academic honesty as a basis for university scholarship and research enriched learning.

(d) Well-designed assessment which encourages demonstrated academic achievement, including academic integrity. Assessment should encourage scholarship, creativity and originality in ways consistent with research-enriched learning.

(e) Effective detection. Assessment processes should detect plagiarism, correct errors and poor referencing, and deter dishonesty.

(f) Systematic record keeping to monitor the University’s goal to maintain a high standard of academic integrity.

(g) An open culture in which academic integrity is championed by staff, affiliates and students and in which information is shared appropriately and acted upon.

Note: See also Privacy Policy 2013 and Privacy Management Plan.

12 Requirements for assessment tasks

(1) Faculties and unit of study co-ordinators must design the assessment for each award course and each unit of study to eliminate or minimise opportunities for students to gain unfair advantage through plagiarism or academic dishonesty.

(2) Faculties and unit of study co-ordinators must review and renew the assessment for each unit of study each time the unit is offered, including redesigning assessment tasks to prevent on any breaches of academic integrity that may have occurred previously from recurring.

(3) Assessment tasks must not be reused in a way that enables students with knowledge of, or prior experience of those tasks to gain an unfair advantage for themselves or others.
(4) Examination questions and assignment questions must not be reused except where the unit of study co-ordinator is satisfied that such reuse will not:
   (a) jeopardize the academic integrity of the assessment; or
   (b) create unfair advantage.

(5) Where there is a possibility that ghostwriting (that is, commissioning another person to write all or part of an assessment) might occur the unit of study co-ordinator must take reasonable steps to eliminate or minimise the opportunity to do so, so that examiners can be satisfied, as far as reasonably possible, that the submitted work was written by the student without assistance except for reasonable cooperation. Such measures may include, but are not limited to:
   (a) requiring an oral presentation of the work as part of the assessment;
   (b) assessing outlines, drafts and other iterations of the written work as it is developed;
   (c) requiring that students demonstrate their ability to produce unaided work in a supervised examination, where the student is required to pass, or reach a reasonable threshold in, the examination in order to pass the unit of study;
   (d) conducting an oral examination.

(6) If a quiz or online assessment contributes significantly to the assessment mark for the unit, the unit of study co-ordinator must take appropriate steps to assure its academic integrity, consistently with this policy and the procedures.

(7) If a quiz or online assessment contributes a small percentage of the overall unit mark, academic integrity should still be considered as part of its design but assurance of the overall integrity of assessment for the unit may be through consideration of the complete assessment approach.

(8) If class tests and mid-semester examinations contribute to the assessment mark, the unit of study co-ordinator must take active measures to provide seating arrangements which prevent copying. Where it is not possible to ensure students cannot see another student’s paper one of the following techniques should be used:
   (a) sorted seating where students sitting with adjacent students taking different exams;
   (b) scrambling multiple choice answers between candidates; or
   (c) another appropriate method.

Note: See the procedures for further information.

13 Compliance statements

(1) Students must submit a signed statement of compliance with each piece of work submitted to the University for assessment, presentation or publication.

   Note: Signature may be manual or by an electronic submission.

(2) Where students are required to submit frequent assignments, the relevant unit of study co-ordinator may permit a single compliance statement covering an entire unit, or an entire group of assessment tasks, to be used.
14 Detecting plagiarism

(1) The principles of fair and transparent assessment (as set out in the Coursework Policy 2014) dictate that plagiarised work not be given credit.

Note: See Part 14 of the Coursework Policy 2014.

(2) Detecting and identifying plagiarism is fundamentally a judgement made by an examiner who is aware of the responsibilities involved in the task of academic assessment. Web search and similarity detecting software, and other such means, should be regarded only as tools assisting an examiner to make that judgement.

(3) The University has authorised and mandated the use of text-based similarity detecting software for all text-based written assignments. Faculties must inform students of this in introductory courses, unit of study outlines and informational material provided to them.

(4) Similarity detecting software may also be used for work that is not a text-based written assignment if the faculty or unit of study co-ordinator determines that it is of value in ensuring the academic integrity of assignments. Where such software is used, faculties must inform students in introductory courses, unit of study outlines and informational material provided to them.

(5) The unit of study co-ordinator must require all text-based written assignments to be submitted electronically and checked with the applicable similarity detecting software during the assessment process.

(6) For work that is not a text-based written assignment, unit of study co-ordinators must take all reasonable steps to design an assessment matrix that:

(a) eliminates or minimises the possibility of breaches of academic honesty; and

(b) as far as possible ensures that:

(i) the assignment is the student’s own original work;

(ii) the work of others is appropriately acknowledged;

(iii) the assignment has not been previously submitted; and

(iv) the input of others does not exceed the bounds of legitimate cooperation.

(7) Where plagiarism is suspected by an examiner, or the possibility of plagiarism is detected by similarity detecting software, the examiner should employ all reasonable means to clarify whether the relevant work contains plagiarism.

(8) Where, as the result of a student’s performance in another assessment task within a unit of study, an examiner forms the reasonable suspicion that an assessment may not be a student’s own unaided work (excepting reasonable co-operation), the examiner must report the matter consistently with this policy and the procedures.

PART 5 – DEALING WITH ALLEGATIONS OF PLAGIARISM OR ACADEMIC DISHONESTY

15 Procedural fairness

(1) The process for enquiring into and determining allegations of plagiarism or academic dishonesty by coursework students is set out in the procedures.
(2) A faculty may only impose a penalty for plagiarism or academic dishonesty on a coursework student in accordance with this policy and the procedures.

(3) The University is committed to dealing with allegations of academic dishonesty by students in accordance with the principles of procedural fairness, including the rights of students to:
   (a) be informed of the allegations against them in sufficient detail to enable them to understand the precise nature of the allegations and properly to consider and respond to them;
   (b) have a reasonable period of time within which to respond to the allegations;
   (c) have the matter resolved in a timely manner;
   (d) be informed of their rights under this policy and these procedures and under the By-law;
   (e) invite a support person or student representative to any meeting regarding alleged academic dishonesty;
   (f) be treated impartially in any enquiry or investigation process; and
   (g) be treated with an absence of bias by the decision-maker.

16 Reporting concerns

An examiner who suspects plagiarism or academic dishonesty by a student must report it to the relevant Educational Integrity Co-ordinator or nominated academic in the manner prescribed in the procedures (if any).

17 Preliminary assessment

(1) Where an Educational Integrity Co-ordinator or nominated academic becomes aware of an allegation of plagiarism or academic dishonesty, he or she must, in consultation with the examiner:
   (a) formulate a clear expression of the alleged conduct; and
   (b) form a preliminary view of whether, if proven, it would constitute plagiarism or academic dishonesty.

(2) If an Educational Integrity Co-ordinator or nominated academic forms the preliminary view that the alleged conduct:
   (a) could not amount to plagiarism or academic dishonesty; and
   (b) was not caused by a failure fully to understand referencing requirements rather than dishonesty;
   then:
   (c) they must record 'no impropriety' as the decision; and
   (d) the work must be assessed according to its academic merit without penalty and according to the advertised criteria.

Note: See Part 3 of the Academic Honesty in Coursework Procedures 2016. [insert hyperlink]
(3) If the Academic Integrity Officer’s preliminary view is that the alleged conduct could
not amount to plagiarism or academic dishonesty and was not caused by a failure
fully to understand referencing requirements rather than dishonesty as set out in
17(3), he or she must record ‘no impropriety’ as the decision and take no further
steps.

(4) If the Educational Integrity Coordinator or nominated academic’s preliminary view
is that the conduct is likely to have been caused by a failure fully to understand
referencing requirements rather than dishonesty, the Educational Integrity
Coordinator must check the student’s record.

(5) If, after checking the student’s record, the Educational Integrity Coordinator or
nominated academic still considers that the conduct is likely to have been caused
by a failure fully to understand referencing requirements and not dishonesty, the
Educational Integrity Coordinator or nominated academic must:
   (a) direct the student to attend and complete, within a specified time, an
       additional development course on academic integrity approved by the Office
       of Educational Integrity;

   and

   (b) provided that to do so would not confer an unfair advantage on any student,
       permit the student to resubmit the work for assessment:

       (i) within a specified time; and

       (ii) if appropriate, for a specified maximum mark;

   or

   (c) permit the student to undertake alternative assessment

       (i) within a specified time; and

       (ii) if appropriate, for a specified maximum mark.

(6) The Office of Educational Integrity must record the student’s completion of, and
success or otherwise at, the additional development course.

   **Note:** See the University Recordkeeping Policy and Recordkeeping Manual.

(7) If a student satisfactorily completes an additional development course required
under 17(4) the Educational Integrity Coordinator or nominated academic must
record ‘development course completed’ as the outcome and take no further steps
beyond those in 17(4).

(8) If a student who has been required to attend and successfully complete a remedial
education course fails to do so within the specified time the Educational Integrity
Coordinator or nominated academic must require the student to attend an interview
and follow the process set out in clause 18 of this policy.

(3) If the Educational Integrity Co-ordinator or nominated academic form’s the
preliminary view is that the alleged conduct:

   (a) could amount to plagiarism or academic dishonesty; but

   (b) is likely to have been caused by a failure to fully understand referencing
       requirements;

   then

   (c) they will deal with the matter refer the student for additional development in
       the manner prescribed in the procedures.
(4) If the Educational Integrity Coordinator or nominated academic’s preliminary view is that the conduct is not likely to have been caused by a failure fully to understand referencing requirements, if the Educational Integrity Co-ordinator or nominated academic’s preliminary view is that the alleged conduct:

(a) is potential impropriety; and
(b) is not likely to have been caused by a failure to understand referencing requirements

then they must determine whether the matter should be:

(c) referred to the Director of Research Integrity and Ethics Integrity for action under the Research Code of Conduct 2013;
(d) referred to the Registrar for action under the By-Law; or
(e) dealt with by the faculty under this policy and the procedures.

(5) The Educational Integrity Co-ordinator or nominated academic must refer to the Registrar any credible allegation that:

(a) would, if proven, warrant a penalty more serious than failure in the relevant unit of study;
(b) another person has been engaged to complete or contribute to an assessment instead of the student; or
(c) the student has accepted such an engagement from another student

(6) The Educational Integrity Co-ordinator must refer to the Director of Research Integrity and Ethics Administration any credible allegation that would, if proven constitute:

(a) a breach of the Research Code of Conduct 2013; or
(b) research misconduct.

Note: The Research Code of Conduct 2013 applies to coursework students engaged in research activities as defined in the Code, including research where human or animal ethics approvals have been granted, or as part of an externally funded research project.

(7) The Educational Integrity Co-ordinator or nominated academic must inform the student in writing of any decision to refer an allegation to another decision maker under subclause 17(6).

(9) The Educational Integrity Coordinator or nominated academic must then determine whether the matter should be dealt with by the faculty, as provided in clause 18 of this policy, or referred to the Registrar for action under the By-law.

(a) If the allegations are such that, if proven, a penalty of failure in the unit of study would not be appropriate, the matter should be referred to the Registrar.

(b) If there is a credible allegation that:

(i) another person has been engaged to complete or contribute to an assessment instead of the student; or
(ii) the student has accepted such an engagement from another student
the matter should be referred to the Registrar.

(10) If the Educational Integrity Coordinator or nominated academic forms the view that the conduct should be referred to the Registrar as set out in clause 17(6), the student must be informed of this in writing.
18 Determining allegations of plagiarism and academic dishonesty

(1) If the outcome of the Educational Integrity Coordinator or nominated academic’s preliminary assessment is that the matter is not one in which the student should be dealt with under subclauses 17(2), 17(3), 17(4)(b) or (c), or 17(7)(a) or 17(7)(b), the Educational Integrity Coordinator or nominated academic will:

(1) inform the student in writing of the allegation as formulated;
(2) appoint a time and place for the student to attend an interview, which must be conducted in the manner specified in the procedures; and
(3) provide the student with:
(4) any further information and materials required by the procedures; and
(5) a copy of this policy and the procedures.

(1) Where allegations concern group work, the steps required by this policy must be undertaken separately in relation to each student involved. In particular:
(a) separate allegations must be formulated for each student;
(b) separate notifications must be provided to each student;
(c) each student must be the subject of separate consideration;
(d) students must not be interviewed together; and
(e) a determination made about one student must not be taken into consideration when determining allegations against another.

(2) The decision maker must be the Educational Integrity Co-ordinator or a nominated academic, and may be, but need not be, the same person who formed a preliminary view of the case as set out in 17(1).

(3) The decision maker must consider:
(a) the allegation as formulated;
(b) any supporting material (copies of which must be provided to the student); and
(c) any submissions made by or on behalf of the student.

19 Available determinations

(1) The decision maker must determine whether the student has engaged in:
(a) no impropriety;
(b) plagiarism; or
(c) academic dishonesty.

(2) The consequences of each determination are as specified in the Academic Honesty Procedures 2015.
(3) If a student who has been given reasonable notice does not attend an interview without good reason, the decision maker may determine the matter in the student's absence.

20 Conclusion of no impropriety

If the decision maker concludes that the student has engaged in no impropriety:

(a) the decision maker must inform:
   (i) the student;
   (ii) the examiner;
   (iii) the unit of study co-ordinator;
   and
(b) if the work has not already been assessed, it must be returned to the examiner for assessment on its academic merit.

21 Conclusion of plagiarism or academic dishonesty

(1) If, after further consideration, the decision maker determines that the allegation of plagiarism or academic dishonesty is substantiated, he or she must inform the following of the conclusion reached:
   (a) the student;
   (b) the examiner;
   (c) the unit of study coordinator; and
   (d) if not the decision maker, the Educational Integrity Coordinator.

(2) If the decision maker concludes:
   (a) that the work contains plagiarism but not dishonest plagiarism; and
   (b) after consulting the student record, is satisfied that the plagiarism is due to a failure to fully understand referencing requirements

   the decision maker must:
   (c) direct the student to attend and successfully complete, within a specified period, an additional development course on academic integrity approved by the Office of Educational Integrity;
   (d) inform the unit of study co-ordinator and, if not the decision maker, the Educational Integrity Coordinator, of the outcome; and
   (e) provided that to do so would not confer an unfair advantage on any student, permit the student to resubmit the work for assessment:
      (i) within a specified time; and
      (ii) if appropriate, for a specified maximum mark;
   or
   (f) permit the student to undertake alternative assessment
      (i) within a specified time; and
(ii) if appropriate, for a specified maximum mark.

(3) The Office of Educational Integrity must record the student’s completion of, and success or otherwise at, the additional development course.

(4) If a student who has been required to undertake and successfully complete an additional development course fails to do so, the decision maker must then:

(a) apply one or more of the penalties specified in subclauses 20(5); and

(b) inform the following of this decision:

(i) the student;

(ii) the Educational Integrity Coordinator, if not the decision maker;

(iii) the examiner; and

(iv) the unit of study co-ordinator.

(5) If the decision maker concludes that the work contains dishonest plagiarism or that the student has engaged in academic dishonesty, the decision maker must apply one or more of the following outcomes:

(a) provided that to do so would not confer an unfair advantage on any student, require the student to resubmit the work for assessment or undertake alternative assessment:

(i) within a specified time; and

(ii) for a specified maximum mark.

(b) require the student to undertake other remedial action;

(c) apply a fail grade, a mark penalty or a mark to the work which reflects its unsatisfactory standard;

(d) apply a fail grade or a mark penalty to the unit of study; or

(e) if the decision maker considers the conduct to be sufficiently serious, refer the matter to the Registrar to be dealt with under the By-law.

(6) In any case where there is a conclusion of academic dishonesty in a substantial assessment item (as determined by the decision maker in his or her absolute discretion), the penalty should be a mark of zero for the assessment unless there are exceptional mitigating circumstances. The nominated academic may also impose a grade of FA for the unit of study.

(7) If the conduct would, if proven, constitute academic misconduct, the decision maker must refer the matter to the Registrar for investigation under the By-law.

(8) The decision maker must inform the original examiner, the student and the unit of study co-ordinator of the results obtained from any resubmission or other remedial action imposed.

### 220 Appeals

(1) Students may appeal against academic decisions made under this policy or the procedures, in the manner provided in the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

(2) Such an appeal:

(a) is an appeal to the faculty, as set out in section 3.2 of the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006; and
PART 6 RESPONSIBILITIES

23 Responsibilities

(1) Demonstrating and embedding academic integrity is the responsibility of all members of the University community.

(2) The Deputy Vice-Chancellor (Education) through the Office of Educational Integrity is responsible for:
   (a) overseeing the maintenance of academic integrity in all courses across the University;
   (b) co-ordinating the work of faculties, Educational Integrity Co-ordinators and other decision makers to ensure consistency of practice and standards in education, detection and penalties;
   (c) developing and regularly updating one or more online academic integrity modules to be taken by all students in the early stages of the first semester of the award course in which they are enrolled;
   (d) maintaining University-wide systems and practices for prevention, detection and recordkeeping in relation to the maintenance of academic integrity;
   (e) making development courses available to all students in the University which:
      (i) build on education provided by faculties and any online modules; and
      (ii) provide additional education where problems are detected in student work that fall short of academic dishonesty.
   (f) reporting to the relevant Educational Integrity Co-ordinator the results of any student required to undertake further development courses under this policy;
   (g) providing information from the centralised record-keeping system about allegations and findings of plagiarism and academic dishonesty to the Educational Integrity Co-ordinators for reporting to faculties and the Academic Board.

(3) The Deputy Vice-Chancellor (Registrar) is responsible for:
   (a) conducting investigations under the By-law; and
   (b) making arrangements for University-administered examinations that eliminate or minimise the possibility of breaches of academic honesty.

(4) The Academic Board is responsible for:
   (a) monitoring academic integrity throughout the University;
   (b) scrutinising annual reports from faculties on breaches of academic integrity in coursework and research award courses; and
   (c) making recommendations to faculties, the Vice-Chancellor and Deputy Vice-Chancellors.

(5) Faculties are responsible for:
   (a) monitoring and overseeing the implementation of this policy and the procedures within the faculty;
(b) promoting good practice for all units of study and award courses which they administer;

(c) responding to requests information from the Deputy Vice-Chancellors, the Office of Educational Integrity and the Academic Board;

(d) providing to all students, during the early stages of the first year of all undergraduate and postgraduate award courses, formal education (including tutorial exercises and scaffolded writing tasks) about:
   (i) principles and practices of academic integrity;
   (ii) appropriate acknowledgement;
   (iii) paraphrasing;
   (iv) developing effective written communication; and
   (v) avoiding plagiarism and academic dishonesty.

(e) establishing and maintaining processes to require and monitor that all students successfully complete any online academic integrity modules endorsed by the Deputy Vice-Chancellor (Education) through the Office of Educational Integrity;

(f) monitoring and overseeing unit of study co-ordinators' development and review of assessment requirements within each unit of study to provide academic integrity processes within the faculty that are consistent, aligned and effective;

(g) reporting annually to the Academic Board on steps taken to support academic integrity within the faculty, based on reports of breaches provided by the Office of Educational Integrity from the centralised record-keeping system.

(6) **Deans** are responsible for:

   (a) developing and supporting academic integrity within their faculty;
   
   (b) monitoring and overseeing the implementation of this policy and the procedures within their faculty;
   
   (c) appointing an Educational Integrity Co-ordinator within their faculty;
   
   (d) assigning appropriate duties to professional staff to implement this policy; and
   
   (e) appointing, as deemed appropriate, one or more additional nominated academics as decision makers in appropriate cases.

(7) **Educational Integrity Co-ordinators** are responsible for:

   (a) monitoring and reporting on instances of plagiarism and academic dishonesty within their faculties consistently with this policy and the procedures;
   
   (b) maintaining consistent decision making and high standards of academic integrity within their faculty, in line with guidelines from the Office of Educational Integrity;
   
   (c) complying with the requirements of this policy and the procedures; and
   
   (d) presenting a report, based on information from the Office of Educational Integrity, on all allegations of plagiarism and academic dishonesty each year to the faculty board and to the Academic Board as required by this policy.

(8) **Nominated Academics** are responsible for
(a) working with the Educational Integrity Co-ordinator to maintain consistent
decision making and high standards of academic integrity within their faculty,
in line with guidelines from the Office of Educational Integrity; and
(b) complying with the requirements of this policy and the procedures.

(9) **Unit of study co-ordinators** are responsible for:
    
    (a) developing and supporting the academic integrity of assessment within the
units of study for which they are responsible;
    
    (b) designing and reviewing the assessment matrix of a unit of study each time
it is offered to:
        (i) embed academic integrity; and
        (ii) eliminate or minimise opportunities for plagiarism or academic
dishonesty, in light of any breaches of academic integrity that
occurred when the unit was previously offered.
    
    (c) providing unit of study outlines, or sites on the University's Learning
Management System, for each unit of study which:
        (i) give clear information about the University's policies and procedures
on plagiarism and academic dishonesty; and
        (ii) where appropriate, provide discipline or subject specific examples;
    
    (d) reporting instances of suspected plagiarism and academic dishonesty; and
    
    (e) implementing the requirements for assessment specified in this policy and
the procedures, including the use of similarity detection software.

(10) **Teachers, including examiners**, are responsible for:
    
    (a) educating students about academic integrity consistently with the plans of
faculties and unit of study co-ordinators;
    
    (b) advising students on academic integrity;
    
    (c) maintaining academic integrity in all activities relating to learning and
assessment;
    
    (d) distinguishing original from plagiarised work; and
    
    (e) reporting breaches of academic integrity consistently with this policy.

(11) **Students** are responsible for ensuring academic integrity in all learning and work
completed by them.
    
    (a) Students undertaking group work who become aware of plagiarism or other
academic dishonesty in their group’s work should make all reasonable
attempts either:
        (i) ensure the work is correctly referenced prior to submission; or
        (ii) report the plagiarism or academic dishonesty to the unit of study co-
ordinator.
    
    (b) Failure to do so may amount to collusion in unacceptable conduct.
PART 7 – ADMINISTRATIVE MATTERS

24 Reporting to the faculty and the Academic Board

(1) Each Educational Integrity Co-ordinator must provide an annual report to the Faculty Board and other appropriate committees containing:

(a) the number of allegations of plagiarism and academic dishonesty received by the faculty during the previous year organised according to:

(i) enrolment type (part time/full time);
(ii) International or domestic status;
(iii) gender;
(iv) award course; and
(v) year of award course;

(b) a de-identified summary table of the outcomes of the allegations following investigation.

(2) In March each year, faculties must report information specified in subclause 24 (1) to the Academic Standards and Policy Committee of the Academic Board, along with a commentary on any further steps taken by the faculty to promote compliance with this policy and to ensure the academic integrity of its programs.

25 Rescissions and replacements

This document replaces the Academic Dishonesty and Plagiarism in Coursework Policy 2012 which is rescinded as from the date of commencement of this document.

NOTES

Academic Dishonesty and Plagiarism in Coursework Policy 2015

Date adopted: 15 December 2015
Date commenced: 1 January 2016
Administrator: Chair, Academic Board
Review date: 9 December 2020

Rescinded documents: Academic Dishonesty and Plagiarism in Coursework Policy 2012

Related documents: University of Sydney Act 1989 (as amended)
University of Sydney By-Law 1999 (as amended)
University of Sydney (Student Appeals Against Academic Decisions) Rule 2006
Coursework Policy 2014
# AMENDMENT HISTORY

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RESEARCH CODE OF CONDUCT 2013

The Deputy Vice-Chancellor (Research) as delegate of the Senate of the University of Sydney adopts the following policy.

Dated: 27 May 2013

Last amended: 15 March 2016, administrative amendments

Signature: DRAFT ONLY – NOT FOR SIGNATURE

Name: Professor Jill Trewhella

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17555/413020_1
1 Name of policy

This is the Research Code of Conduct 2013.

2 Commencement

This policy commences on 27 May 2013.

3 Policy is binding

Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.

4 Statement of intent

This policy:

(a) states the University’s commitment to responsible research practice;
(b) describes good research practice;
(c) promotes integrity in research;
(d) explains the University’s expectations of researchers; and
(e) sets out the process for dealing with allegations of research misconduct and code breaches.

5 Application

This policy applies to the University, staff, students and affiliates.

6 Definitions

affiliate has meaning given in the Code of Conduct – Staff and Affiliates which at the date of this policy is:

clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of Boards of University Foundations, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf.

animal means any live, non-human vertebrate, i.e. fish, amphibia, reptiles, birds and mammals, encompassing domestic mammals, purpose-bred animals, livestock, wildlife and also cephalopods such as octopus and squid.

clinical trial means a form of human research designed to find out the effects of an intervention, including a treatment or diagnostic procedure. A
clinical trial can involve testing a drug, a surgical procedure, other therapeutic procedures and devices, a preventive procedure, or a diagnostic device or procedure.

code breach means the meaning given in clause 19 of this policy.

designated person means the person designated by the Deputy Vice-Chancellor (Research) under clause 23 of this policy to conduct an initial inquiry into an allegation.

DVC(R) means Deputy Vice-Chancellor (Research).

Enterprise Agreement means the University of Sydney Enterprise Agreement 2013-2017 or any replacement agreement.

intellectual property has the meaning given to it in the University of Sydney (Intellectual Property) Rule 2002 (as amended). As at the date of this policy, that is:

includes rights (including, without limitation, rights of registration or application for registration) relating to:
  • literary (including computer programs), artistic, musical and scientific works;
  • multimedia subject matter;
  • performances of performing artists, phonograms and broadcasts;
  • inventions in all fields of human endeavour;
  • scientific discoveries;
  • industrial designs;
  • trade secrets and confidential information;
  • trademarks, service marks and commercial names and designations;
  • plant varieties; and
  • circuit layouts;

but does not include any moral right.

peer review means impartial and independent assessment of research by others working in the same or a related field.

plagiarism means presenting another’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source.

research means investigation undertaken to gain or advance knowledge, understanding and insight. It does not include routine testing and routine analysis of materials, components and processes or the development of teaching materials or similar work.

research trainee includes research students and inexperienced researchers.

researcher means any staff member, student or affiliate engaged in research.

research misconduct has the meaning given in clause 18 of this policy.

research means an investigation conducted in accordance with clause 27 of
PART 1 – PROPER CONDUCT OF RESEARCH

7 Principles of responsible research

(1) Responsible research is characterised by:
   (a) honesty and integrity;
   (b) respect for human research participants, animals and the environment;
   (c) good stewardship of public resources used to conduct research;
   (d) appropriate acknowledgement of the role of others in research, and
   (e) responsible communication of research results.

(2) The University acknowledges its responsibility to:
   (a) promote the responsible conduct of research;
   (b) establish good governance and management practices;
   (c) provide appropriate training;
   (d) promote mentoring and effective supervision of researchers and research trainees; and
   (e) ensure a safe research environment.

8 General responsibilities of researchers

(1) Researchers must foster and maintain high standards of responsible research.
    This includes:
    (a) respecting truth;
    (b) respecting the rights of those affected by their research;
    (c) appropriately referencing and attributing the work of others;
    (d) managing conflicts of interests appropriately, so that ethical and scholarly considerations are not compromised;
    (e) adopting methods appropriate for achieving the aims of each research proposal;
    (f) following proper practices for safety and security;
(g) citing awards, degrees conferred and research publications accurately, including the status of any publication such as “under review” or “in press”;

(h) using and managing resources responsibly;

(i) promoting compliance with this policy and any other applicable laws, regulations, and codes; and

(j) compliance with the terms of contracts relating to the research.

(2) **Researchers should report research findings responsibly.**

Note: See also the following:

- Public Comment Policy
- Charter of Academic Freedom (2008)
- Research Agreements Policy (2011)

(3) **Researchers must respect research participants.**

(a) Human research is conducted with or about people, or their data or tissue. Human participation in research is therefore to be understood broadly, to include the involvement of human beings through:

(i) taking part in surveys, interviews or focus groups;

(ii) undergoing psychological, physiological or medical testing or treatment;

(iii) being observed by researchers;

(iv) researchers having access to their personal information or other materials, including information in existing sources or databases (published or unpublished); or

(v) the collection and use of their body organs, tissues or fluids (e.g. skin, blood, urine, saliva, hair, bones, tumour and other biopsy specimens or their exhaled breath).

(b) It is the researchers’ responsibility to inform themselves about the requirements for conducting such research in their chosen field, including all laws, regulations and codes applicable to human subjects of research.

(c) Written approvals from appropriate ethics committees, safety and other regulatory bodies must be obtained when required. In particular, ethics approval is required for any research within the scope of the National Statement on Ethical Conduct in Human Research.


(4) **Researchers must respect animals used in research.**

(a) Researchers must comply with all applicable laws, regulations and codes.

Note: See also the following which at the date of this policy can be found at the listed URL’s:

(b) Ethics approval is required for all work involving animals for scientific purposes, including field trials, environmental studies, research, diagnosis, teaching, product testing and the production of biological products.

(5) Researchers should respect the environment, and conduct their research so as to minimise adverse effects on the wider community and the environment.

(6) Researchers should report research misconduct, and do so in a timely manner.

Note: See also the following:
- Code of Conduct—Staff and Affiliates
- Code of Conduct for Students
- External Interests Policy 2010
- Reporting Wrongdoing Policy 2012
- University of Sydney (Student Appeals Against Academic Decisions) Rule 2006
- Academic Honesty in Coursework Policy 2015
- Supervision of Higher Degree by Research Students Policy
- Academic Honesty Procedures 2016

(7) Researchers should encourage appropriate consumer and community involvement in research.

Note: See also the following, which at the date of this policy can be found at the listed URL:
- Statement on Consumer and Community Participation in Health and Medical Research

Researchers have special responsibilities towards Aboriginal and Torres Strait Islander peoples.

(a) Research with Aboriginal and Torres Strait Islander peoples spans many methodologies and disciplines. There are wide variations in the ways in which Aboriginal and Torres Strait Islander individuals, communities or groups are involved in, or affected by, research.

Note: Researchers should refer to the following, which at the date of this policy can be found at the listed URLs:
- Guidelines for Ethical Research in Australian Indigenous Studies (Australian Institute of Aboriginal and Torres Strait Islander Studies, 2012)
- Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research (NHMRC 2003)
- Keeping Research on Track: A Guide for Aboriginal and Torres Strait Islander Peoples About Health Research Ethics (NHMRC 2006)

(8) Other groups for whom researchers have special responsibilities

In addition to the responsibilities in clauses 8(1) to 8(8), researchers also have special responsibilities in research in respect of:

(a) women who are pregnant and the human foetus;

(b) children and young people;

(c) people in dependent or unequal relationships;

(d) people highly dependent on medical care who may be unable to give consent;
(e) people with a cognitive impairment, an intellectual disability or a mental illness; and

(f) people who may be involved in illegal activities.

9 Recordkeeping and management of research data and primary materials

(1) Responsible conduct of research includes the proper management and retention of research data, and proper recordkeeping.

Note: The University's recordkeeping requirements are set out in the University Recordkeeping Policy and University Recordkeeping Manual.

(a) In particular, it is important to ensure that sufficient data and materials (including primary research materials such as laboratory notebooks) are retained to justify the outcomes of research, and if necessary to defend them against challenge.

Note: See clause 9(6) for applicable time limits.

(b) It is also important that data and materials are retained in circumstances where the research would be difficult or impossible to repeat.

(2) The researcher is ultimately responsible for arranging the appropriate retention of data and primary materials, consistently with legislative, University policy and contractual obligations. If necessary, researchers should consult with the University's Archives and Records Management Service for advice about the appropriate length and manner of retention.

(3) It is not possible to apply a uniform definition of research data across all disciplines. It is therefore the responsibility of each discipline to define research data and primary materials in a manner appropriate to the discipline.

(4) It is the responsibility of research teams and individuals undertaking research to familiarise themselves with the relevant definitions prior to undertaking research.

(5) Faculties must develop local provisions which address, for each discipline for which the faculty is responsible, and consistently with the requirements of legislation and University policy:

(a) the applicable definition of research data;

(b) appropriate methods for managing research data and primary materials;

(c) the applicable time periods for retention of data or materials of particular kinds;

(d) managing data and records when a researcher leaves the University;

(e) the records necessary for the proper management of research projects, including appropriate creation, control and storage processes; and

(f) what original materials are to be retained.

Note: The University of Sydney (Policies Development and Review) Rule 2011 defines the University's policy framework and the role of local provisions.
(6) Local provisions for research data management must comply with the following minimum retention periods, calculated from the later of the date of completion or date of publication of the research:

(a) the following must be retained permanently:
   (i) data of international significance;
   (ii) data of projects of major national significance; and
   (iii) data relating to areas such as gene therapy (e.g. patient records);

(b) data relating to research subjects who were children at the time it was collected must be retained for the longer of 20 years or until the subject(s) reaches the age of 25;

(c) where de-identified personal information is used, the original participants’ consents must be retained separately for the longer of 20 years or, for any participant who was a child at the time the information was collected, until the participant reaches the age of 25;

(d) data with long term human or environmental effects must be retained for at least 20 years;

(e) data that relates to any patent applications must be retained for the life of the patent (generally 20 years);

(f) data from clinical trials must be retained for a minimum of 15 years or otherwise in accordance with the applicable requirements of the Therapeutic Goods Administration (TGA), or Department of Health and Ageing;

(g) other research data must be retained for at least 5 years.

Note: This sub-clause applies to student generated data collected for research purposes, but does not apply to student generated data collected only for assessment purposes.

(7) If the results from research are challenged or are subject to a dispute (including litigation), all relevant data and materials must be retained for at least 6 months after notification by the University that an investigation or dispute has been finalised, regardless of the expiration of any otherwise applicable retention periods.

(a) In particular, research records that may be relevant to allegations of research misconduct must not be destroyed until such allegations have been determined, including any appeals.

(8) Research data, primary materials and records must be collected, stored and secured in compliance with the University Recordkeeping Policy, University Recordkeeping Manual, Privacy Policy 2013 and Privacy Management Plan. In particular:

(a) clear and accurate records must be kept of the research methods and data sources, including approvals granted and consent forms signed, during and after the research process;

(b) a catalogue of the research data must be maintained in an accessible form;

(c) where participants have signed consent forms for the use and disclosure of their personal information, the forms must be retained with the participant information statements for as long as the data are kept;
(d) personal information collected and used for research must be kept secure from unauthorised access for the relevant retention period and then destroyed securely;

(e) where external service providers are used, the contract must include adequate safeguards for the security of the data and records and for notification of any breaches of their security;

(f) email communications to research participants must not disclose the email addresses of participants to others (for example by placing addresses in the “CC” field rather than in the “BCC” field of an email form);

(g) particular care should be taken to prevent loss of portable storage devices such as laptops or USB drives; and

(h) any personal information arising from the research regarding participants or researchers involved must be collected, stored, used and disclosed in accordance with relevant privacy laws.

(9) Research teams and individuals undertaking cross-disciplinary or collaborative research must discuss and resolve the applicable method for retaining and storing research data before commencing their joint research.

(10) Unless otherwise specifically agreed, research data and primary materials relating to joint research will be retained by the lead researcher, faculty, institute or organisation, which will also be responsible for its appropriate storage and disposal.

Note: See also the Privacy Policy 2013.

(11) Research data should be made available for use by other researchers unless this is prevented by the requirements of University policy or other ethical, privacy or confidentiality considerations.

(12) Researchers given access to confidential material (including personal information) must:

(a) establish and record the conditions governing the confidentiality, including the circumstances in which it may be accessed;

(b) maintain that confidentiality by:

(i) clearly identifying all data or information which is confidential;
(ii) storing such material securely;
(iii) recording details of who has access and why; and
(iv) disposing of it securely at the appropriate time.

(c) use or disclose the information only in ways agreed with those who provided it.

10 Supervision of research trainees

(1) Students undertaking research and research trainees must comply with this code in all of their research activities.

Research Code of Conduct 2013
The University recognises its responsibility to ensure that students undertaking research and research trainees work in an appropriate intellectual and academic environment and receive appropriate training and supervision.

The University’s approach to research supervision is set out comprehensively in its Supervision of Higher Degree by Research Students Policy 2013.

The University’s approach to academic honesty in higher degree by research students is set out in the Academic Honesty Procedures 2016.

11 Publication and dissemination of research findings

This clause applies to all forms of dissemination, including for example:

(a) academic journals or books;
(b) non-refereed publications such as web pages;
(c) other media such as exhibitions or films; and
(d) professional or institutional repositories.

Researchers have a responsibility to their colleagues and the wider community to disseminate a full account of their research as broadly as possible.

(a) Publication activities must take account of any restrictions relating to intellectual property, confidentiality, privacy or culturally sensitive data.

(b) Researchers must, where feasible, also provide research participants with an appropriate summary of the research results.

Note: See for example the Statement on Consumer and Community Participation in Health and Medical Research at Appendix 3:

Researchers must take all reasonable steps to ensure that their findings are accurate and properly reported. If they become aware of misleading or inaccurate statements about their work, they must correct the record as soon as possible.

Researchers must cite other relevant work appropriately when disseminating research findings. The University regards plagiarism very seriously, and staff and students must take responsibility for ensuring that their work includes accurate and complete references to the work of others.

Note: See also the following; Enterprise Agreement, Code of Conduct - Staff and Affiliates, Code of Conduct for Students, Academic Honesty in Coursework Policy 2015.

It is unacceptable to include the same research findings in several publications, except where clearly explained and accompanied by appropriate referencing. An author who submits substantially similar work to more than one publisher, or who submits work similar to work already published, must disclose this at the time of submission.

A publication must include information on all sources of financial and in-kind support for the research and any potential conflicts of interest. Researchers must
also comply with the requirements of the University’s External Interests Policy 2010.

(7) Researchers must register clinical trials with the Australian New Zealand Clinical Trials Registry (http://www.anzctr.org.au) to promote access to information about all clinical trials.

(8) Third parties who fund or support research sometimes seek to delay or otherwise restrict the release of research results. The University’s position on such requests is set out in detail in the Research Agreements Policy 2011.

(9) The chief investigator or lead researcher must ensure that all parties to the research are made aware of:
   (a) the nature and scope of any applicable confidentiality agreements; and
   (b) any contractual arrangements which restrict, delay or limit publication.

(10) The University will provide researchers with communications resources and support in order to assist them to communicate research findings through the media.

(11) If the confidentiality requirements of a third party who funds research prevent or delay peer review of research until after delivery to the third party, the researcher must:
   (a) explain to the third party at the outset that the requirements will prevent peer review before delivery of the work to the sponsor; and
   (b) inform the third party at the time of delivery of the research results that they have not been subject to peer review.

12 Authorship

(1) This clause states the fundamental principles of the University’s approach to academic authorship. It is neither possible nor desirable to prescribe in a central policy detailed authorship requirements for application to every discipline.

(2) Faculties should develop local provisions and guidelines which address the authorship requirements of the disciplines for which the faculty is responsible. Where more than one faculty is responsible for a discipline, the relevant faculties should jointly develop appropriate local provisions and guidelines.

Note: It is the responsibility of research teams and individuals conducting research to familiarise themselves with the local provisions and guidelines relevant to their discipline prior to conducting research.

(3) The University acknowledges the importance of disseminating research outcomes. The provisions of this clause apply to all forms of publication, including web-based publications, conference publications, presentations, media such as exhibitions or films, as well as professional and institutional repositories.

(4) To be named as an author, a researcher must have made a substantial intellectual contribution to the published work in one or more of:
   (a) conception and design of the project;
   (b) analysis and interpretation of research data or of the eligibility or suitability of potential subjects of research.
(c) drafting significant parts of the work or critically revising it so as to contribute to the interpretation.

Note: Authorship requirements vary according to discipline, journal requirements and funding provisions; they may be more stringent in some cases. International best practice guidelines may also apply (e.g. ICMJE: Authorship and Contributorship). Researchers should seek advice when planning publication.

(5) The following are not relevant considerations for the purposes of attribution of authorship:
(a) the position or profession of a proposed author;
(b) the existence of a personal relationship between the author(s) and a proposed author;
(c) whether or not a contribution was paid or voluntary;
(d) the provision of materials or equipment;
(e) the provision of access to study participants or data;
(f) the provision of routine assistance in some aspect of the project;
(g) the provision of, or assistance with acquisition of, funding for the project;
(h) general supervision of the research team; or
(i) having made the measurements on which the publication is based, without other intellectual input to the project or publication.

(6) A person who qualifies as an author must not be included or excluded as an author without their permission, which should be recorded in writing where possible.

(7) If an author is deceased, or cannot be contacted, publication may proceed provided that there are no grounds to believe that the person would have objected to inclusion as an author.

(8) Where a work has several authors, one should be appointed as executive or corresponding author to record authorship and to manage communication about the work with the publisher.

(9) Where an editor of a significant collective work or anthology has responsibilities analogous to those listed above for authorship, the criteria set out in this paragraph should be applied as far as possible to the role of editor.

(10) Researchers should:
(a) adhere to the authorship requirements of this policy, and follow guidelines issued by any applicable funding body or journal publisher;
(b) when working in collaboration with others, agree on authorship of a publication at an early stage and review their decisions periodically; and
(c) offer authorship to all people, including research trainees, who meet the criteria for authorship listed in sub-clause 12(5).

(11) Contributions other than authorship must be properly acknowledged. Such contributors may include, for example, research assistants and technical writers.

(12) The department of the executive or corresponding author should retain any written acknowledgements of authorship received in relation to a project, preferably in the form of an original document with hand-written signature.
13 Peer review

(1) The University encourages participation in peer review processes, because they:
   (a) provide expert scrutiny of a project;
   (b) help to maintain high standards;
   (c) encourage accurate, thorough and credible research reporting; and
   (d) may draw attention to deviations from this and other applicable policies and
       requirements.

(2) Researchers in receipt of public funding have a responsibility to participate in peer
    review.

(3) Participants in peer review must:
   (a) be fair and timely in their review;
   (b) respect confidentiality, and in particular, not disclose the content or outcome
       of any process in which they are involved;
   (c) ensure that they are informed about, and comply with, the criteria to be
       applied;
   (d) declare all conflicts of interests and give proper consideration to whether
       they should take part in the review; and
   (e) give proper consideration to research that challenges or changes accepted
       ways of thinking.

Note: See also External Interests Policy 2010

(4) Participants in peer review must not:
   (a) introduce considerations that are not relevant to the review criteria;
   (b) take undue or calculated advantage of knowledge obtained during the peer
       review process;
   (c) agree to participate in peer review outside their area of expertise; or
   (d) permit personal prejudice to influence the peer review process.

(5) Researchers whose work is undergoing peer review must not seek to influence the
    process or outcomes.

(6) Supervising researchers have a responsibility to assist trainee researchers in
    developing the necessary skills for peer review and understanding their obligation
    to participate.

14 Conflicts of interests

(1) A conflict of interests will exist when there is a divergence between the duties or
    interests of a person and their professional responsibilities, including but not limited
    to their duties to the University.

(2) The University’s expectations in relation to the declaration and management of
    conflicts of interests are set out in the External Interests Policy 2010.
(3) Conflicts of interests in the research area are common and it is imperative that they are disclosed and dealt with properly. An individual researcher should expect to be conflicted from time to time, and be ready to acknowledge, disclose and manage the conflict as appropriate.

(4) The University’s expectations in relation to approval and management of outside earnings activities by academics, which are additional to the requirements of the External Interests Policy 2010, are set out in the Outside Earnings of Academic Staff Policy 2011.

(5) Researchers must:
   (a) familiarise themselves, and comply, with the requirements of the External Interests Policy 2010;
   (b) maintain records of activities or interests that may lead to conflicts;
   (c) when invited to join a committee or equivalent, review current activities and interests for actual and apparent conflicts, and bring possible conflicts to the attention of those running the process; and
   (d) disclose any actual or apparent conflict of interests as soon as it becomes apparent.

(6) Conflict management plans relating to research matters should provide for a person with a conflict of interest to take no part in decision making processes affected by that conflict of interest. This includes presence in the room, even if silent, while the matter is debated and decided.

15 Collaborative research

(1) Research can involve a wide range of collaborations, within the University, with other institutions including commercial organisations, domestically and internationally. The University requires that the principles set out in this clause be adhered to in all such collaborations, unless departure from them is specifically approved by the DVC(R).

(2) Each research collaboration evidenced by a written agreement must be consistent with the Research Agreements Policy 2011.

(3) A research collaboration agreement must address each of the following matters:
   (a) ownership of and dealing with intellectual property;
   (b) confidentiality;
   (c) responsibility for ethics and safety clearances;
   (d) reporting requirements;
   (e) protocols for dissemination of research outcomes; and
   (f) management of primary research materials and research data, including the nomination of a person from each collaborating party as responsible for this.

   Note: See also University of Sydney (Intellectual Property) Rule 2002 (as amended).

(4) Researchers involved in a collaborative research project must familiarise themselves, and comply, with the written agreement governing the collaboration and all policies and agreements affecting the project.
16  Notification of research subject to specific statutes and other restrictions

(1) The chief investigator or lead researcher of any project must notify the Office of Research Integrity in writing when there is a known breach of any law relating to the conduct of that research, including but not limited to breach of any of the following:

(a) Human Tissue Act 1983 (NSW);
(b) Research Involving Human Embryos Act 2003 (NSW);
(c) Animal Research Act 1985 (NSW).
(d) Therapeutic Goods Act 1989 (Cth).


(2) Stem cell research is restricted in certain University premises. Researchers should seek advice from the relevant Head of School before conducting such research on University premises.

PART 2 – RESEARCH MISCONDUCT AND CODE BREACHES

17 Research misconduct generally

(1) In addition to the University's other policies for dealing with allegations of misconduct against staff, students or affiliates, there are special matters to be taken into consideration if the allegation is one of research misconduct.

(2) The University considers research misconduct by a staff member to be misconduct or serious misconduct (as defined in the Enterprise Agreement) and a breach of the Code of Conduct – Staff and Affiliates.

(3) The University considers research misconduct by a student to be misconduct as defined in the University of Sydney By-Law 1999 (NSW) (as amended) and a breach of the Code of Conduct for Students.

(4) The University considers research misconduct by an affiliate to be a breach of the Code of Conduct – Staff and Affiliates.

(5) Allegations of research misconduct should be made honestly and reasonably.

18 Definition of research misconduct

(1) A complaint or allegation relates to research misconduct if it involves all of the following:

(a) an alleged breach of this policy;
(b) intent and deliberation, recklessness or gross and persistent negligence; and
(c) serious consequences, such as false information on the public record, or adverse effects on research participants, animals or the environment.

(2) Research misconduct includes any of the following on the part of any researcher:
   (a) fabrication, falsification, or deception in proposing, carrying out or reporting the results of research;
   (b) plagiarism in proposing, carrying out or reporting the results of research;
   (c) failure to declare or manage a serious conflict of interests;
   (d) avoidable failure to follow research proposals as approved by a research ethics committee, particularly where this failure may result in unreasonable risk to humans, animals or the environment or breach of privacy;
   (e) wilful concealment or facilitation of research misconduct by others;
   (f) misleading ascription of authorship;
   (g) intentionally and without authorisation taking, sequestering or materially damaging any research-related property of another;
   (h) deliberately conducting research without required human ethics committee approval;
   (i) conducting research involving animals without required animal ethics committee approval;
   (j) risking the safety of human participants or the wellbeing of animals or the environment; and
   (k) deviations from this policy which occur through gross or persistent negligence.

(3) Repeated or continuing breaches of this policy may also constitute research misconduct, and will do so where these have been the subject of previous counselling or specific direction.

(4) Research misconduct does not include honest differences in judgement, and may not include honest errors that are minor or unintentional.

Note: See clause 19.

19 Definition of code breach

(1) A code breach involves conduct which deviates from the requirements of this policy or any other code of conduct applicable to the relevant research, but which does not meet the definition of research misconduct.

(2) Repetition or continuation of code breaches may constitute research misconduct.

20 Roles and responsibilities

(1) The Director of Research Integrity heads the Research Integrity team within the Research portfolio and is responsible for receiving complaints of possible research misconduct or other code breaches.

   (a) The Director of Research Integrity may refer a complaint for an initial inquiry or dismiss it on the basis that it lacks substance.
(b) Following receipt of a complaint or information about possible research misconduct or other code breaches, the Director of Research Integrity may take interim action to protect human safety, animal welfare, external funds or material that may be relevant to any investigation.

**Note:** See clauses 21 to 23.

(2) The **Deputy Vice-Chancellor (Research):**

(a) receives reports of initial inquiries conducted under clause 23 of this policy and then determines whether to commission an investigation or take other (or no further) action; and

(b) receives reports from investigators under clause 27 of this policy, determines what (if any) further action is required and informs relevant parties.

**Note:** See clauses 23 to 27.

(3) The **Associate Deans (Research)** will appoint one or more staff as Research Integrity Advisers for each division.

(4) **Research Integrity Advisers** will be appointed at the divisional level to provide advice to staff on issues relating to research practice and possible research misconduct or other code breaches. They:

(a) must be familiar with this policy and other relevant policies, procedures and codes of conduct for research;

(b) should explain the options open to a person considering making, or having made, an allegation, including:

(i) referring the allegation directly to the person against whom it is made;

(ii) not proceeding with, or withdrawing, the allegation if discussion resolves the concerns;

(iii) referring the allegation to a person in a supervisory capacity for resolution at the local or departmental level; or

(iv) making a written allegation to the Director of Research Integrity under clause 21 of this policy.

(5) **Staff, students and affiliates** are encouraged to raise any concerns they may have about the conduct of research with a relevant Research Integrity Adviser, Head of Department, Supervisor or Chair of the relevant Faculty Research Committee prior to making an allegation.

### 21 Receipt of allegations of research misconduct or code breaches

(1) Allegations of research misconduct should be made to the Director of Research Integrity and if received elsewhere must be referred to the Director of Research Integrity.

(2) Allegations of code breaches may be managed and resolved at faculty level. The Director of Research Integrity may refer allegations of code breaches to the relevant faculty for resolution.

(3) Allegations must be handled carefully and all interested parties protected as far as possible. Interested parties may include:
(a) the person bringing the allegation;
(b) the person against whom the allegation is made;
(c) participants in human-based research whose interests may be affected;
(d) research students, trainees and staff working with the person concerned;
(e) journals in which allegedly fraudulent papers have been or may be about to be published;
(f) funding bodies that have contributed to the research; and
(g) in some cases, the public.

(4) Allegations should preferably be made in writing.

(5) At this or at any later appropriate stage, the Director of Research Integrity may take any interim administrative action reasonably necessary to protect:

(a) human safety;
(b) animal welfare;
(c) funds provided by external funding bodies; and or
(d) material which might be relevant to any investigation.

22 Summary dismissal

If, upon receipt of an allegation, the Director of Research Integrity concludes that it lacks substance and could not, even if proved, amount to either research misconduct or a code breach, the Director of Research Integrity may summarily dismiss the allegation and take no further action.

23 Initial inquiry into allegations

(1) Upon receipt of an allegation and after collection of all relevant materials, the Director of Research Integrity will designate one of the following to conduct an initial inquiry into the allegation:

(a) the Director, Graduate Research;
(b) the Pro Vice-Chancellor (Strategic Collaborations & Partnerships);
(c) the Deputy Vice-Chancellor (Education);
(d) the Provost; or
(e) in exceptional circumstances, another appropriate person nominated in writing by the DVC(R).

(2) The purpose of the initial inquiry is to determine how to respond to the allegation.

(3) As far as possible, all affected persons will be afforded confidentiality.

(4) The initial inquiry may include interviewing the people involved, inspecting research facilities or records or examining relevant documents.

(5) The Director of Research Integrity may obtain appropriate expertise from within or outside the University to assist in the initial inquiry, provided that appropriate precautions are taken to ensure that no real or perceived conflict of interests exists.
6) The initial inquiry must be conducted as expeditiously as possible.

7) At the conclusion of the initial inquiry, the designated person will provide the DVC(R) with a report which:
   (a) states whether or not a prima facie case has been established; and
   (b) recommends how the matter should proceed.

8) The options for proceeding available to a designated person in making a recommendation under subclause (7) are:
   (a) dismissing the allegation(s);
   (b) instructing the relevant faculty or department on how to deal with the allegations, and referring the matter back to that faculty or department;
   (c) initiating a research misconduct investigation; or
   (d) referring the matter elsewhere in the University (for example, Audit and Risk Management, Human Resources or the Privacy Officer) to be dealt with under other relevant provisions.

24 Action on completion of initial inquiry into a complaint about a student

1) If, after consideration of the designated person’s report, the DVC(R) concludes that an allegation about a student has substance but does not warrant investigation, the DVC(R) will refer the matter back to the student’s supervisor with recommendations for action (including no further action, if appropriate).

2) If, after consideration of designated person’s report, the DVC(R) concludes that an allegation about a student warrants investigation, the DVC(R) will refer the matter to the Registrar in accordance with clause 62(1) of the University of Sydney By-Law 1999 (as amended).

3) The Director of Research Integrity will determine if other individuals or organisations need to be informed at this point. Relevant considerations in this determination include, but are not limited to:
   (a) the degree of confidentiality which has been achieved;
   (b) the reputations of those against whom allegations are made but not proved; and
   (c) the need to protect the interests of those who have made allegations in good faith.

25 Action on completion of initial inquiry into a complaint about a staff member

1) If, after consideration of the designated person’s report, the DVC(R) concludes that an allegation about a staff member has substance but does not warrant investigation, the DVC(R) will refer the matter back to the relevant faculty for such action (including no further action) as the DVC(R) considers appropriate.
(2) If, after consideration of the designated person’s report, the DVC(R) concludes that an allegation about a staff member warrants investigation, the DVC(R) will initiate an investigation in accordance with clause 27.

26 Action on completion of initial inquiry into a complaint about an affiliate

(1) If, after consideration of the designated person’s report, the DVC(R) concludes that an allegation about an affiliate has substance but does not warrant investigation, the DVC(R) will refer the matter back to the relevant faculty or University officer for such action (including no further action) as the DVC(R) considers appropriate, consistently with the terms of any applicable affiliation agreement.

(2) If, after consideration of the designated person’s report, the DVC(R) concludes that an allegation about an affiliate warrants investigation, the DVC(R) will initiate an investigation in accordance with clause 27 or the terms of any applicable affiliation agreement.

(3) If the affiliate is in receipt of a grant from an external funding body the DVC(R) will take appropriate interim administrative action to protect funds granted by external funding bodies.

27 Research misconduct investigation

(1) If the DVC(R) concludes that an allegation warrants investigation, he or she will appoint an investigator or investigation panel to conduct a formal investigation.

(2) The DVC(R) will determine whether to use internal or external investigator(s) or investigation panel members.

(3) The investigator or investigation panel:
   (a) should be from outside the relevant academic unit, and may be from outside the University, but should have experience and expertise relevant to the field of study of the staff member the subject of the complaint;
   (b) may obtain appropriate expertise from within or outside the University to assist in the initial assessment, provided that appropriate precautions are taken to ensure that there are no real or perceived conflict of interests; and
   (c) will conduct the investigation as expeditiously as possible.

(4) If the staff member is in receipt of a grant from an external funding body the DVC(R) will take appropriate interim administrative action to protect funds granted by external funding bodies.

(5) The Director of Research Integrity will determine if other individuals or organisations need to be informed at this point. Relevant considerations in this determination include, but are not limited to:
   (a) the degree of confidentiality which has been achieved;
   (b) the reputations of those against whom allegations are made but not proved; and
   (c) the need to protect the interests of those who have made allegations in good faith.
(6) The investigator or investigation panel will submit a final report to the DVC(R) as expeditiously as possible.

(7) In appropriate circumstances, such as where incorrect information on the public record may be dangerous to the community the DVC(R) may inform the editors of a journal that the authenticity of a paper or papers is in doubt.

28 Action on completion of research misconduct investigation

(1) If a staff member is found to have breached the Code or to have committed research misconduct the University will take disciplinary action according to applicable policies and the provisions or any applicable contract of employment and or Enterprise Agreement, and commensurate action (such as termination of an honorary appointment) will be taken in the case of research misconduct by an affiliate.

(2) The DVC(R) will inform relevant parties of the research misconduct inquiry findings and the actions taken by the University. Relevant parties may include:
   (a) the complainant;
   (b) affected staff;
   (c) participants in human-based research whose interests may be affected;
   (d) research collaborators, including those at other institutions;
   (e) all funding organisations;
   (f) journal editors; and
   (g) professional registration bodies.

(3) The DVC(R) may also make recommendations requiring the correction of the public record, including publications, if research misconduct has affected the research findings and their dissemination.

28A Student appeals

(1) Students may appeal against academic decisions made under this code or Academic Honesty Procedures 2016 [insert hyperlink] in the manner provided in the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

(2) Such an appeal:
   (a) is an appeal to the faculty, as set out in section 3.2 of the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006, and
   (b) should be determined by the Dean or Associate Dean.
29 Transitional provisions

(1) The Code of Conduct for Responsible Research Practice and Guidelines for Dealing with Allegations of Research Misconduct ("the prior policy") is rescinded, with effect from the date of commencement of this policy.

(2) All allegations received before the date of commencement of this policy will be dealt with under the provisions of the prior policy.

(3) In relation to any allegation received after the date of commencement of this policy but which relates to conduct occurring before that date:
   
   (a) the Code of Practice for Responsible Research Practice contained in the prior policy will apply; but
   
   (b) the allegation will be dealt with in accordance with the process and outcomes provided in this policy.

NOTES

Research Code of Conduct 2013

Date adopted: 27 May 2013
Date commenced: 27 May 2013
Administrator: Director, Research Integrity
Review date: 27 May 2018
Related documents:

LEGISLATION

Therapeutic Goods Act 1989 (Cth)
Animal Research Act 1985 (NSW)
Animal Research Regulation 2010 (NSW)
Government Information (Public Access) Act 2009 (NSW)
Health Records and Information Privacy Act 2002 (NSW)
Human Tissue Act 1983 (NSW)
Privacy and Personal Information Protection Act 1998 (NSW)
Research Involving Human Embryos Act 2003 (NSW)
State Records Act 1998 (NSW)
University of Sydney By-Law 1999 (NSW) (as amended)
Academic Honesty in Coursework Policy 2015
Charter of Academic Freedom
Code of Conduct for Students
Code of Conduct – Staff and Affiliates
External Interests Policy 2010
Public Comment Policy
Reporting Wrongdoing Policy 2012
Research Agreements Policy 2011
Supervision of Higher Degree by Research Students Policy 2013
University of Sydney Enterprise Agreement 2013-2017
University of Sydney (Intellectual Property) Rule 2002
University of Sydney (Policies Development and Review Rule) 2011
University of Sydney (Student Appeals Against Academic Decisions) Rule 2006
Privacy Policy 2013
University Recordkeeping Policy
University Recordkeeping Manual

EXTERNAL DOCUMENTS

Excellence in Research Australia 2010 Submission Guidelines (Australian Research Council)
Guidelines for Ethical Research in Australian Indigenous Studies (Australian Institute of Aboriginal and Torres Strait Islander Studies 2012)
2100 Higher Education Research Data Collection Specifications for the Collection of 2010 Data (Department of Innovation, Industry, Science and Research)
Keeping Research on Track: A Guide for Aboriginal and Torres Strait Islander Peoples About Health Research Ethics
National Statement on Ethical Conduct in Human Research
NHMRC Australian Code of Practice for the Care and Use of Animals for Scientific Purposes
NHMRC Australian Code for the Responsible Conduct of Research
AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
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<td>23</td>
<td>Update to position titles – administrative amendment</td>
<td>8 April 2015</td>
</tr>
<tr>
<td>Various</td>
<td>References and hyperlinks to other documents updated – administrative amendment</td>
<td>8 April 2015</td>
</tr>
<tr>
<td>Various</td>
<td>References and hyperlinks to other documents updated – administrative amendment</td>
<td>15 March 2016</td>
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Non-Confidential

Author: Peter McCallum, Director, Education Strategy
Reviewer/Approver: Peter McCallum, Director, Education Strategy

Paper title: Undergraduate Degree Profile, 2018 and Beyond, and implementation update.
Purpose: To update the Undergraduate Studies Committee on the proposed undergraduate profile for 2018 and beyond, and to inform them of the approval process for the second half of 2016.

RECOMMENDATION

That the Committee note the report and the proposed Attachment A - Undergraduate Degree Profile, 2018 and Beyond. This is subject to resolution of outstanding issues for discussion noted in the paper, and the course proposals to be considered by the Undergraduate Studies Committee in November 2016.

EXECUTIVE SUMMARY

This report provides an update on proposed (final) 2018 undergraduate profile. This profile gives effect to Strategy 4 of the Strategic Plan 2016-20 (Transform the undergraduate curriculum). Specifically it addresses the need to embed new graduate qualities, a common framework and a coherent architecture across the University’s undergraduate offerings.

The final profile is described in detail in Attachment A - Undergraduate Degree Profile, 2018 and Beyond. This includes the new, revised and deleted courses proposed to be implemented from Semester 1 2018 (see Table 4 in the attachment). Its approach is consistent with the curriculum framework previously agreed to by the Undergraduate Studies Committee in that it (1) categorises undergraduate degrees into three groups (Liberal Studies; Specialist/Professional and combined degrees with the Bachelor of Advanced Studies); (2) adopts common curriculum components (Stream, Program, Major, Minor and Degree Core) and (3) adopts common architectures. The categories reflect the shared rationale of each group, as well as their common qualities and frameworks. The proposed profile comprises: 23 single undergraduate degrees (four in liberal arts and sciences, four specialist and 15 professional); the Bachelor of Advanced Studies which can only be taken as part of a combined degree; and a total of 19 combined degree options (nine with the BAdvStudies, including the Dalyell streams, and 10 others).

This profile was endorsed by SEG at their meeting on July 7, 2016, subject to further discussion concerning issues contained in the paper. These issues concern the Dalyell stream options for mathematics and languages; the form of the media and communications offering; the name of the replacement stream for Bachelor of Science (Advanced); the nomenclature and form of the degree in computing and finalisation of the existing vertical degree combinations with Nursing, Nutrition and Dietetics. The profile also notes that decisions concerning vertical Bachelor/Master degrees are dependent on the federal government’s agreement to move places in the relevant disciplines from undergraduate to graduate level. Therefore it is unlikely any new vertically integrated Bachelor/Master degrees could be introduced before 2019.

The next step in the curriculum approval process is to finalise the course proposals for 2018 new and revised courses by August 2016. These proposals will be forwarded for consideration by the CPCC (October 4, 2016); SEG (October 29, 2016); the Undergraduate Studies Committee (November 16, 2016) and the Academic Board (December 7, 2016).
BACKGROUND / CONTEXT

Strategic Purpose

Attachment A - Undergraduate Degree Profile, 2018 and Beyond has been developed to fulfil Strategy 4 initiatives. These are: 4.1 Embed new graduate qualities and a new curriculum framework in all undergraduate degrees; 4.2 Establish a unique undergraduate degree and vertically integrated degree pathways; 4.3 Establish a curriculum development fund to expand learning opportunities for our students and 4.4. Develop a University-wide approach to assessing graduate qualities. The three broad areas canvassed in the discussion papers of 2015 (graduate qualities, a common framework and a coherent architecture) were expressed in the Strategic Plan as Initiatives 1 and 2. The development of the degrees will also be furthered through Initiative 3, as described above, and a significant outcome will be measured through Initiative 4, commencing in 2016 with a discussion paper and continuing in 2017. The degree proposals to be brought to the Undergraduate Studies Committee in November 2016 will establish the unique undergraduate degree. The vertically integrated pathways are delayed, as noted. Included in Initiatives 1 and 2 but not yet implemented are the vertically integrated Bachelor/Master’s programs envisaged for Professional and Specialist degrees and the Research track Masters (p. 33 of the Strategic Plan). Both of these are contingent on Government decisions and will be strategic outcomes for 2017.

Consultation

The Education Strategy received wide-ranging consultation and discussion during 2015 with the discussion paper ‘Towards a Distinctive Undergraduate Education’ (June 2015) and ‘A Distinctive Undergraduate Education: Next Steps’ (April 2016). In particular, the June discussion paper addressed educational distinctiveness in three broad areas: Graduate Qualities, a common framework, and a coherent architecture. In December 2015, the Academic Board approved the first of these, the Graduate Qualities, as part of the new Learning and Teaching Policy 2015, and approved in-principle proposals relating to the common framework and coherent architecture. The Generalist Undergraduate Degree and Specialist and Professional Undergraduate Degree Workings Parties of SEG further developed proposals relating to common framework and coherent architecture in 2016.

Governance model: the Board of Interdisciplinary Studies

The Academic Board (May 18, 2016) and the Senate (July 4, 2016) endorsed the revised constitution of the Board of Interdisciplinary Studies, thereby establishing it as the body to exercise governance over the shared components of the new curriculum. This includes the shared pool of majors, minors, units of study, and the open learning environment. The Board of Interdisciplinary Studies will receive recommendations for inclusion of majors, minors and units from faculties and other academic units and make recommendations to the Academic Board. The home faculty of the partner degree will manage the candidature of individual students in a combined degree with the Bachelor of Advanced Studies. Where a student takes honours as an embedded component in the combined degree, admission, supervision, management and award of honours will be as directed by the faculty offering the honours component, though the candidature management will still be through the home faculty of the partner degree.

Policy Change

The curriculum changes necessitated amendments to the Learning and Teaching Policy 2015 and the Coursework Policy 2014, endorsed by the Academic Board on June 29, 2016. These changes:

(a) Specify that all undergraduates degrees should be one of two types, Liberal Studies or Professional/Specialist;
(b) Give a curriculum framework for each type;
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(c) Give a framework for combining degrees with the Bachelor of Advanced Studies in a combined program: all Liberal Studies degrees may be so combined according to the choice of individual students;

(d) Specify common definitions for the curriculum elements of stream, program, major, minor and degree core;

(e) Set out requirements for offering an embedded honours component in a combined degree with the Bachelor of Advanced Studies.

The policy changes do not make any changes in relation to vertically integrated bachelor/masters degrees or research pathways at this stage. This matter relies on clarification by government on the availability of Commonwealth-sponsored places and on decisions by faculties.

Curriculum Development Fund and Strategic Education Grants

In order to assist faculties embed the graduate qualities and curriculum framework, a curriculum development fund was established with the first round of compacts under the Curriculum Development fund. Following consultation with Deans, Associate Deans and Faculty Managers, faculties have submitted requests for support funding to embed the graduate qualities and curriculum framework in existing or new award courses, and to review units of study and curriculum components (stream, program, major, minor) accordingly. In return for support from the funds, faculties will deliver details by August 2016 necessary to complete course proposals for changes and new programs to be introduced in 2018, and to complete by August 2016 renewal of units of study and components to be offered in 2018. In tandem with the Curriculum Development Fund, a call for applications for Strategic Education Grants has been made. In addition to education innovation grants (which have been a feature of this scheme in previous years), proposals have been invited to the development of the units in the Open Learning Environment (OLE) and Sydney Research Seminars (SRS) to be introduced in 2018 as part of the new curriculum. If feasible, some units may be trialled in 2017.

Student Recruitment Strategy

An Education Strategy, Marketing Engagement and Communication Working Group involving representatives from recruitment, market and strategy engagement was established by the Deputy Vice Chancellor (Education) at the beginning of 2016 to identify the elements for a holistic marketing, recruitment, communication and engagement strategy for the new 2018 curriculum. A Curriculum Workshop series is currently working through issues relating to how new and existing courses will be managed during the transition phase particularly in relation to non-recent school leavers, transferring students and the management of credit. At the moment it is envisaged that the new programs will be offered to recent school leavers only in 2018, and those non-recent school leavers with 48 credit points or more of credit will enrol in old degrees. It is envisaged that transitional arrangements will be made so that the new fourth year of the Bachelor of Advanced Studies will be offered for the first time in 2020, which will allow students enrolled in the old degree resolutions to transfer into the new combined degree model and graduate with a B/BAS award. This transitional arrangement will also be available for the cohort commencing in 2017.

Market analysis

Market research was undertaken by Pollinate on behalf of the University in April/May 2016 to test the new degree architecture. A total of 1182 respondents planning to study an undergraduate degree in the next two years were asked to express preferences relating to Sydney University's existing offerings in single and combined degrees against three Go8 competitors. They were then asked to express preferences against the proposed new offerings in single and combined degrees against competitors. The market research found a net positive shift of 8% in all disciplines with variation between disciplines. All disciplines proposed for change in 2018 had a net positive shift except for small negative shifts in Veterinary and animal science. This had a small sample size and the shift may be a function of failure to understand the pathway into the graduate Veterinary program. Negative shifts in Law and Engineering are not relevant to the proposed profile for 2018 and the exploration of vertical Bachelor/Master pathways in Law and Education is still under discussion.
PROPOSED ACADEMIC STRUCTURE

The proposals, to be brought forward later in 2016, incorporate:

- Changes to the curriculum framework for all Liberal Studies degrees and some Professional and Specialist degrees to align with the Liberal Studies degree structure in the Coursework Policy.
- Introduction of the Bachelor of Advanced Studies in a combined degree with each Liberal Studies degree and discontinuation of current combined degrees involving two Liberal Studies degrees.
- Introduction of the Dalyell program for high achieving students.
- Changes to nomenclature and structure of some existing degrees.
- A revised list of streams, programs, majors, minors for Liberal Studies degrees, following Faculty review.
- A list of majors, minors and units of study to be included in the shared pool and available to all students in Liberal Studies Degrees from the Board of Interdisciplinary Studies.

Curriculum changes for 2018 will involve only those changes for which negotiation over Commonwealth Supported Places is not necessary. The course proposals are to:

- Amend Liberal Studies Degrees to embed the graduate qualities and curriculum framework. The possibility of appended honours in each of these degrees will be preserved using the same model as in the existing degrees.
- Amend Professional and Specialist degrees to embed the graduate qualities and curriculum framework.
- Introduce the Bachelor of Advanced Studies as a combined degree in the Bachelor of Arts/Bachelor of Advanced Studies, Bachelor of Science/Bachelor of Advanced Studies, Bachelor of Commerce/Bachelor of Advanced Studies, Bachelor of Design Computing/Bachelor of Advanced Studies, Bachelor of Economics/Bachelor of Advanced Studies, and Bachelor of Music/Bachelor of Advanced Studies. Within this proposal will be details of the Dalyell stream for high achieving students taking B/BAS combinations) and a proposal for honours in the combined degree on the basis of an embedded component.

A summary of the way existing courses will be incorporated into the new curriculum framework is given in Table 1 of the paper in Attachment A.

Graduate Qualities

All undergraduate degrees will develop the graduate qualities agreed by the Academic Board in December 2015. All courses approved after 1 July 2016 must embed the graduate qualities. During 2016 and in subsequent years, faculties will review award courses and units of study to embed those qualities. In 2017 a university-wide project led by the Education Portfolio will develop a framework for assessing these qualities. The Graduate Qualities agreed by the Academic Board are listed on the next page.

<table>
<thead>
<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>To excel at applying and continuing to develop disciplinary expertise.</td>
</tr>
<tr>
<td>Broader skills:</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems.</td>
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<tr>
<td>Critical thinking and problem solving</td>
<td></td>
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<td>Communication (oral and written)</td>
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<td>Information/ digital literacy</td>
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<tr>
<td>Inventiveness</td>
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<tr>
<td>Cultural competence</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries.</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding.</td>
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</tbody>
</table>
**Graduate qualities**

<table>
<thead>
<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>An integrated professional, ethical and personal identity</td>
<td>To build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty.</td>
</tr>
<tr>
<td>Influence</td>
<td>To be effective in exercising professional and social responsibility and making a positive contribution to society.</td>
</tr>
</tbody>
</table>

**Curriculum Framework**

All undergraduate degrees will use a common definition of a stream, program, major and minor, and all Liberal Studies degrees and combined degrees with the Bachelor of Advanced Studies will have a common architecture.

All Liberal Studies degree will require a total of 144 credit points including:

- The units of study in the degree core up to a maximum of 24 credit points;
- A major of 48 credit points (from the degree’s list of available first majors);
- Elective modules from the open learning environment (12 credit points);
- A minor of 36 credit points (from a shared pool of minors offered across liberal studies degrees).

All Liberal Studies degrees will offer the opportunity for students to complete:

- A second major from a shared pool of majors offered across liberal studies degrees;
- A program (or up to 84 credit points) from a pool of the degree’s list of available programs;
- Elective units of study from a shared pool available across all liberal studies degrees;
- Elective modules from a shared on-demand pool (0-2 credit points, recognised on transcript).

A typical enrolment pattern is shown below:

<table>
<thead>
<tr>
<th>Sem1</th>
<th>Major</th>
<th>Degree core or elective</th>
<th>Degree core or elective</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem2</td>
<td>Major</td>
<td>Degree core or elective</td>
<td>Degree core or elective</td>
<td>Minor</td>
</tr>
<tr>
<td>Sem3</td>
<td>Major</td>
<td>OLE</td>
<td>OLE</td>
<td>Minor</td>
</tr>
<tr>
<td>Sem4</td>
<td>Major</td>
<td>Elective</td>
<td>Elective</td>
<td>Minor</td>
</tr>
<tr>
<td>Sem5</td>
<td>Major</td>
<td>Major</td>
<td>Extension to 2nd major or elective</td>
<td>Minor</td>
</tr>
<tr>
<td>Sem6</td>
<td>Major</td>
<td>Major</td>
<td>Extension to 2nd major or elective</td>
<td>Minor</td>
</tr>
</tbody>
</table>

**The Bachelor of Advanced Studies**

The Bachelor of Advanced Studies require a total of 144 credit points including:

- A major (different from the major in the partner degree) from a shared pool of majors across liberal studies degrees; or
- An integrated four-year stream or program across the Bachelor of Advanced Studies and another liberal studies Bachelor degree
- \( \geq 4 \times 4000\)-level units, including a project (research, industry- or community related project) of \( \geq 12 \) and \( \leq 36 \) credit points

The degree can only be taken in conjunction with a specified Bachelor degree at the University of Sydney or on completion of a Bachelor degree. Up to 96 credit points can be cross-credited between the Bachelor of Advanced Studies and another Bachelor degree.

A typical enrolment pattern for a combined Liberal Studies degree with the Bachelor of Advanced Studies is shown on the next page.
Submission To
Undergraduate Studies Committee
Date 14 July 2016
Item No 5.2

Non-Confidential

<table>
<thead>
<tr>
<th>Sem1</th>
<th>Major</th>
<th>Degree core or elective</th>
<th>Degree core or elective</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem2</td>
<td>Major</td>
<td>Degree core or elective</td>
<td>Degree core or elective</td>
<td>Minor</td>
</tr>
<tr>
<td>Sem3</td>
<td>Major</td>
<td>OLE</td>
<td>OLE</td>
<td>Minor</td>
</tr>
<tr>
<td>Sem4</td>
<td>Major</td>
<td>Elective</td>
<td>Elective</td>
<td>Minor</td>
</tr>
<tr>
<td>Sem5</td>
<td>Major</td>
<td>Major</td>
<td>Extension to 2nd major or elective</td>
<td>Minor</td>
</tr>
<tr>
<td>Sem6</td>
<td>Major</td>
<td>Major</td>
<td>Extension to 2nd major or elective</td>
<td>Minor</td>
</tr>
<tr>
<td>Sem7</td>
<td>Project</td>
<td>Project or advanced unit</td>
<td>Project or elective</td>
<td>Elective or completion of 2nd major</td>
</tr>
<tr>
<td>Sem8</td>
<td>Project</td>
<td>Project or advanced units</td>
<td>Project or elective</td>
<td>Elective or completion of 2nd major</td>
</tr>
</tbody>
</table>

Undergraduate Degree Profile for 2018

Subject to ongoing negotiations and some further changes, the proposed degree profile for 2018, including designated streams, is as set out in Table 4 of the paper in Attachment A. It is proposed that existing undergraduate pathways to the Doctor of Medicine, Master of Dental Medicine, Master of Dietetics, and Master of Nursing, will continue but will reflect the changes to the pathway degrees as outlined here and in Attachment A.

ISSUES

The ongoing issues for discussion are detailed in Attachment A - Undergraduate Degree Profile 2018. They include resolution of:

- The way in which the Dalyell stream portrays options in the area of mathematics and languages;
- Final agreement on the proposed form of the media and communications offering;
- The name of the stream of the Bachelor of Science that will replace the Bachelor of Science (Advanced) stream;
- Finalisation of nomenclature and form for the degree in computing; and
- Finalisation of the form of existing vertical degree combinations with Nursing and Nutrition and Dietetics.

Further, negotiation will be pursued with federal government to gain clarity about support for moving CSP places in the relevant disciplines from undergraduate to graduate level. This will impact the implementation of vertical Bachelor/Master degrees. The Department of Education has agreed to work with the University to ensure any proposal is ready for early consideration by the new Government however it is unlikely that any new vertically integrated Bachelor/Master degrees could be introduced before 2019. It is proposed, in 2018, the existing double degree programs in education and law continue and the vertically integrated Bachelor/Master model is explored further.

CONSULTATION

The CCPC were consulted via an Expression of Interest detailing the ‘Implementation of the Education Strategy and new undergraduate courses for 2018’ on July 4, 2016. SEG also endorsed Attachment A – Undergraduate Degree Profile, 2018 and Beyond, at their July 7, 2016 meeting.
FINANCIAL CONSIDERATIONS

High-level discussions on load predictions resulting from this profile have taken place and will be further refined as a result of the market research. Discussions on degree-level course costing will commence in the coming months.

COMMUNICATION

Following discussion at the Undergraduate Studies Committee, course proposals for new and revised undergraduate courses to be offered in 2018 will be finalised in August and forwarded to CCPC (September 15 for October 4, 2016) for consideration by SEG (October 29, 2016), the Undergraduate Studies Committee (November 16, 2016) and the Academic Board (December 7, 2016).

ATTACHMENTS

Attachment A – Undergraduate Degree Profile, 2018 and Beyond (July 18, 2016 version).
Undergraduate Degree Profile, 2018 and Beyond
July 18, 2016

Professor Pip Pattison
Deputy Vice-Chancellor (Education)
1. Overview

The purpose of this paper is to propose the profile of undergraduate degrees to be offered at the University of Sydney from 2018. A number of the proposals concerning undergraduate degrees were initially articulated in the November 2015 discussion paper ‘Developing a distinctive undergraduate education: Next steps’, reproduced with minor change in the April discussion paper ‘Developing a distinctive undergraduate education: Next steps update April 2016’ and elaborated in the University’s Strategic Plan 2016-2020. Proposals included:

- The introduction of the Bachelor of Advanced Studies in a combined degree architecture;
- The introduction of the Dalyell program for high achieving students, including in its ‘global scholars’ and ‘discipline scholars’ forms;
- Changes to the nomenclature and form of double degrees involving a liberal studies degree;
- Other specific degree nomenclature changes proposed in the Next Steps Update paper;
- Consideration of replacing selected double undergraduate degrees by Bachelor/Master combinations; and
- Consideration of replacing any remaining professional/liberal studies undergraduate double degrees by double professional undergraduate/Bachelor of Advanced Studies degrees.

With respect to double undergraduate degrees, the specific questions to be resolved are:

- Should we seek to replace double undergraduate degrees in which at least one of the degrees provides preparation for a profession by a double Bachelor/professional Master degree, offered in a vertically integrated fashion? The reason for asking this question is that the integrated Bachelor/Master model can provide deeper and more advanced learning in the professional Masters component of the double degree by ensuring that students are increasingly challenged in each year of study and build on their developing capabilities.
- Alternatively, if we continue to offer double undergraduate degrees, how can we ensure ongoing intellectual challenge through the program? Should we design double degree programs involving professional fields so that they provide advanced course and project work in the professional field? And by what means could we offer advanced course and project work, including the Honours component, in the liberal studies part of a double liberal studies Bachelor/professional Bachelor degree? Specifically, should Honours in the liberal studies component of the double degree be achieved through additional enrolment in the Bachelor of Advanced Studies degree, resulting in a combined professional Bachelor/liberal studies Bachelor/Bachelor of Advanced Studies degree?

Importantly, replacing double undergraduate degrees by vertically integrated Bachelor/Master degrees is only of interest if it is possible to transfer Commonwealth Supported Places (CSPs) from undergraduate to postgraduate level, so that students could complete the integrated Bachelor/Master degree on a CSP basis. In such a situation, number of places would almost certainly be capped by the number of CSPs the University was permitted to apply to the Masters degree.

This paper proposes a resolution of these questions, informed by our original educational arguments and recent market research. We discuss liberal studies and specialist undergraduate degrees in the next section, followed by professional undergraduate degrees in the section to follow. The final section of the paper offers a proposal for resolution of the undergraduate degree profile for 2018 and beyond.
2. Liberal studies and specialist undergraduate degrees

Table 1 reproduces the specific changes proposed in the April 2016 Next Steps paper for liberal studies degrees and various specialist degrees.

### Table 1. A tentative list of proposed changes to existing degrees (from Next Steps Update)

<table>
<thead>
<tr>
<th>Existing degree</th>
<th>Proposed form</th>
<th>Acceptance recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Bachelor of International and Global Studies</em></td>
<td>BA/BAdvStudies (International and Global Studies)</td>
<td>Yes</td>
</tr>
<tr>
<td><em>Bachelor of Health Science</em></td>
<td>BSc (Health)</td>
<td>Yes</td>
</tr>
<tr>
<td><em>Bachelor of Medical Science</em></td>
<td>BSc (Medical Science)</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Exercise and Sport Science</td>
<td>BSc (Exercise and Sport Science)</td>
<td>Yes (from 2019)</td>
</tr>
<tr>
<td>Bachelor of Arts (Languages)</td>
<td>BA/BAdvStudies (Dalyell stream), with ≥2 language majors or separate Languages program</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Political, Economic and Social Sciences</td>
<td>Discontinue as a separate degree, but ensure strong majors in the disciplines</td>
<td>Yes</td>
</tr>
<tr>
<td><em>Bachelor of Commerce (Liberal Studies)</em></td>
<td>BCom/BAdvStudies (Dalyell stream)</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Science (Advanced)</td>
<td>BSc (Advanced stream)</td>
<td>New stream, name to be advised</td>
</tr>
<tr>
<td>Bachelor of Science (Advanced Mathematics)</td>
<td>BSc (Advanced Mathematics)</td>
<td>BSc/BAdvStudies (Dalyell stream)</td>
</tr>
<tr>
<td>Bachelor of Environmental Systems</td>
<td>Intake is currently suspended</td>
<td>Discontinue the degree</td>
</tr>
<tr>
<td><em>BA (Media and Communications)</em></td>
<td>BA/BAdvStudies (Media and Communications)</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Design Computing</td>
<td>Bachelor of Design (Computing) – but not for several years at request of the Faculty</td>
<td>Consider in 2018 for 2020</td>
</tr>
<tr>
<td>Bachelor of Design in Architecture</td>
<td>Bachelor of Design (Architecture) – but not for several years at request of the Faculty</td>
<td>Consider in 2018 for 2020</td>
</tr>
<tr>
<td>Bachelor of Architecture and Environments</td>
<td>Bachelor of Design (Architecture and Environments) – but not for several years at Faculty request</td>
<td>Consider in 2018 for 2020</td>
</tr>
<tr>
<td><em>Bachelor of Science in Agriculture</em></td>
<td>BSc/BAdvStudies (Agriculture)</td>
<td>Yes</td>
</tr>
<tr>
<td><em>Bachelor of Food and Agribusiness</em></td>
<td>BSc/BAdvStudies (Food and Agribusiness)</td>
<td>Yes</td>
</tr>
<tr>
<td><em>Bachelor of Animal and Veterinary Bioscience</em></td>
<td>BSc/BAdvStudies (Animal and Veterinary Bioscience)</td>
<td>Yes</td>
</tr>
<tr>
<td>Bachelor of Computer Science and Technology</td>
<td>Faculty to review</td>
<td>Awaiting Faculty review</td>
</tr>
<tr>
<td>Bachelor of Liberal Arts and Science</td>
<td>To be eventually phased out</td>
<td>No immediate action</td>
</tr>
<tr>
<td><em>Double/combined degrees involving BA, BCom, BEc, BLibSci, BMedSci, BSc</em></td>
<td>Replace with a double degree involving the BAdvStudies</td>
<td>Yes</td>
</tr>
<tr>
<td>Double degrees involving Bachelor of Project Management</td>
<td>Replace with double degree involving BAdvStudies with Project Management major</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Many of these changes (those marked by an asterisk in Table 1) were tested as part of the recent market research in a design that compared prospective students’ choices in two scenarios: (a) current Sydney single and double degrees and single degrees in the same field at three Go8 universities; and (b) the proposed Sydney degrees and single degrees in the same field at the same three Go8 universities. The design assessed the impact of the change of Sydney offerings on preferences for Sydney degrees.

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1. It may take time to ensure effective replacement pathways for students from educationally disadvantaged backgrounds; in the meantime, the BLAS should continue to be offered. Some of the distinctive BLAS components could be offered in the Open Learning Environment.

2. The sample of 1182 respondents comprised: 926 NSW year 10, 11 and 12 students anticipating an ATAR of 80 or more, 225 international students and 31 interstate domestic students. Prospective students completed a 15 minute online survey between May 12 and May 25, 2016 and all nominated the University of Sydney or one of three designated Go8 universities in their University preferences.
It should be noted that double degrees at other universities were not included in the choice sets used (except in the case of Law considered in the next section) because of the complexity of the design that this would have required. Importantly, though, the same choices at other Universities appeared in combination with existing as well as future Sydney degrees.

In most cases, the assessed impact on preference for Sydney degrees was positive, often substantially so. At an aggregate level, the impact was also positive. For the liberal and specialist degrees the only negative trends observed were:

- For the Bachelor of Animal and Veterinary Bioscience degree, a (non-significant) drop by 7% in preference for the University of Sydney if the Bachelor of Animal and Veterinary Bioscience is replaced by the Bachelor of Science/Bachelor of Advanced Studies (Animal and Veterinary Bioscience) (from 93% to 87%); and
- For the Bachelor of IT, a small and non-significant drop by 1% in preference for the University of Sydney with a move from the BIT and existing liberal studies double degree combinations with the BIT to a BIT and BIT/BAdvStudies (from 62% to 61%).

In the case of the 4-year Bachelor of Animal and Veterinary Bioscience, the sample was relatively small (28 students chose the field as their preferred) and the choice set included relevant majors in the Bachelor of Science at two Go8 universities. Two of the 28 students switched their preference to one of the three year BSc degrees with the proposed change in nomenclature. It is possible that these students’ underlying preference was for veterinary medicine and the change in nomenclature emphasised the nature of the 4-year degree and its distinctive educational outcomes. All comments made by survey respondents about the future Sydney degree and its features were positive, so these provided no further illumination on the observed negative trend. If we proceed with the proposed change, these data nonetheless emphasise the importance of communicating clearly ongoing access to the positive features of the Bachelor of Animal and Veterinary Bioscience.

The impact of the new degree architecture was particularly positive in the areas of medical science, media studies, economics, science, and health sciences; it was also positive for degrees in agriculture, commerce and arts.

The Dalyell program was a popular choice among students anticipating an ATAR of 95 or higher, with almost 60% of students selecting either the ‘global scholar’ or ‘discipline scholar’ option when it was presented. Preferences were approximately evenly divided overall between the two options, though they varied across the different liberal studies degrees.

In light of these results the third column of Table 1 proposes a resolution of open questions concerning liberal studies and specialist degrees in the Next Steps Update paper.

### 3. Professional degrees and options for consideration

Table 2 summarises the University’s current suite of undergraduate professional degrees that provide accredited professional entry qualifications and can be accessed as a commencing Bachelor student. The professional fields are sorted by their pattern of undergraduate and postgraduate offer and the availability of undergraduate double degrees.
Table 2. Entry-to-profession programs at the University of Sydney open to commencing undergraduate students

<table>
<thead>
<tr>
<th>Professional field</th>
<th>Under-graduate and post-graduate study in the field required</th>
<th>Under-graduate option available</th>
<th>Double under-graduate degrees available</th>
<th>Post-graduate option available</th>
<th>Direct admission pathway to PG program for commencing Bachelor students</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral health</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>UG and PG study</td>
<td></td>
<td>Required</td>
<td>Limited options</td>
<td>Required</td>
<td>Limited</td>
</tr>
<tr>
<td>Psychology</td>
<td>Yes</td>
<td>Required</td>
<td>Yes</td>
<td>Required</td>
<td>Yes</td>
</tr>
<tr>
<td>UG or PG (single degree only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Radiography</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Education – Early Childhood</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Education – Primary</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Education – Sec. Aboriginal Studies</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Education – Sec. Hum Mov't &amp; Health</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Music – Music Education</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Exercise Physiology</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Nursing</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>UG or PG (double UG degrees offered)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Social Work</td>
<td>-</td>
<td>Yes</td>
<td>Limited options</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Project Management</td>
<td>-</td>
<td>Yes</td>
<td>Limited options</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>UG or PG (double UG degrees required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education – Secondary</td>
<td>-</td>
<td>Yes</td>
<td>Required</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>Law</td>
<td>-</td>
<td>Yes</td>
<td>Required</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>PG only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Medicine</td>
<td>-</td>
<td>No</td>
<td>-</td>
<td>Yes</td>
<td>Limited</td>
</tr>
<tr>
<td>Medicine</td>
<td>-</td>
<td>No</td>
<td>-</td>
<td>Yes</td>
<td>Limited</td>
</tr>
<tr>
<td>Nutrition and Dietetics</td>
<td>-</td>
<td>No</td>
<td>-</td>
<td>Yes</td>
<td>Limited</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>-</td>
<td>No</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

As the Table shows, in many professional fields, the University provides both undergraduate and graduate pathways, catering for students who make early as well as later decisions to enter a particular professional field. Exceptions include oral health (in the first panel), which is offered only at the undergraduate level, and dental medicine, medicine, nutrition and dietetics, and veterinary medicine (in the last panel), all of which are offered only at the postgraduate level.

In the second panel of the Table are degrees in Architecture and Psychology which have a distinctive requirement for educational experiences at both undergraduate and postgraduate levels. In effect, the professional education model in these two fields is already vertical.

Degrees in the third panel of Table 2 offer single degree qualifications at either undergraduate or postgraduate levels in education and health-related fields. Importantly, none of these degrees are offered in double degree format at present, partly for historical and logistical reasons, but partly also, perhaps, for lack of demonstrable demand at the University of Sydney or elsewhere. While a postgraduate-only model has been adapted for a number of these professional fields at the Universities of Melbourne and Western Australia,

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3 Available for Honours degree pathways
4 This program is currently suspended while a review is being undertaken
5 The current postgraduate option is to complete a Master of Teaching following a Bachelor of Music
there is at present limited appetite at the University of Sydney to move to this model in any of these fields.

Degrees in the fourth panel of the table attract substantial double degree enrolments and therefore warrant further consideration.

For Social Work, a vertically integrated Bachelor of Arts/Master of Social Work (Qualifying) could be contemplated to ensure that students have a good grounding in enabling disciplines and a longer period to develop the capabilities required for social work practice. However, the Bachelor/Master model would require the development of a new version of the Master of Social Work (qualifying) for students with no professional experience, and this would likely be undesirable if the Bachelor of Social Work is to be retained.

Engineering is a more complex case, since it is subject to widely shared and increasingly differentiated international accreditation standards (e.g. at 3-, 4- and 5-year levels), but is also recognised as increasingly important in a wide array of interdisciplinary settings that also involve science, medicine, business, design, humanities and social science disciplines. The educational manifestation of the latter trend at the University of Sydney is the rise in double undergraduate degree enrolments: students clearly value the distinctive capabilities acquired in engineering and other degrees. The educational challenge is to provide an engineering education that meets the distinct range of trajectories that this diversity of enrolments suggests, not least since current student satisfaction indicators suggest that the approach is not yet right. The Faculty of Engineering and IT is also keen to retain an undergraduate degree in engineering. A Bachelor of Engineering/Bachelor of Advanced Studies option could provide a flexible and simple model for addressing some of the double degree need (for example, in the areas of arts, science, business, project management, music, and medical science) but double undergraduate professional degree would need a different solution; options are discussed further below.

In the case of Project Management, a Project Management major in the Bachelor of Advanced Studies has been proposed as an effective and widely accessible double degree model rather than a double degree with the full accredited Bachelor of Project Management program. Such a major could provide a very useful set of capabilities to complement expertise across a wide range of disciplines.

Degrees in the fifth panel of Table 2 are currently offered only in a double degree form. In both cases, the professional discipline takes up a modest part of the curriculum in early parts of the double degree where it is interwoven with education in foundational liberal arts and sciences; in later parts of the curriculum, the professional discipline takes an increasingly dominant role and includes substantial experiential opportunities. From an educational perspective, therefore, it is natural to consider offering the professional degree at Masters level, and to do so in a way that takes advantage of the flexibility of the liberal studies degree to introduce students to the professional discipline early, while ensuring a genuinely postgraduate level of teaching, coursework and assessment in later years of the degree. The SCM is also keen to pursue a Bachelor/Master model for music teaching via the Bachelor of Music.

More generally, the double degree combinations require special consideration. Some of these programs have relatively low enrolments and it may be better to either enable Bachelor/Master enrolments where the Masters program already exists, or encourage sequential Bachelor enrolments with advanced standing in the second degree rather than maintain low enrolment double degree combinations. Other double professional Bachelor degrees have high enrolments and are well-recognised double degree combinations (e.g. BCom/LLB, BCom/BEng, BA/LLB) and there is likely value in their retention, particularly if we can address the concerns that: double degrees do not always challenge students to achieve outcomes at levels of which they should be capable; students can experience disconnection from relevant cohorts; and opportunities for integrative experiences may be absent or limited. There is also the question of Honours in liberal studies fields given the move to embedding
liberal studies Honours programs within the B/BAdvStudies model. If, for example, a student
wishes to complete an honours program in history as well as a law degree, they would need to
complete the equivalent of the BA(History Honours)/BAdvanced Studies as well as an LLB or
JD. It may therefore be most effective to:

- retain the named liberal studies Bachelor/professional Bachelor model for double
degrees without Honours but ensure that the double degree program provides
advanced course and project work in the professional field; and
- offer programs of an additional year in the form of named liberal studies
Bachelor/professional Bachelor/Bachelor of Advanced Studies where a liberal studies
Honours qualification is sought.

In summary, the key open questions concern the fields of Engineering, Law, some streams of
Secondary Education and Project Management and the primary options for resolving each are
as set out in Table 3 below.

Table 3. Options for existing undergraduate entry-to-profession programs at the University of Sydney

<table>
<thead>
<tr>
<th>Professional Field</th>
<th>Double degree options involving entry-to-profession programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>ENG1: Retain UG degree and all existing double degrees ENG2: Retain UG degree and existing double degrees attracting high demand from high achieving students, ensure increasing intellectual demand in engineering across all double degrees, and introduce 6-year BEng(Hons)/named liberal studies Bachelor/BAdvStudies degree (including as part of the Dalyell stream)</td>
</tr>
<tr>
<td>Project Management</td>
<td>PM1: Retain UG degree and all existing double degrees PM2: Retain UG degree and the double degree with engineering and introduce a Project Management major in the B/BAdvStudies model in place of other double UG degrees with Bachelor of Project Management</td>
</tr>
<tr>
<td>Education – Secondary (HASS, Science, Maths)</td>
<td>ED1: Retain UG double degrees with BA and BSc ED2: Replace UG double degrees with BA and BSc by BA/MTeach and BSc/MTeach</td>
</tr>
<tr>
<td>Architecture</td>
<td>DES1: Retain UG DesArch degree and all double degrees in their current form DES2: Retain UG DesArch degree and UG double degrees attracting high demand from high achieving students, and ensure increasing intellectual demand in design in architecture across all double degrees</td>
</tr>
<tr>
<td>Law</td>
<td>LAW1: Retain UG double degrees in their current form LAW2: Retain UG double degrees attracting high demand from high achieving students, ensure increasing intellectual demand in law across all double degrees and introduce a 6-year LLB/named liberal studies Bachelor/BAdvStudies degree (including as part of the Dalyell stream) LAW3: Replace all UG double degrees by Bachelor/JD model</td>
</tr>
</tbody>
</table>

The recent market research tested a number of the above options for Education, Law and
Engineering. As noted earlier, except in the case of Law, double degrees at other universities
were not included in the choice sets used and the results described below are based on
comparing choice of existing degrees in the field among options at selected competitor
universities with choice of future options in the same competitor field.

For Education, the research assessed the impact of replacing double degrees in Education with
Arts and Science by BA/MTeach and BSc/MTeach options. The results were positive overall,
suggesting more students would choose the Sydney options if the existing double degrees with
the Bachelor of Education were replaced by the BA/MTeach and BSc/MTeach models. In
particular, among students with an ATAR of at least 80, an additional 11% of students would
prefer the Sydney Bachelor/Master option (57% in the case of the Bachelor/Master options
compared to 46% for existing degree options). At the individual discipline levels, this pattern
was not uniform but the numbers were small in mathematics and science so it is not clear
whether the variation is meaningful.

For Law, the research assessed the alternative moves to a JD model for law or an
LLB/BAdvStudies model for law combined with liberal studies degrees. The outcomes
suggested that moving away from the current undergraduate double degree offering would have a negative impact on Sydney preferences (preferences in the choice set would drop from 67% to 58% among students who anticipate an ATAR of at least 99) but, importantly, it would still be the program of choice, even with the inclusion of double degree forms from a primary competitor. Of the two new Sydney options offered (a Bachelor/JD model or an LLB/BAdvStudies model), a majority of students with anticipated ATAR of 99 or more preferred the Bachelor/JD model. If the Bachelor/JD model is to be adopted and its educational benefits are to be realised, considerable effort would clearly be needed to assure stakeholders of the ongoing and ideally enhanced quality of the Bachelor/JD offering. In particular, given that the reputation of the law program would continue to be dependent on the quality of applicants it could attract, it would be vital to ensure that the degree remains very attractive to well-qualified applicants. Of course, the current level of attractiveness of combined law at Sydney provides a strong foundation for successful change, even though it may be contributing to the high observed levels of conservative response to alternative models.

In the case of Engineering, the market research assessed replacing double degrees with a liberal studies degree by a single double degree with the Bachelor of Advanced Studies. For students with an anticipated ATAR of 90 or higher the change from the existing combined engineering/liberal studies degrees to engineering/advanced studies was a change in preference for Sydney from 59% to 52% (a shift of -7%); for students with an anticipated ATAR of 95 or higher, the shift was larger at -11% (a change from 64% preferring Sydney to 53%). In the latter case, there was a shift of 8% to a Bachelor/Master model at an interstate university and a smaller shift to a traditional undergraduate offering at a primary competitor university.

The research suggests caution in adopting the double undergraduate professional degree/Bachelor of Advanced Studies model for law and engineering, though it is important to note that, in these two cases, there was no reference in the market research to advanced coursework or additional project work (as in the case of liberal studies degree combinations) nor to the Dalyell program for high achieving students. Indeed, it is likely that the positive impact of the Bachelor of Advanced Studies in the context of liberal studies degrees can be attributed to the features of the double degree combination rather than the name of the new degree. If that is so, then the outcomes for the cases of law and engineering are not surprising. This also underpins the design challenge associated with options ENG2, DES2 and LAW2 in Table 3 that double degrees should be structured to achieve 24 credit points of advanced coursework work including at least 12 credit points of project work in the professional field. This design would likely be very attractive to high achieving students and, in practice, may yield educational outcomes closer to the Bachelor/Master model.

4. Recommendation

As noted earlier, any decision concerning vertical Bachelor/Master degrees is contingent on agreement by the federal government to move places in the relevant disciplines from undergraduate to graduate level. The Department of Education has agreed to work with the University to ensure any proposal is ready for consideration by the Government after the July federal election, but there is no guarantee that a decision can be made quickly. It is unlikely, therefore, that any new vertically integrated Bachelor/Master degrees could be introduced before 2019 and it is therefore proposed to continue to offer in 2018 the existing double degree programs in education and law that attract high enrolments by well-qualified applicants. In the meantime, it is recommended that we continue to explore the vertically integrated Bachelor/Master model where it is of interest.

Given this discussion, the proposed undergraduate profile is as set out in Table 4.
Table 4. Proposed undergraduate degree profile 2018, including designated streams

<table>
<thead>
<tr>
<th>Liberal studies degrees (arts, commerce and science)</th>
<th>Specialist degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>Bachelor of Design Computing</td>
</tr>
<tr>
<td>*Bachelor of Arts/Bachelor of Advanced Studies</td>
<td>Bachelor of Design Computing/BAdvancedStudies</td>
</tr>
<tr>
<td>• International and Global Studies</td>
<td>Bachelor of Economics</td>
</tr>
<tr>
<td>• Media and Communications</td>
<td>Bachelor of Economics/BAdvancedStudies</td>
</tr>
<tr>
<td>• Politics and International Relations</td>
<td>*Bachelor of Music</td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td>• Composition</td>
</tr>
<tr>
<td>Bachelor of Commerce/Bachelor of Advanced Studies</td>
<td>• Performance</td>
</tr>
<tr>
<td>Bachelor of Liberal Arts and Sciences*</td>
<td>*Bachelor of Music/BAdvancedStudies</td>
</tr>
<tr>
<td>*Bachelor of Science</td>
<td>• Composition</td>
</tr>
<tr>
<td>• Exercise and Sport Science (from 2019)</td>
<td>• Performance</td>
</tr>
<tr>
<td>• Health</td>
<td>Bachelor of Visual Arts*</td>
</tr>
<tr>
<td>*Bachelor of Science/Bachelor of Advanced Studies</td>
<td>Bachelor of Visual Arts/BAdvancedStudies</td>
</tr>
<tr>
<td>• Agriculture</td>
<td>Dow to be phased out at a time to be decided</td>
</tr>
<tr>
<td>• Animal and Veterinary Bioscience</td>
<td>Subject to discussions concerning SCA</td>
</tr>
<tr>
<td>• Exercise and Sport Science (from 2019)</td>
<td>Degrees in computing are the subject of a current Faculty of Engineering &amp; IT review</td>
</tr>
<tr>
<td>• Food and Agribusiness</td>
<td>**Combined Bachelor of Engineering (Honours)</td>
</tr>
<tr>
<td>• Health</td>
<td>• Aeronautical</td>
</tr>
<tr>
<td>• Medical Science</td>
<td>• Biomedical</td>
</tr>
<tr>
<td>*Bachelor of Science/ Bachelor of Advanced Studies</td>
<td>• Chemical and Biomolecular</td>
</tr>
<tr>
<td>• Exercise and Sport Science (from 2019)</td>
<td>• Civil</td>
</tr>
<tr>
<td>• Health</td>
<td>• Electrical</td>
</tr>
<tr>
<td>• Medical Science</td>
<td>• Flexible First Year</td>
</tr>
<tr>
<td>• To-be-named</td>
<td>• Mechanical</td>
</tr>
<tr>
<td>Dalyell stream (for AdvancedStudies combinations)</td>
<td>• Mechatronic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional degrees</th>
<th>Professional degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science</td>
<td>**Combined Bachelor of Engineering (Honours)</td>
</tr>
<tr>
<td>• Exercise Physiology</td>
<td>• Aeronautical</td>
</tr>
<tr>
<td>• Diagnostic Radiography</td>
<td>• Biomedical</td>
</tr>
<tr>
<td>• Occupational Therapy</td>
<td>• Chemical and Biomolecular</td>
</tr>
<tr>
<td>• Physiotherapy</td>
<td>• Civil</td>
</tr>
<tr>
<td>• Speech Pathology</td>
<td>• Electrical</td>
</tr>
<tr>
<td>Bachelor of Architecture and Environments</td>
<td>• Flexible First Year</td>
</tr>
<tr>
<td>Bachelor of Design in Architecture</td>
<td>• Mechanical</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>• Mechatronic</td>
</tr>
<tr>
<td>• Early Childhood</td>
<td>• Software</td>
</tr>
<tr>
<td>• Primary</td>
<td>• With Advanced Engineering</td>
</tr>
<tr>
<td>• Secondary: Aboriginal Studies</td>
<td>• With Space Engineering major</td>
</tr>
<tr>
<td>• Secondary: Human Movement &amp; Health Ed</td>
<td>**Combined Law</td>
</tr>
<tr>
<td>Bachelor of Education/Bachelor of Arts</td>
<td>*Bachelor of Music</td>
</tr>
<tr>
<td>• Humanities and Social Science</td>
<td>• Music Education</td>
</tr>
<tr>
<td>Bachelor of Education/Bachelor of Science</td>
<td>Bachelor of Nursing (Advanced Studies)</td>
</tr>
<tr>
<td>• Secondary: Mathematics</td>
<td>Bachelor of Oral Health</td>
</tr>
<tr>
<td>• Secondary: Science</td>
<td>Bachelor of Pharmacy</td>
</tr>
<tr>
<td>*The degree is offered in stand alone form as well as in the designated streams</td>
<td>Bachelor of Pharmacy and Management</td>
</tr>
<tr>
<td>**Combined programs offer the single degree and/or a short list of double undergraduate degree options: law and engineering with each of arts, commerce, science, plus economics/law, engineering/project management, engineering/design in architecture, arts/social work</td>
<td>Bachelor of Psychology</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Professional Computing*</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Project Management</td>
</tr>
<tr>
<td></td>
<td>• Built Environment</td>
</tr>
<tr>
<td></td>
<td>• Civil Engineering Science</td>
</tr>
<tr>
<td></td>
<td>• Software Engineering Science</td>
</tr>
<tr>
<td></td>
<td>**Combined Social Work</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Veterinary Biology/DVM</td>
</tr>
</tbody>
</table>

There are a few matters still under final discussion:

- The way in which the Dalyell stream portrays options in the area of mathematics and languages;
- Final agreement on the proposed form of the media and communications offering;

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6 To be phased out at a time to be decided
7 Subject to discussions concerning SCA
8 Degrees in computing are the subject of a current Faculty of Engineering & IT review
• The name of the stream of the Bachelor of Science that will replace the Bachelor of Science (Advanced) stream;
• Finalisation of nomenclature and form for the degree in computing; and
• Finalisation of the form of existing vertical degree pathways to Medicine, Dental Medicine, Nursing and Nutrition and Dietetics.

It should be noted that existing vertical pathways to the Doctor of Medicine, Doctor of Dental Medicine, Master of Nutrition and Dietetics and Master of Nursing are proposed to continue but will reflect the changes proposed here to the undergraduate component of the pathway.

Subject to resolution of the issues just listed, SEG endorsed, in principle, at its meeting on July 7, 2016:

(a) the resolutions to propositions in the April 2016 Next Steps paper proposed in the final column of Table 1 (with a 2019 start date for the Exercise and Sport Science stream in Science, given timing of the move of Health Sciences to Camperdown);
(b) options ENG2, PM2, ED1, DES2, LAW2 in Table 3 from 2018;
(c) further exploration of options ED2 and LAW3 for possible adoption from 2019; and
(d) the 2018 undergraduate profile summarised in Table 4.

Recommendation. It is recommended that Academic Board and its committees note the endorsement, in principle, by SEG of the 2018 undergraduate degree profile presented in Table 4, subject to final resolution of the set of issues listed above.

The degree profile comprises: 23 single undergraduate degrees (4 in liberal arts and sciences, 4 specialist and 15 professional); the Bachelor of Advanced Studies which can only be taken as part of a combined degree; and a total of 19 combined degree options (9 with the BAdvStudies, including the Dalyell streams, and 10 others). These 42 options are constructed from 24 constituent undergraduate degrees.

5. Next steps

The next step is to prepare course proposals for the new programs for approval by the Academic Board by December 2016. It is anticipated that the course proposals will begin proceeding through the usual approval pathways from September 2016.
RECOMMENDATION

That the Undergraduate Graduate Studies Committee note the update on the Bachelor of Engineering Honours course amendment proposal.

EXECUTIVE SUMMARY

At its 15 June meeting, the Undergraduate Studies Committee approved in principle the Faculty of Engineering and IT proposal to change honours grading in the Bachelor of Engineering Honours and combined degrees and the related proposal to delete the Bachelor of Engineering and combined degrees.

This approval was subject to:

i) further discussion with the Director, Education Strategy to ensure changes to the Coursework Policy 2014 are consistent with the most current version endorsed by the Academic Standards and Policy Committee (ASPC) on 8 June and;

ii) approval from ASPC regarding the proposed Coursework Policy 2014 changes

The attached proposal was submitted to the 20 July ASPC meeting. ASPC made a recommendation for a minor change to Section 14 of the course resolutions which the faculty representative agreed to make before submission of the final proposal to the 17 August Academic Board for approval.
**RECOMMENDATION**

*That the Academic Standards and Policy Committee recommend that Academic Board approve the amendment of the clauses relating to honours in the Coursework Policy 2014 to allow for the awarding of third class honours in programs with integrated honours, to take effect from 1 January, 2017.*

**EXECUTIVE SUMMARY**

The Faculty of Engineering and Information Technologies proposes to bring the University’s Bachelor of Engineering programs into alignment with the practice across the sector, where all graduates from 4-year Bachelor of Engineering programs (and the associated combined degrees) are awarded an AQF8 qualification.

Engineers Australia (the external body responsible for accrediting professional engineering degrees) has indicated they will no longer accredit AQF7 (non-honours) programs. Sydney University is now the only institution in the country that does not recognise all 4-year undergraduate engineering programs as AQF8 (something currently prohibited by our Coursework Policy).

The proposed policy amendment will allow awarding of third class honours in programs with integrated honours. To not make this change would severely undermine the ongoing viability of the Engineering programs.

A version of this proposal was presented to and supported by the 15 June meeting of the Undergraduate Studies Committee, subject to further discussion with the Director, Education Strategy to ensure that proposed changes to the Coursework Policy 2014 are consistent with the most current version endorsed by the Academic Standards and Policy Committee on 8 June, and approval from the Academic Standards and Policy Committee regarding the proposed Coursework Policy 2014 changes. These changes are now presented to the Committee for consideration, as outlined on pages 5-8 below.
Amendment Proposal

Faculty: Engineering and Information Technologies

Contact person: Prof David Lowe x15653, Christine Lacey x40678

1. Name of award course
   Bachelor of Engineering Honours
   Bachelor of Engineering

2. Purpose of proposal

   This proposal modifies the honours grading within the (AQF8) Bachelor of Engineering Honours degree program (and associated combined degree programs), in order to bring them into alignment with all other undergraduate professional Engineering programs within Australia, and ensure that the programs can remain accredited by the relevant professional industry body: Engineers Australia.

   Associated with this change are a number of ancillary changes: (1) An amendment to the University Coursework policy to allow the required change to the BEHons programs; (2) The removal of the associated (AQF7) Bachelor of Engineering (i.e. non-honours) programs, as these are no longer viable nor necessary.

3. Details of amendment

   Background

   Australian Engineering courses are externally accredited by various professional engineering bodies, with the most significant body being Engineers Australia (EA). EA bases its accreditation of professional engineering programs (including all 4-year BE programs) on their Stage 1 Competency Standards.

   Subsequent to the approval of the revisions to the AQF in 2011, EA wrote to all Australian Deans of Engineering. In this letter they indicated that their evaluation of the new AQF level descriptors resulted in the conclusion that the Stage 1 competency standards were consistent with the AQF Level 8 descriptors. They acknowledged in a subsequent letter that:

   The Accreditation Board anticipates that a program designed to meet AQF Level 8 will also meet the EA Stage 1 Competency Standards for the Professional Engineer. It may be that a four year AQF Level 7 program will meet EA Stage 1 Competency if the program is structured to ensure that all the elements of the EA Stage 1 Competency Standards for Professional Engineers are met. Engineers Australia will therefore consider for accreditation a four year AQF Level 7 program at the level of Professional Engineer.

   Despite the comment regarding recognition of AQF7 programs a majority of Australian Universities moved to reclassify their 4-year BE degrees as AQF8, and hence changed the title of the degree awarded to all graduates from these programs to Bachelor of Engineering Honours.

   During 2013 the Faculty of Engineering and IT investigated how it would respond to this situation. It became apparent that a proposal to bring our Engineering programs into alignment with those elsewhere – where all BE degree graduates were awarded an AQF8 Honours degree – would be unlikely to be approved by Academic Board. As an alternative, the Faculty proposed, and had approved, an approach based on introducing parallel BE programs – one a BEHons program with a requirement for completion consistent with the previous honours requirements, and the other a BE program, identical except for the absence of that requirement. Students are admitted into the BEHons degree, but if they do not achieve the required honours WAM then they graduate from the BE program. Whilst not ideal, this
approach provided an acceptable compromise position which has been in place since the 2014 commencing cohort.

In late 2015 EA again wrote to the Deans of Engineering. In this letter (see attachment 7) they indicated that they would no longer be accrediting, at the level of professional engineer, any AQF7 programs.

In order to help avoid potential confusion for all stakeholders in an already complex landscape, it is planned that from 2017 the Accreditation Board will no longer consider for accreditation, four year programs for Professional Engineer at AQF Level 7. Any Professional Engineer programs currently accredited at AQF Level 7 not planned for phasing out will be required to have a transition plan to AQF Level 8 or accreditation will be terminated.

This issue has been discussed at length with Engineers Australia. They have advised us that they will not be changing their position on this issue, and that all remaining Engineering departments within Australia have indicated that they have moved (or are in the processing of finalising a move) to have all 4-year Engineering programs to be Bachelor of Engineering Honours programs, with all graduates awarded an AQF8 Honours degree.

This would leave Sydney University as the only University in Australia with AQF7 Bachelor of Engineering programs, and would mean that a significant proportion of graduates from our 4-year Engineering degrees (and associated combined degrees) would graduate from non-accredited programs1. Such a situation would be catastrophic to the Engineering programs offered by the University of Sydney.

**Details of proposal**

It is proposed to bring the University’s Bachelor of Engineering programs into alignment with the practice across the sector, where all graduates from 4-year Bachelor of Engineering programs (and the associated combined degrees) are awarded an AQF8 qualification.

Consideration has been given to the labelling of the Bachelor of Engineering Honours degree for those students who do not meet the requirements that exist within the current degree resolutions (i.e. who fall below the current threshold for 2nd class honours). Attachment 6 lists the current award levels for a representative sample of other Australian BEHons programs, with the two dominant patterns being:

- Remain silent: i.e.
  - Bachelor of Engineering Honours, Class 1
  - Bachelor of Engineering Honours, Class 2A
  - Bachelor of Engineering Honours, Class 2B
  - Bachelor of Engineering Honours

- Award 3rd class honours: i.e.
  - Bachelor of Engineering Honours, Class 1
  - Bachelor of Engineering Honours, Class 2A
  - Bachelor of Engineering Honours, Class 2B
  - Bachelor of Engineering Honours, Class 3

It is suggested that the former approach (i.e. remaining silent) is potentially open to misinterpretation regarding the level of award for students whose testamur does not list an honours level. The latter approach is more common, and appears to have been adopted by two third or more of institutions, and hence is the approach we are proposing to adopt at Sydney.

This will require the following changes (with detailed outlined in the attachments):

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1 The proportion of students who currently graduate without honours varies from program to program but in 2015, taken across all BE programs, approximately 20% gained first class honours, 30% gained second class honours, and just over 50% were not awarded honours.

BE Hons – AQF8 Amendments
1. **Proposed changes to Coursework policy (see Attachment 1)**
   The proposed changes amend clauses 94 and 97. The change to clause 94 provide clarification regarding interpretation of the phrase “special proficiency” as it relates to honours degrees, and aims to ensure that it is consistent with the awarding of AQF8 honours degrees.
   The change to clause 97 allows the awarding of 3rd class honours to graduates from the AQF8 Bachelor of Engineering Honours programs who have a WAM below that currently required for 2nd class honours.

2. **Proposed changes to Senate Resolutions (see Attachment 2)**
   These changes remove the current AQF7 (non-Honours) Bachelor of Engineering program and associated combined degree programs.

3. **Proposed changes to Faculty Resolutions (see Attachment 3)**
   Removes references to the (non-Honours) Bachelor of Engineering programs and ensure that all references are to the Bachelor of Engineering Honours programs.

4. **Proposed changes to BE Hons degree resolutions (see Attachment 4)**
   **Proposed changes to BE Combined degree resolutions (see Attachment 5)**
   Removes references to the (non-Honours) Bachelor of Engineering programs and ensure that all references are to the Bachelor of Engineering Honours programs. Amends the requirements for Honours so that students who complete the degree with a WAM below the current threshold for 2nd class honours are awarded third class honours.

4. **Transitional arrangements**
   (as outlined in attachments)

5. **Other relevant information**

6. **Signature of Dean**
**Attachment 1: Proposed changes to Coursework Policy 2014**

**Part 19 Awards with honours**

93 Admission to an award course with honours

(1) On the recommendation of the relevant Head of Department, a Dean may admit a student to an appended honours course, if the student has:

(a) met the requirements for a pass degree in the course;
(b) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
(c) met any additional requirements set by the faculty resolutions or award course resolutions for admission to honours in the course.

(2) On the recommendation of the relevant Head of Department, a Dean may admit a student to an integrated honours course:

(a) if the student has:
   (i) met the requirements for a pass degree in the course;
   (ii) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate units of study (excluding any 1000-level units if the course is available on a full-time basis to high school graduates); and
   (iii) met any additional requirements set out by the faculty resolutions or award course resolutions; or

(b) from the commencement of the award course if:
   (i) the Academic Board has approved the award course as one that meets the learning outcomes of an AQF Level 8 honours qualification; and
   (ii) the award course resolutions incorporate explicit requirements for completion of the award course that are consistent with the awarding of honours as prescribed in this Policy.

(3) On the recommendation of the relevant Heads of Departments that offer and administer the proposed honours courses, a Dean may admit a student to honours or double honours in a combined degree with the Bachelor of Advanced Studies if the student has:

(a) completed:
   (i) 144 credit points in the combined degree program;
   (ii) a Liberal Studies undergraduate degree program at the University; or
   (iii) a program of study deemed by the relevant Heads of Departments to be the equivalent of such study;

(b) achieved a weighted average mark of at least 65, as specified in the award course resolutions, in the first three years (144 credit points) of the combined degree;

(c) completed:
   (i) requirements for a major in the intended area of honours specialisations; or
   (ii) study of equivalent depth in the intended area as set out in the award course resolutions; and

(d) met any additional requirements for admission to the honours courses set by the faculty or school and approved by the Academic Board.

(4) A student who is enrolled in an appended honours course:

(a) may not graduate with the pass degree; and
5 (b) may not enrol part-time except in accordance with the award course resolutions.

(5) A student who fails or discontinues an appended honours year may not re-enrol in it, except with the approval of the Dean.

94 Principles for the award of honours

The principles for the University’s offering degrees with honours are:

(a) the award of honours is reserved to indicate special proficiency;
(b) the University offers courses leading to a degree with honours to provide research training opportunities to students who demonstrate special proficiency and the ability to undertake further study and research within a discipline;
(c) a course leading to a degree with honours is intended to attract and stimulate students of high ability;
(d) honours awards are in classes, to recognise and reward outstanding academic ability;
(e) an honours course:
   (i) will provide the foundations of research training within the relevant discipline; and
   (ii) will have an identifiable, discipline-specific individual research, scholarly or creative component that is allocated at least 12 credit points; and
(f) the assessment tasks for research units of study will comprise, at least in part, a dissertation.

95 Qualifying for an award with honours

(1) To qualify for an award with honours, a student must meet the requirements set out in the faculty resolutions and award course resolutions.

(2) The award of a degree with honours, and the grade of honours awarded, will be assessed and calculated according to two mechanisms:

(a) for appended honours and for honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies - by an honours mark; or
(b) for integrated honours - by a grade average calculated across at least 48 credit points of study.

(3) Each faculty will publish the grading systems and criteria for the award of honours in that faculty.

96 Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)

(1) This clause applies to:

(a) an appended honours course; and

(b) an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.

(2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.
A student who achieves an honours mark in the range … will be awarded honours …

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.

**97 Determining honours awards for appended honours and integrated honours (using a 96+ credit point average)**

(1) This clause applies to an integrated honours course where, under the award course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>50 ≤ honours mark &lt; 65</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) The award course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

(4) A student who achieves a mark of less than 65 is not awarded honours may be awarded Third Class honours where this has been specified as available under the course resolutions.

**97A Determining honours awards on the basis of an embedded honours component in a combined degree with the Bachelor of Advanced Studies**

(1) This clause applies to honours taken as an embedded component in a combined degree with the Bachelor of Advanced Studies.

(2) Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the basis of completion of an honours component embedded within the combined degree.

(3) The requirements for embedded honours in a combined degree with the Bachelor of Advanced Studies will be specified in the combined award course resolutions, and will require the completion of an honours component comprising:

   (a) 36-48 credit points of 4000-level work at honours level, including an honours research project of 12–36 credit points included in the 4000-level work; and

   (b) honours coursework of 12-36 credit points.

(4) A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

(5) The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of:
(a) 36-48 credit points as set out in subclause 97A(3); and
(b) the requirements for the combined degree as set out in the award course resolutions.

(6) The honours mark will be:
(a) calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course; and
(b) based on results from 36-48 credit points of work as specified in subclause 97A(3).

(7) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(8) A student who achieves a mark of less than 65 is not awarded honours.

(9) The honours mark for a student in a combined degree with the Bachelor of Advanced Studies will be determined by the faculty that administers the honours course in the discipline in which it is taken. The faculty administering the student’s candidature will award honours on the basis of the mark determined by the faculty administering the honours course.

(10) Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the name of the honours component would replace the major indicated in brackets next to the appropriate degree in the nomenclature for the combined degree.

(a) Where the completed honours component is normally available in the partner degree to the Bachelor of Advanced Studies the nomenclature for the combined award should indicate the honours component in brackets attached to the partner degree as in the following example: Bachelor of Science (Mathematics Honours)/Bachelor of Advanced Studies (Philosophy).

(b) Where the completed honours component is not normally available in the partner degree to the Bachelor of Advanced Studies, the nomenclature for the combined award should indicate the honours component in brackets attached to the Bachelor of Advanced Studies as in the following example: Bachelor of Science (Mathematics)/Bachelor of Advanced Studies (Philosophy Honours).

(c) Where double honours is completed, the nomenclature for the combined award should indicate the honours component in brackets attached to both awards as in the following example: Bachelor of Science (Mathematics Honours)/Bachelor of Advanced Studies (Philosophy Honours).
Attachment 2: Proposed changes to Senate resolutions

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Engineering and Information Technologies

(1) With the exception of the Doctor of Engineering and the Doctor of Philosophy, The Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Engineering and Information Technologies. The Doctor of Engineering and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2017. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHENGINE</td>
<td>Doctor of Engineering</td>
<td>DEng</td>
<td>Published work</td>
</tr>
<tr>
<td>RPHHDENG</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMFPHLENG</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>MAENGINE</td>
<td>Master of Engineering</td>
<td>ME</td>
<td>72</td>
</tr>
<tr>
<td>MAINFTEC</td>
<td>Master of Information Technology</td>
<td>MIT</td>
<td>72</td>
</tr>
<tr>
<td>MAINFTMG</td>
<td>Master of Information Technology Management</td>
<td>MITM</td>
<td>72</td>
</tr>
<tr>
<td>MAHLTCIN</td>
<td>Master of Health Technology Innovation</td>
<td>MHTI</td>
<td>96</td>
</tr>
<tr>
<td>MADATASC</td>
<td>Master of Data Science</td>
<td>MDS</td>
<td>48</td>
</tr>
<tr>
<td>MAPROFEN</td>
<td>Master of Professional Engineering</td>
<td>MPE(Aerospace)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MPE(Biomedical)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MPE(Chemical &amp; Biomolecular)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>MPE(Civil)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
<td>MPE(Electrical)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Fluids Engineering</td>
<td>MPE(Fluids)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Geomechanical Engineering</td>
<td>MPE(Geo)</td>
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<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>MPE(Mechanical)</td>
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</tr>
<tr>
<td></td>
<td>Power Engineering</td>
<td>MPE(Power)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Software Engineering</td>
<td>MPE(Software)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Structural Engineering</td>
<td>MPE(Structural)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Telecommunications Engineering</td>
<td>MPE(Telecoms)</td>
<td>144</td>
</tr>
<tr>
<td>MAPRJMGT</td>
<td>Master of Project Management</td>
<td>MPM</td>
<td>72</td>
</tr>
<tr>
<td>MAPRJLEA</td>
<td>Master of Project Leadership</td>
<td>MPL</td>
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</table>

BE Hons – AQF8 Amendments
<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology*</td>
<td>BCST(ComputerScience)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
<td>BCST(ComputerScience)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>BCST(InformationSystems)</td>
<td>144</td>
</tr>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology (Advanced)*</td>
<td>BCST(Adv)(ComputerScience)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
<td>BCST(Adv)(ComputerScience)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>BCST(Adv)(InformationSystems)</td>
<td>144</td>
</tr>
<tr>
<td>BUENGINE</td>
<td>Bachelor of Engineering^</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aeronautical Engineering</td>
<td>BE(Aeronautical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Biomedical Engineering</td>
<td>BE(Biomedical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Chemical and Biomolecular Engineering</td>
<td>BE(Chemical &amp; Biomolecular)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>BE(Civil)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
<td>BE(Electrical)</td>
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<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>BE(Mechanical)</td>
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</tr>
<tr>
<td></td>
<td>Mechatronic Engineering</td>
<td>BE(Mechatronic)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Software Engineering</td>
<td>BE(Software)</td>
<td>192</td>
</tr>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aeronautical Engineering</td>
<td>BEHons(Aeronautical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Biomedical Engineering</td>
<td>BEHons(Biomedical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Chemical and Biomolecular Engineering</td>
<td>BEHons(Chemical and Biomolecular)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>BEHons(Civil)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
<td>BEHons(Electrical)</td>
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<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>BEHons(Mechanical)</td>
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<td></td>
<td>Mechatronic Engineering</td>
<td>BEHons(Mechatronic)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Software Engineering</td>
<td>BEHons(Software)</td>
<td>192</td>
</tr>
<tr>
<td>BPENCHBM</td>
<td>Bachelor of Project Management</td>
<td>BPM</td>
<td>144</td>
</tr>
<tr>
<td>BPPRMCES</td>
<td>Bachelor of Project Management (Civil Engineering Science)</td>
<td>BPM(Civil Engineering Science)</td>
<td>144</td>
</tr>
<tr>
<td>BPPRMSSES</td>
<td>Bachelor of Project Management (Software)</td>
<td>BPM(Software)</td>
<td>144</td>
</tr>
<tr>
<td>BPPRMBEN</td>
<td>Bachelor of Project Management (Built Environment)</td>
<td>BPM(Built Environment)</td>
<td>144</td>
</tr>
<tr>
<td>BPINFTEC</td>
<td>Bachelor of Information Technology^</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Computer Science</td>
<td>BIT(ComputerScience)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>BIT(InformationSystems)</td>
<td>192</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study.
*may be awarded with honours in an integrated program

### 3 Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE Hons – AQF8 Amendments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Course title</td>
<td>Abbreviation</td>
<td>Credit points</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>MAINFITM</td>
<td>Master of Information Technology/Master of Information Technology Management</td>
<td>MIT/MITM</td>
<td>96</td>
</tr>
<tr>
<td>BPENGART</td>
<td>Bachelor of Engineering/Bachelor of Arts*</td>
<td>BE/BA</td>
<td>240</td>
</tr>
<tr>
<td>BPENGCOM</td>
<td>Bachelor of Engineering/Bachelor of Commerce*</td>
<td>BE/BCom</td>
<td>240</td>
</tr>
<tr>
<td>BPENGDAR</td>
<td>Bachelor of Engineering/Bachelor of Design in Architecture*</td>
<td>BE/BDesArch</td>
<td>240</td>
</tr>
<tr>
<td>BUENGLAW</td>
<td>Bachelor of Engineering/Bachelor of Laws*</td>
<td>BE/LLB</td>
<td>288</td>
</tr>
<tr>
<td>BPENGMSC</td>
<td>Bachelor of Engineering/Bachelor of Medical Science*</td>
<td>BE/BMedSci</td>
<td>240</td>
</tr>
<tr>
<td>BPENGSCI</td>
<td>Bachelor of Engineering/Bachelor of Science*</td>
<td>BE/BSc</td>
<td>240</td>
</tr>
<tr>
<td>BHENGART</td>
<td>Bachelor of Engineering Honours/Bachelor of Arts</td>
<td>BEHons/BA</td>
<td>240</td>
</tr>
<tr>
<td>BHENGCOM</td>
<td>Bachelor of Engineering Honours/Bachelor of Commerce</td>
<td>BEHons/BCom</td>
<td>240</td>
</tr>
<tr>
<td>BHENGDAR</td>
<td>Bachelor of Engineering Honours/Bachelor of Design in Architecture</td>
<td>BEHons/BDesArch</td>
<td>240</td>
</tr>
<tr>
<td>BHENGLAW</td>
<td>Bachelor of Engineering Honours/Bachelor of Laws</td>
<td>BEHons/LLB</td>
<td>288</td>
</tr>
<tr>
<td>BHENGMSC</td>
<td>Bachelor of Engineering Honours/Bachelor of Medical Science</td>
<td>BEHons/BMedSci</td>
<td>240</td>
</tr>
<tr>
<td>BHENGSCI</td>
<td>Bachelor of Engineering Honours/Bachelor of Science</td>
<td>BEHons/BSc</td>
<td>240</td>
</tr>
<tr>
<td>BPITCART</td>
<td>Bachelor of Information Technology/Bachelor of Arts*</td>
<td>BIT/BA</td>
<td>240</td>
</tr>
<tr>
<td>BPITCCOM</td>
<td>Bachelor of Information Technology/Bachelor of Commerce*</td>
<td>BIT/BCom</td>
<td>240</td>
</tr>
<tr>
<td>BPITCLAW</td>
<td>Bachelor of Information Technology/Bachelor of Laws*</td>
<td>BIT/LLB</td>
<td>288</td>
</tr>
<tr>
<td>BPITCMSC</td>
<td>Bachelor of Information Technology/Bachelor of Medical Science*</td>
<td>BIT/BMedSc</td>
<td>240</td>
</tr>
<tr>
<td>BPITCSCI</td>
<td>Bachelor of Information Technology/Bachelor of Science*</td>
<td>BIT/BSc</td>
<td>240</td>
</tr>
<tr>
<td>BPENGPRM</td>
<td>Bachelor of Engineering/Bachelor of Project Management*</td>
<td>BE/BPM</td>
<td>240</td>
</tr>
<tr>
<td>BHENGPRM</td>
<td>Bachelor of Engineering Honours/Bachelor of Project Management*</td>
<td>BEHons/BPM</td>
<td>240</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study
*may be awarded with honours in an integrated program

### 4 Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNCOMPUT</td>
<td>Graduate Diploma in Computing</td>
<td>GradDipComp</td>
<td>60</td>
</tr>
<tr>
<td>GENGINE</td>
<td>Graduate Diploma in Engineering</td>
<td>GradDipEng</td>
<td>36</td>
</tr>
<tr>
<td>GNENPROF</td>
<td>Graduate Diploma in Engineering (Professional Engineering) (Last in take 2013)</td>
<td>GradDipEng(ProfEng)</td>
<td>48</td>
</tr>
<tr>
<td>GNINFTEC</td>
<td>Graduate Diploma in Information Technology</td>
<td>GradDipIT</td>
<td>48</td>
</tr>
<tr>
<td>Code</td>
<td>Course title</td>
<td>Abbreviation</td>
<td>Credit points</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>GNINFTMG</td>
<td>Graduate Diploma in Information Technology Management</td>
<td>GradDipITM</td>
<td>48</td>
</tr>
<tr>
<td>GNPRJMGT</td>
<td>Graduate Diploma in Project Management</td>
<td>GradDipPM</td>
<td>36</td>
</tr>
<tr>
<td>GNPRJLEA</td>
<td>Graduate Diploma in Project Leadership</td>
<td>GradDipPL</td>
<td>36</td>
</tr>
<tr>
<td>GNHLTCIN</td>
<td>Graduate Diploma in Health Technology Innovation</td>
<td>GradDipHTI</td>
<td>60</td>
</tr>
</tbody>
</table>

### 5 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCENGINE</td>
<td>Graduate Certificate in Engineering</td>
<td>GradCertEng</td>
<td>24</td>
</tr>
<tr>
<td>GCINFTEC</td>
<td>Graduate Certificate in Information Technology</td>
<td>GradCertIT</td>
<td>24</td>
</tr>
<tr>
<td>GCINFTMG</td>
<td>Graduate Certificate in Information Technology Management</td>
<td>GradCertITM</td>
<td>24</td>
</tr>
<tr>
<td>GCDATAASC</td>
<td>Graduate Certificate in Data Science</td>
<td>GradCertDS</td>
<td>24</td>
</tr>
<tr>
<td>GCPRJMGT</td>
<td>Graduate Certificate in Project Management</td>
<td>GradCertPM</td>
<td>24</td>
</tr>
<tr>
<td>GCPRJLEA</td>
<td>Graduate Certificate in Project Leadership</td>
<td>GradCertPL</td>
<td>24</td>
</tr>
</tbody>
</table>
Attachment 3: Proposed changes to Faculty resolutions

Resolutions of the Faculty of Engineering and Information Technologies for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the "Coursework Rule"), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course Enrolment

Terminology: In the following resolutions, all reference to the Bachelor of Engineering degree applies to both the Bachelor of Engineering and Bachelor of Engineering Honours, except where otherwise indicated.

1 Enrolment Restrictions

(1) Except where explicitly listed in a Faculty recommended program of enrolment, or with the permission of the Dean or delegate, an undergraduate student shall satisfy the following enrolment requirements.

(a) No more than 26 credit points in either semester one or two;
(b) No more than 12 credit points in the summer session and 6 credit points in the winter session;
(c) A student may enrol only:
   (i) in level 1000 units of study during their first year;
   (ii) in level 1000 or 2000 units of study during their second year;
(d) A student shall enrol in lower year level core units of study as a priority above any higher year level units of study irrespective of meeting any prerequisite requirements of the higher year units.

2 Transferring Between Streams or Degrees

(1) Students admitted to specific postgraduate degrees or streams wishing to transfer between degrees or streams managed by the Faculty need to apply to the Faculty and obtain the approval of the Dean (or delegate). Students will be assessed based on their progress in their current degree or stream and must be able to show that they meet the criteria that apply to commencing students.

3 Time Limits

(1) Except where specific course resolutions specify alternative requirements, the following conditions must be met:

(a) A student must complete all the requirements for a coursework doctorate, within ten calendar years of first enrolment;
(b) A student must complete all the requirements for a combined BEHons, single or combined BIT, and BCST within ten calendar years of first enrolment;
(c) A student must complete all the requirements for a single (non combined) BEHons or BPM within the lesser of 16 enrolled semesters or ten calendar years of first enrolment;
(d) A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment; completing in a minimum of 1 semester and a maximum of 4 semesters
(e) A student must complete all the requirements for a graduate diploma within four calendar years of first enrolment; completing in a minimum of 2 semesters and a maximum of 6 semesters
(f) A student must complete all the requirements for a master's degree within six calendar years of first enrolment; completing in a minimum of 2 semesters and a maximum of 8 semesters.

(2) Periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time may exceed 10 years from first enrolment.

(3) Credit will not be granted for prior learning older than 10 years at the time of first enrolment.

4 Suspension, Discontinuation and Lapse of Candidature

The Coursework Rule specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students seeking to suspend, discontinue or apply for a return to candidature after a lapse must apply to the Dean of Engineering and Information Technologies or their delegate for permission, supplying detailed reasons and evidence to support the request.

5 Credit for Previous Study

(1) Conditions for the granting of credit for previous study are in accordance with the Coursework Rule, except:

BE Hons – AQF8 Amendments
(a) the maximum credit that may be granted to the Bachelor of Engineering Honours degree, Bachelor of Engineering Honours combined degrees, Bachelor of Information Technology degree or Bachelor of Information Technology combined degrees is 96 credit points;
(b) the maximum credit that may be granted to the Bachelor of Computer Science and Technology or Bachelor of Science and Technology(Advanced) or Bachelor of Project Management is 48 credit points; and
(c) credit for prior learning at the University of Sydney at postgraduate level may be given subject to the approval of the Faculty and to the following conditions:
(i) where no award has been conferred, credit may be transferred in full to the Graduate Diploma and Master degree;
(ii) if an award has been conferred credit to a limit of 12 credit points may be transferred.
(d) credit for prior learning at postgraduate level at an external institution recognised by the University of Sydney may be granted as follows:
(i) where no award has been conferred credit to a maximum of 50 percent of the degree may be approved, provided units of study have been completed at credit average and are equivalent to units of study offered under the degree being taken;
(ii) where an award has been conferred credit to a maximum of 12 credit points may be approved provided units of study have been completed at credit average and are equivalent to units of study offered under the degree being taken;
(iii) credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment.
(e) where Course resolutions make other specifications.
(f) that credit must not be awarded where it would result in less than 50% of the course being undertaken at the University of Sydney.

Part 2: Unit of Study Enrolment

6 Cross-institutional Study

(1) Provided permission has been obtained in advance, the Dean (or delegate) may permit a student to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
(a) the resolutions of the student's course of enrolment do not specifically exclude cross-institutional study; and either
(b) the unit of study content is not taught in any corresponding unit of study at the University; or
(c) the student is unable, for good reason, to attend a corresponding unit of study at the University.

7 International Exchange

The Faculty encourages students to participate in international exchange programs, except where specified otherwise in the resolutions for a particular course. Students must apply to the Head of the relevant School of Engineering and Information Technologies to obtain approval for their planned enrolment while on exchange. This guarantees that the units completed externally will be correctly matched to the core requirements of their Course. International exchange must not exceed 12 months / 48cp and must not be approved where it would result in less than 50% of the normal course requirements being completed at the University of Sydney.

Part 3: Studying and Assessment

8 Attendance

(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study. 
(2) Students are expected to attend a minimum of 90 percent of timetabled activities for a unit of study, unless granted exemption by the Dean or Head of School most concerned. The Dean or Head of School most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90 percent.

9 Special Consideration for Illness, Injury or Misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy and procedures.

10 Concessional Pass

In this Faculty the grade PCON (Concessional Pass) is not awarded.

11 Re-assessment

The Faculty does not offer opportunities for re-assessment other than on the grounds of approved special consideration.
Part 4: Progression, Results and Graduation

12 Satisfactory Progress

The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

13 Award of the Bachelor’s Degree with Honours

Honours is available to students as either appended honours or integrated honours. Admission, requirements and award for the honours courses are in accordance with the relevant course resolutions.

14 Faculty of Engineering and Information Technologies Specific Weighted Average Mark Indicators.

(1) The Weighted Average Mark (WAM) is calculated by the formula:

\[
WAM = \frac{\sum (CP_i \times Mi)}{\sum CP_i}
\]

where
(a) \( CP_i \) is the number of credit points for the unit of study.
(b) \( Mi \) is the mark achieved for the unit of study.

(2) The Engineering Integrated Honours Weighted Average Mark (EIHWAM) is calculated by the formula:

\[
EIHWAM = \frac{\sum (Wi \times CP_i \times Mi)}{\sum (Wi \times CP_i)}
\]

where
(a) \( Wi \) is the weighting given by 0 for 1000 level units of study, 2 for 2000 level units, 3 for 3000 level units and 4 for 4000 level or above units. Thesis units of study are given a double weighting of 8.
(b) \( CP_i \) is the number of credit points for the unit of study.
(c) \( Mi \) is the mark achieved for the unit of study.

All attempts at units of study are included except for: units of study assessed on a pass/fail basis; units of study with a grade of DNFDC; and credited units of study from other institutions. The mark used for units of study with a grade of AF or DF is zero. For combined degree students, only units of study within the Bachelor of Engineering tables are included.

(3) The Engineering Integrated Honours Weighted Average Mark (EIHWAM) is calculated using the same formula as the EWAM in Clause 14.1 with the additional condition that thesis units of study are given a double weighting of 8.

15 University Medal

A student who has qualified for the award with first class honours and has an EIHWAM of 85 or above, and who has demonstrated excellence in their honours thesis will be considered for the award of a University Medal. The Medal is awarded at the discretion of the Dean or relevant Associate Dean, after the recommendation of the relevant Head of School, to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule.

Part 5: Other

16 Transitional Provisions

(1) These resolutions apply to students who commenced their candidature on or after 1 January, 2016.
(2) Students who commenced prior to 1 January, 2016 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.

BE Hons – AQF8 Amendments
Attachment 4: Proposed changes to BE Hons degree resolutions

Bachelor of Engineering Honours

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

Terminology: In the following resolutions, all references to the Bachelor of Engineering degree apply to both the Bachelor of Engineering and Bachelor of Engineering Honours degrees, except where otherwise indicated.

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
</tr>
<tr>
<td>BUENGINE</td>
<td>Bachelor of Engineering</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

The attendance pattern for this course is full-time or part-time. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

(1) The Bachelor of Engineering Honours is available in the following streams:

(a) School of Aerospace, Mechanical and Mechatronic Engineering
   (i) Aeronautical Engineering
   (ii) Mechanical Engineering
   (iii) Mechatronic Engineering
   (iv) Biomedical Engineering

(b) School of Chemical and Biomolecular Engineering
   (i) Chemical and Biomolecular Engineering

(c) School of Civil Engineering
   (i) Civil Engineering

(d) School of Electrical and Information Engineering
   (i) Electrical Engineering
   (v) Software Engineering

(2) Completion of a stream is a requirement of the course.

(3) Students may apply to change streams by direct application to the Faculty Office. Approval is required from the relevant Associate Dean (or his/her delegate) for any case. Students will be assessed based on the Flexible First Year average mark criteria but will also be required to show that they have met progression requirements in their current degree or stream as specified by the school and that they will able to complete the new stream in the normal time period.

(4) Flexible First Year
   (a) Undergraduate students entering first year of the Engineering courses in Semester 1 may apply to undertake the Flexible First Year program, instead of choosing a particular stream.
   (b) The Flexible First Year Program is listed in the Flexible First Year Table. At the end of Semester 1 Students may transfer into approved streams as defined in the following clause, or may choose to continue in the Flexible First Year Program for Semester 2, though Semester 2 units may or may not count towards their course, depending on the final choice of stream.

BE Hons – AQF8 Amendments
(c) Those students who have met the requirements for first year entry (ATAR cut-off or equivalent) into a particular Engineering program will be guaranteed approval to transfer into that program even though they chose the Flexible First Year Program. Students who did not meet the first year entry requirements for specific streams, but subsequently attained average marks in the Flexible First Year Program that met or surpassed the specified requirements for those streams will also be eligible to apply for transfer into those streams. The transfer requirements will be approved by the Dean or nominee. These conditions will also apply for combined degree candidates.

4 Admission to Candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

5 Requirements for Award

(1) The units of study that may be taken for the course are set out in the Bachelor of Engineering Honours Flexible First Year Table of units of study, the Bachelor of Engineering Honours Core Table, the Bachelor of Engineering Honours Stream Core Tables, and the Bachelor of Engineering Honours Stream Specialist Tables of units of study for the specialised stream in the degree.

(2) To qualify for the award of the Bachelor of Engineering Honours degree, a candidate must:
(a) successfully complete 192 credit points comprising:
(i) A minimum of 36 credit points from the Engineering Core Table, including all required units;
(ii) A minimum of 108 credit points from the Engineering Stream Table pertaining to the specialist stream being undertaken, including all required units;
(iii) A minimum of 48 credit points of additional units from the Engineering Stream Specialist Table pertaining to the specialist stream being undertaken, including satisfying any additional requirements specified for the Specialist Table;
and
(b) have an EWAM of at least 65 immediately prior to the semester in which a thesis unit of study is first attempted; and
(c) complete the requirements within a time limit of 5 years for a single Bachelor of Engineering Honours degree or complete the requirements within a time limit of 6 years for a Bachelor of Engineering Honours combined degree.

(3) Candidates who satisfy Clause 5.2(a), but who have not satisfied all of clauses 5.2(b), 5.2(c) and 5.2(d), will qualify for the award of the Bachelor of Engineering degree (i.e. the pass degree, awarded without honours).

(4) The class of Honours will be determined by the EIHWAM.

(5) In exceptional circumstances, the Dean may vary the conditions for the award of Honours after seeking the advice of the relevant Head of School.

6 Level of Honours Awarded

(1) The Bachelor of Engineering Honours degree is awarded in classes ranging from First Class to Second Class, Division Two, Third Class. The various classes of Honours are awarded on the basis of a candidate’s EIHWAM.

<table>
<thead>
<tr>
<th>Description</th>
<th>HWAM Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>75 &lt;= EIHWAM</td>
</tr>
<tr>
<td>Honours Class II  (Division 1)</td>
<td>70 &lt;= EIHWAM &lt;75</td>
</tr>
<tr>
<td>Honours Class II  (Division 2)</td>
<td>65 &lt;= EIHWAM &lt;70</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>EIHWAM &lt;65</td>
</tr>
</tbody>
</table>

7 Majors

(1) There is no requirement to complete a major.

(2) Availability of Majors:
(a) Except where otherwise specified in the details of a specific major, a major will be available to all students who satisfy the requirements of that major. The availability of the major does not however mean that the units of study listed in the table for the major (or required prerequisite units of study) will be available to all students, or that students in all streams will have sufficient free electives to complete the required units.

(b) Students can be awarded multiple majors where those majors are available without the limits specified in clause (2)(a) and where they satisfy the requirements for those majors. When completing multiple majors, no unit may be counted towards satisfying the requirements of more than one major.

(c) Students cannot be awarded a major that has a title directly associated with the name of their stream.

BE Hons – AQF8 Amendments
(d) Students are eligible to attempt the Space Engineering major based on either a separate and specific admission pathway or on application at the end of any calendar year having achieved an AAM approved by the Dean or nominee. There are no restrictions on students attempting majors other than the Space Engineering major.

(3) A major requires:
(a) the completion of 24 credit points chosen from units of study listed in the table for that major;
(b) satisfying any additional requirements specified for the major, and listed with the table of units for the major;
(c) the completion of a thesis project that has been approved by the Head of School (or delegate) as relevant to the topic of the major.

(4) The majors available are:
(a) Chemical Engineering
(b) Computer Engineering
(c) Construction Management
(d) Electrical Engineering
(e) Environmental Engineering
(f) Geotechnical Engineering
(g) Information Technology
(h) Materials
(i) Mechanical Engineering
(j) Mechatronic Engineering
(k) Power Engineering
(l) Space Engineering
(m) Structures
(n) Telecommunications Engineering
(o) Transport Engineering

8 Transitional Provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2016 and students who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions will take effect from 1 January 2017.
(2) Candidates who commenced prior to 1 January, 2016 2017 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes: or
(b) where approved by the Faculty, elect to proceed under these resolution provided appropriate programs of study can be identified.
Attachment 5: Proposed changes to BE combined degree resolutions

BACHELOR OF ENGINEERING HONOURS COMBINED DEGREES

Bachelor of Engineering Honours and Bachelor of Arts
Bachelor of Engineering Honours and Bachelor of Arts

Bachelor of Engineering Honours and Bachelor of Commerce
Bachelor of Engineering and Bachelor of Commerce

Bachelor of Engineering Honours and Bachelor of Design in Architecture
Bachelor of Engineering and Bachelor of Design in Architecture

Bachelor of Engineering Honours and Bachelor of Laws
Bachelor of Engineering and Bachelor of Laws

Bachelor of Engineering Honours and Bachelor of Medical Science
Bachelor of Engineering and Bachelor of Medical Science

Bachelor of Engineering Honours and Bachelor of Music Studies
Bachelor of Engineering and Bachelor of Music Studies

Bachelor of Engineering Honours and Bachelor of Project Management
Bachelor of Engineering and Bachelor of Project Management

Bachelor of Engineering Honours and Bachelor of Science
Bachelor of Engineering and Bachelor of Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course Resolutions

Terminology
In the following resolutions, all reference to the Bachelor of Engineering degree apply to both the Bachelor of Engineering and Bachelor of Engineering Honours degrees, except where otherwise indicated.

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHENGART</td>
<td>Bachelor of Engineering Honours and Bachelor of Arts</td>
</tr>
<tr>
<td>BENGART</td>
<td>Bachelor of Engineering and Bachelor of Arts</td>
</tr>
<tr>
<td>BHENGCOM</td>
<td>Bachelor of Engineering Honours and Bachelor of Commerce</td>
</tr>
<tr>
<td>BENGCOM</td>
<td>Bachelor of Engineering and Bachelor of Commerce</td>
</tr>
<tr>
<td>BHENGDAR</td>
<td>Bachelor of Engineering Honours and Bachelor of Design in Architecture</td>
</tr>
</tbody>
</table>

BE Hons – AQF8 Amendments
<table>
<thead>
<tr>
<th>Program Code</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENGAR</td>
<td>Bachelor of Engineering and Bachelor of Design in Architecture</td>
</tr>
<tr>
<td>BHENGLAW</td>
<td>Bachelor of Engineering Honours and Bachelor of Laws</td>
</tr>
<tr>
<td>BENGLAW</td>
<td>Bachelor of Engineering and Bachelor of Laws</td>
</tr>
<tr>
<td>BHENGMSC</td>
<td>Bachelor of Engineering Honours and Bachelor of Medical Science</td>
</tr>
<tr>
<td>BENGMSC</td>
<td>Bachelor of Engineering and Bachelor of Medical Science</td>
</tr>
<tr>
<td>BHENGPRM</td>
<td>Bachelor of Engineering Honours and Bachelor of Project Management</td>
</tr>
<tr>
<td>BENGPRM</td>
<td>Bachelor of Engineering and Bachelor of Project Management</td>
</tr>
<tr>
<td>BHENGSCI</td>
<td>Bachelor of Engineering Honours and Bachelor of Science</td>
</tr>
<tr>
<td>BENGSCI</td>
<td>Bachelor of Engineering and Bachelor of Science</td>
</tr>
</tbody>
</table>

**2 Attendance Pattern**

1. The attendance pattern for the following programs is full-time only. The attendance pattern for all other Bachelor of Engineering Honours combined courses is full time or part time.
   a. Bachelor of Engineering and Bachelor of Design in Architecture
   b. Bachelor of Engineering Honours and Bachelor of Design in Architecture
   c. Bachelor of Engineering and Bachelor of Laws
   d. Bachelor of Engineering Honours and Bachelor of Laws

2. Part time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

**3 Streams**

1. Completion of a stream is a requirement of the Bachelor of Engineering Honours and students in combined degrees are subject to the stream requirements in the Bachelor of Engineering Honours course resolutions.
2. Students in the Bachelor of Engineering Honours combined degrees can change the stream of the BEHons portion of their combined degree in accordance with the same requirements specified in the Bachelor of Engineering Honours resolutions.
3. Flexible First Year
   a. Students gaining entry to any of the Bachelor of Engineering Honours combined degrees may also choose to undertake the Flexible First Year program under the same requirements as specified in the Bachelor of Engineering Honours resolutions.
4. Within the Bachelor of Engineering Honours and Bachelor of Design in Architecture and the Bachelor of Engineering Honours and Bachelor of Design in Architecture, the Bachelor of Engineering Honours is available only in the Civil Engineering stream. For all other Bachelor of Engineering Honours combined degrees, the streams available for the Bachelor of Engineering Honours are listed under the course resolution for the Bachelor of Engineering Honours.

5. The Bachelor of Science degree is available in the following streams:
   a. Advanced
   b. Advanced Mathematics
   Completion of a stream is not a requirement of the Bachelor of Science. Candidates wishing to transfer between streams should contact the Faculty of Science student office.
6. The Bachelor of Music Studies is available in the following streams:
   a. Composition
   b. Contemporary Music Practice
   c. Musicology
   d. Performance
   Completion of a stream is a requirement of the Bachelor of Music Studies.

**4 Cross-Faculty Management**

*BE Hons – AQF8 Amendments*
(1) Candidates in the combined Engineering and Law courses will be under the general supervision of the Faculty of Engineering and Information Technologies until the end of the semester in which they complete the requirements for the Bachelor of Engineering Honours. They will then be under the supervision of the Faculty of Law. Candidates in all other combined degree programs will be under the general supervision of the Faculty of Engineering and Information Technologies for the duration of the combined program.

(2) The Dean of the Faculty of Engineering and Information Technologies and the Dean of the Faculty hosting the associated combined degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to Candidature

(1) Admission to these degrees is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

(2) Admission to the Bachelor of Engineering Honours and Bachelor of Music Studies will, in addition to the above, require the applicant to complete a music skills test or jazz aptitude test and:

(a) Principal Study in Composition, to submit three compositions in different performance media which should represent their present level of achievement as composers, and to attend an interview;

(b) Principal Study in Contemporary Music Practice, to submit a portfolio with original work; song(s) or composition(s) in any genre that demonstrates a high level of creative potential and technical ability, and to attend an interview;

(c) Principal Study in Musicology, to present an example of recent work and to attend an interview;

(d) Principal Study in Performance, to undertake a practical audition in their nominated instrument or in voice.

The results of this process will form part of the ranking of applicants.

6 Requirements for Award

(1) To qualify for the award of the combined degree:

(a) For all Bachelor of Engineering Honours combined degrees except the Bachelor of Engineering Honours and Bachelor of Laws, a candidate must complete 240 credit points and satisfy any additional requirements specified in the following clauses.

(b) For the Bachelor of Engineering Honours and Bachelor of Laws combined degree, a candidate must complete 288 credit points and any additional requirements specified in the following clauses.

(c) Where the requirements specified in the following clauses account for less than the total required credit, candidates must complete additional units of study (not including general electives) from the relevant Bachelor of Engineering Honours specialist stream table subject to any conditions specified in that table as may be necessary to satisfy the requirements of the degree.

(2) For the Bachelor of Engineering Honours component of a combined degree:

(a) The units of study that may be taken for the Bachelor of Engineering Honours component of the combined degree are set out in the tables of units of study for the Bachelor of Engineering Honours single degree;

(b) Except where varied by other clauses of these resolutions, all candidates must complete a minimum of 144 credit points comprising:

(i) 36cp from the Engineering Core Table, including all required units;

(ii) 108cp from the Engineering Stream Core Table pertaining to the specialist stream being undertaken, including all required units;

(c) The Faculty Board may approve, based on appropriate academic justification, a list of approved unit alternatives. These alternatives specify, for particular Engineering stream / combined degree combinations, units within the normal requirements for the Bachelor of Engineering Honours component of the combined degree that can be replaced by specified alternative units that would form part of the normal program for single degree students in that stream.

(3) For the Bachelor of Arts component of a combined degree:

(a) The units of study that may be taken are set out in Table A from the Faculty of Arts and Social Sciences Tables of units of study.

(b) Candidates must complete a total of 84 credit points from Table A, including:

(i) a major from Table A

(ii) a minimum of 54 credit points of 2000/3000 level units of study.

(4) For the Bachelor of Commerce component of a combined degree:

(a) The units of study that may be taken are set out in the Tables of Undergraduate Units of Study from The University of Sydney Business School.

(b) Candidates must complete 96 credit points of units of study selected from the Table of Undergraduate Units of Study from The University of Sydney Business School including:

(i) 36 credit points of core units of study (30 junior credit points and six senior credit points); and

(ii) a major; and

(iii) at least 48 credit points of 2000 and/or 3000 level units of study.

(5) For the Bachelor of Science component of a combined degree:

(a) The units of study that may be taken are listed in Table 1 from the Faculty of Science.

BE Hons – AQF8 Amendments
(b) Candidates must complete 96 credit points of Science units of study, including at least one major in a Science subject area.
(c) Candidates completing the Bachelor of Science in the Advanced or the Advanced Mathematics stream must include as part of the above requirements:
(i) a minimum of 54 credit points of intermediate or senior Science units of study, of which at least 36 credit points shall be completed at either the Advanced level or as Talented Student Program (TSP) units of study; and
(ii) a minimum of 24 credit points of senior Science units of study at either the Advanced level or as TSP units in a single Science subject area.

(6) For the Bachelor of Design in Architecture component of a combined degree:
(a) Candidates must complete 96 credit points of units of study from the Bachelor of Engineering Honours (Civil) and Bachelor of Design in Architecture - Architecture Table.

(7) For the Bachelor of Laws component of a combined degree:
(a) The units of study that may be taken are set out in the Faculty of Law Undergraduate Table.
(b) Candidates must complete 144 credit points of Law units of study taken from the Faculty of Law Undergraduate Table, comprising:
(i) 102 credit points of compulsory units of study; and
(ii) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.

(8) For the Bachelor of Medical Science component of a combined degree:
(a) The units of study that may be taken are listed in Table IV for the Bachelor of Medical Science from the Faculty of Science.
(b) The mathematics requirement for the Bachelor of Engineering Honours component of the combined degree will also satisfy the mathematics requirements for the Bachelor of Medical Science component.
(c) Candidates must complete 96 credit points of units including:
(i) A minimum of 24 credit points from junior Science units of study, including:
   12 credit points from Chemistry; and
   MBLG1001/1901/1991 Introductory Molecular Biology and Genetics; and
   6 credit points of Junior Biology;
(ii) 48 credit points from intermediate Science units of study, comprising:
   36 credit points of BMED240X units from Table IV(B) for the Bachelor of Medical Science; and
   MBLG2071/2971 Molecular Biology and Genomics; and
   MBLG2072/2972 Genetics and Genomics.
(iii) A minimum of 24 credit points of senior Science units of study selected from the Bachelor of Medical Science Table IV (C).

(9) For the Bachelor of Project Management component of a combined degree:
(a) Candidates must complete the core and elective units of study as set out in the Bachelor of Project Management Unit of Study Table.

(10) For the Bachelor of Music Studies component of a combined degree:
(a) Candidates must complete 96 credit points from the Conservatorium of Music, and reach the minimum levels of achievement as set out in the table below:

(i) Performance

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Principal Study 1-6</td>
</tr>
<tr>
<td>Performance</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and analysis 1-4 and Aural Perception 1-4; or Jazz Music Skills 1-4; or Music Fundamentals 1-2.</td>
</tr>
<tr>
<td>Analysis, history, and</td>
<td>18</td>
<td>At least 12 credit points from Foundation units.</td>
</tr>
<tr>
<td>culture studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii) Composition

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Principal Study 1-6</td>
</tr>
<tr>
<td>Composition</td>
<td>18</td>
<td>Instrumentation &amp; Orchestration; New Music, New Thinking; or Electroacoustic Music 1&amp; 2; Composer</td>
</tr>
</tbody>
</table>
### Performer Workshop 1

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>6</td>
<td>6 credit points Ensemble or 6 credit points Composition Through Improvisation</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>18 credit points of music theory and aural skills; Creative Music Technology; Sound Recording Fundamentals</td>
</tr>
<tr>
<td>Analysis, history and culture studies</td>
<td>12</td>
<td>Comp Techniques: Number &amp; Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comp Techniques: Tonality &amp; Process</td>
</tr>
</tbody>
</table>

### (iii) Musicology

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>6 credit points of Historical Studies; 6 credit points of Ethnographic Studies; 6 credit points in Analytical Studies; 18 credit points in senior Musicology Studies.</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4; or Jazz Music Skills 1-4; or Music Fundamentals 1-2.</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>24</td>
<td>At least 24 credit points of Foundation units</td>
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<tr>
<td>Performance</td>
<td>12</td>
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</table>

### (iv) Contemporary Music Practice

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Contemporary Music Practice 1-6</td>
</tr>
<tr>
<td>Contemporary Music Studies</td>
<td>18</td>
<td>12 credit points in popular music units</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Fundamentals of Music 1, 2, and 3, 18 credit points in Harmony &amp; Analysis, Aural Perception, or Jazz Music Skills units; 6 credit points in Music Technology</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>12</td>
<td>Sounds, Screens, Speakers, New Music, New Thinking</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### 7 Majors and Principal Studies

(1) For the Bachelor of Engineering Honours component of a combined degree:
(a) The conditions for awarding of a major, and the majors available, are the same as for the Bachelor of Engineering Honours degree.
(b) Where a candidate wishes to complete a major, and that major requires completion of additional credit points beyond the standard requirements, then such enrolment will be allowed for the first major to be completed, up to 24cp in total, provided the candidate utilises all allowed elective components in satisfying the requirements of the major.

(2) For the Bachelor of Arts component of a combined degree:
(a) completion of a Table A major is a requirement. The list of Table A majors is specified in the resolutions of the Faculty of Arts and Social Sciences.

(3) For the Bachelor of Science component of a combined degree:

**BE Hons – AQF8 Amendments**
(a) completion of at least one major is a requirement. The list of majors available in the Bachelor of Science is specified in the course resolutions for the Bachelor of Science.

(4) For the Bachelor of Medical Science component of a combined degree:
(a) If the senior Science units of study completed by a candidate form a Science Table 1 major, the candidate shall have that major recorded on the Bachelor of Medical Science testamur at the completion of the degree.

(5) For the Bachelor of Commerce component of a combined degree:
(a) completion of a major is a requirement. The majors available and requirements are outlined in the resolutions for the Bachelor of Commerce.

8 Requirements for Honours

(1) Honours is available to candidates and is as defined for the constituent single degrees.
(2) Requirements for awarding of Honours is as defined in the course resolutions for the constituent single degrees.

9 Award of the Degrees

(1) Candidates will be awarded a separate testamur for each degree completed.
(2) The award grades, and the criteria for the grades, are as defined in the resolutions for the constituent single degrees.
(3) Candidates who do not meet the requirements for the award of the Bachelor of Engineering Honours but who have otherwise satisfied the requirements of the Bachelor of Engineering shall graduate with the Bachelor of Engineering pass degree.
(4) Candidates for the award of the Bachelor of Arts (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Arts pass degree.
(5) Candidates for the award of the Bachelor of Commerce (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Commerce pass degree.
(6) Candidates for the award of the Bachelor of Design in Architecture (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Design in Architecture pass degree.
(7) The Bachelor of Laws can be awarded in the grades of either Pass or Honours. Honours in the Bachelor of Laws is awarded in First Class or Second Class in accordance with the resolutions of the Bachelor of Laws.
(8) Candidates for the award of the Bachelor of Medical Science (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Medical Science pass degree.
(9) Candidates for the award of the Bachelor of Science (Honours) who do not meet the requirements, and who have not already graduated, will be awarded Bachelor of Science pass degree.

10 Course Transfer

(1) For the Bachelor of Engineering Honours combined with Bachelor of Arts, Bachelor of Science, Bachelor of Design in Architecture, Bachelor of Project Management, and Bachelor of Medical Science, a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the associated combined degree in accordance with the resolutions governing that degree.
(2) For the Bachelor of Engineering Honours combined with Bachelor of Laws, a candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Engineering, by written application to the Faculty of Engineering and Information Technologies, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.
(3) For the Bachelor of Engineering Honours combined with Bachelor of Commerce a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the Bachelor of Commerce in accordance with the resolutions governing that degree. Transfer from a combined degree to the Bachelor of Commerce is also conditional on the student having met the entry requirements of the Bachelor of Commerce in force at the time of their enrolment in the combined degree.
(4) Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

11 Progression Rules

(1) General progression rules for the combined degrees are covered by the resolutions of the Faculty of Engineering and Information Technologies.
(2) Candidates in a combined Science program with a stream in either Science (Advanced) or Science (Advanced Mathematics):
(a) are required to maintain a minimum average mark of 65 in all intermediate and senior units of study in Science subject areas in each year of enrolment. Failure to maintain the required average will result in candidates being transferred to the Bachelor of Engineering Honours and Bachelor of Science without stream in their next year of enrolment with full credit for the units of study completed.
(b) who fail to achieve an average mark of 65 across all Science units of study attempted in their final year but have otherwise completed all the requirements of the degree will be awarded the Bachelor of Science.
(3) Candidates in a combined law program:
(a) must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study;
(b) who fail to achieve an average mark of 65 across all Science units of study attempted in their final year but have otherwise completed all the requirements of the degree will be awarded the Bachelor of Science.
(c) except with permission of the Dean of the Faculty of Law, candidates must complete the requirements for the Bachelor of Engineering Honours before proceeding to Year Five of the Bachelor of Laws.

12 Transitional Provisions

(1) These resolutions apply to students who commenced their candidature on or after 1 January, 2016 2017.
(2) Students who commenced their candidature prior to 1 January, 2016 2017 may:
  (a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
  (b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
(3) Notwithstanding sub-rule (2), the admission and award requirement for Honours in the Bachelor of Laws will be determined according to the transitional provisions in rule 11 of the Resolutions for the Bachelor of Laws.
## Attachment 6: Engineering Honours calculations at other institutions

The following table describes the level of honours awarded for Engineering Honours programs at other Australian Universities. Note that “silent” means that the testamur does not indicate an honours level.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Class 1</th>
<th>Class 2A</th>
<th>Class 2B</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcastle</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Silent</td>
</tr>
<tr>
<td>Wollongong</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Silent</td>
</tr>
<tr>
<td>ANU</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Class 3</td>
</tr>
<tr>
<td>Monash</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Pass</td>
</tr>
<tr>
<td>UNSW (#1)</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Silent</td>
</tr>
<tr>
<td>Curtin</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Class 3</td>
</tr>
<tr>
<td>RMIT</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Class 3</td>
</tr>
<tr>
<td>Federation</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Class 3</td>
</tr>
<tr>
<td>Edith Cowan</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Class 3</td>
</tr>
<tr>
<td>UQ</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Class 3A</td>
</tr>
<tr>
<td>UTasmania</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Class 3B</td>
</tr>
<tr>
<td>SCU</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
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</tr>
<tr>
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<td>Class 2A</td>
<td>Class 2B</td>
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</tr>
<tr>
<td>USQ</td>
<td>Class 1</td>
<td>Class 2A</td>
<td>Class 2B</td>
<td>Class 3</td>
</tr>
</tbody>
</table>

### Notes:

1. For UNSW, honours class 1, 2A, 2B require a thesis mark of $\geq 65.0$
2. For CQU, level of honours based only on final year courses only
Attachment 7: Letters from Engineers Australia

24 August 2015

Australian Council of Engineering Deans
Attention: Professor Doug Hargreaves, Executive Officer

Dear ACED Member

Re: Professional Engineer programs at AQF Level 7

Consequent to the implementation of the Australian Qualifications Framework (AQF) in 2015, the Accreditation Board of Engineers Australia (EA) has been considering its accreditation policy for the long term in relation to Professional Engineer and Engineering Technologist levels.

To assist education providers move to the new AQF, and in the context of its implementation phase, the Accreditation Board provided a letter (11 September 2013, attached) outlining its approach to accreditation of programs at the level of Professional Engineer at AQF Levels 7 and 8. In that letter, it was stated that:

"Analysis of the AQF requirements has demonstrated that there is alignment between the AQF Level 5 Bachelor Honours Degree requirements and the EA Stage 1 Competency Standards for Professional Engineer, AQF Level 7 for Engineering Technologist and AQF Level 6 for Engineering Associate. The Accreditation Board anticipates that a program designed to meet AQF Level 8 will also meet the EA Stage 1 Competency Standards for the Professional Engineer. It may be that a four year AQF Level 7 program will meet EA Stage 1 Competency if the program is structured to ensure that all the elements of the EA Stage 1 Competency Standards for Professional Engineers are met. Engineers Australia will therefore consider for accreditation a four year AQF Level 7 program at the level of Professional Engineer."

Now that almost all universities have settled their implementation approach and are transitioning their four year engineering programs to AQF Level 8, the Accreditation Board advises its longer term position regarding four year programs at AQF Level 7. In order to help avoid potential confusion for all stakeholders in an already complex landscape, it is planned that from 2017 the Accreditation Board will no longer consider for accreditation, four year programs for Professional Engineer at AQF Level 7. Any Professional Engineer programs currently accredited at AQF Level 7 not planned for phasing out will be required to have a transition plan to AQF Level 8 or accreditation will be terminated.

Please do not hesitate to contact me if you have any questions in relation to this matter.

Yours sincerely,

Lincoln A Wood PhD FIEAust CPEng
National Manager Accreditation

cc Chair, Accreditation Board
25 February 2016

Professor David Lowe
Associate Dean (Education)
Faculty of Engineering and Information Technologies
The University of Sydney NSW 2006

Ref. Letter to ACED dated 24 August 2015, regarding accreditation of AQF Level 7 courses at the level of Professional Engineer

Dear David,

Thank you for taking the time to meet with the Chair of the Engineers Australia Accreditation Board (Emeritus Professor Elizabeth Taylor) and myself recently to discuss the referenced letter (above).

Engineers Australia recognises that The University of Sydney has the authority to organise and name its education programs according to its policies and mission, consistent with its responsibility to TEQSA and to the community.

Similarly, Engineers Australia, in maintaining a well-ordered profession, has a responsibility to assure the community that the profession of engineering achieves appropriate professional competency standards, the foundation elements of which are provided by ‘entry to practice’ professional education programs. In the terminology of Engineers Australia, these standards are described as ‘Stage 1 Competency Standards’, representing the competencies required for entry to professional practice. Professional accreditation of engineering education programs is based on these competency standards. Standards are defined at three levels: Professional Engineer, Engineering Technologist and Engineering Associate.

The higher education environment has evolved significantly in recent years, one of the drivers of change being the introduction of the Australian Qualifications Framework (AQF). The AQF has resulted in a period of transition for both universities and the professions. Each university has responded by aligning its education offerings with the AQF in ways that reflect the policies and mission of the organisation. Engineers Australia has also responded by aligning its three professional levels with the AQF levels, doing so in order to maintain the orderliness of the profession. Of particular relevance in the current discussion is the alignment of Professional Engineer Stage 1 Competency Standards with AQF Levels 8 and 9, and the Engineering Technologist Stage 1 Competency Standards with AQF Level 7.
In the engineering business community, AQF Level 7 has settled as the education level for Engineering Technologists, characterised by three year Bachelor education programs. Consequently, in order to avoid potential confusion between the Professional Engineer and Engineering Technologist standards, Engineers Australia has decided to consider all programs offered at AQF Level 7, whether three years or four years, for accreditation at the level of Engineering Technologist. This serves to not only protect the standing of the profession in the eyes of the community, but it also provides clarity and brand protection for all accredited engineering programs in Australia. It is for this reason that, although it is possible that some programs at AQF Level 7 might meet the Professional Engineer Stage 1 Competency Standards, Engineers Australia will only consider them at the level of Engineering Technologist.

I trust that this expanded explanation of our letter of August 2015 is helpful to the university in understanding the position of Engineers Australia in relation to accreditation of programs at AQF Level 7. If you have any further questions, please do not hesitate to contact me.

Best regards,

Lincoln A Wood
National Manager Accreditation, Engineers Australia
Course management template

Use this template to:
- propose a **new course** of study following approval of an EOI
- propose an **amendment to an existing course** of study
- request the **deletion of a course** of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpc@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/ccpc/index.php#meetschd

**For all purposes, please complete these key details:**

<table>
<thead>
<tr>
<th>This submission relates to the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New course</td>
</tr>
<tr>
<td>☐ Amended course</td>
</tr>
<tr>
<td>✗ Deletion of a course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Engineering</td>
</tr>
<tr>
<td>Bachelor of Engineering / Bachelor of Arts</td>
</tr>
<tr>
<td>Bachelor of Engineering / Bachelor of Commerce</td>
</tr>
<tr>
<td>Bachelor of Engineering / Bachelor of Design in Architecture</td>
</tr>
<tr>
<td>Bachelor of Engineering / Bachelor of Medical Science</td>
</tr>
<tr>
<td>Bachelor of Engineering / Bachelor of Science</td>
</tr>
<tr>
<td>Bachelor of Engineering / Bachelor of Project Management</td>
</tr>
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<table>
<thead>
<tr>
<th>School/department</th>
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</thead>
<tbody>
<tr>
<td>Faculty of Engineering and Information Technologies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managing faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor David Lowe</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Name of proponent</th>
</tr>
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<tbody>
<tr>
<td><a href="mailto:David.lowe@sydney.edu.au">David.lowe@sydney.edu.au</a></td>
</tr>
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<table>
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<tr>
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<tbody>
<tr>
<td>9351 5653</td>
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<tr>
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<tr>
<th>Deputy Vice-Chancellor (Education)</th>
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<table>
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<table>
<thead>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Approved by the Academic Board, 3 December 2014**
PART 1: Strategy and marketing analysis

1.1 Strategic purpose (use this space, to a maximum one page)

This course deletion proposal is submitted in conjunction with proposed changes to the grading scheme of the Bachelor of Engineering Honours.

The Faculty of Engineering and Information Technologies proposes to bring the University’s Bachelor of Engineering programs into alignment with the practice across the sector, where all graduates from 4-year Bachelor of Engineering programs (and the associated combined degrees) are awarded an AQF8 qualification. As part of this change, the Bachelor of Engineering degree (awarded without Honours) would be deleted.

1.2 Summary of internal consultation with other faculties and business services units

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No impact on other Faculties</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.7 Course(s) to be closed as a consequence of this proposal (use this space, to a maximum one page)

Bachelor of Engineering
Bachelor of Engineering / Bachelor of Arts
Bachelor of Engineering / Bachelor of Commerce
Bachelor of Engineering / Bachelor of Design in Architecture
Bachelor of Engineering / Bachelor of Laws
Bachelor of Engineering / Bachelor of Medical Science
Bachelor of Engineering / Bachelor of Science
Bachelor of Engineering / Bachelor of Project Management

PART 2: Financial viability analysis

No impact on finance, as the Bachelor of Engineering and associated combined degrees have already been replaced by the Bachelor of Engineering (Honours) for applicants.

PART 3: Course details

| 3.1 Course name: | Bachelor of Engineering
Bachelor of Engineering / Bachelor of Arts
Bachelor of Engineering / Bachelor of Commerce
Bachelor of Engineering / Bachelor of Design in Architecture
Bachelor of Engineering / Bachelor of Laws
Bachelor of Engineering / Bachelor of Medical Science
Bachelor of Engineering / Bachelor of Science
Bachelor of Engineering / Bachelor of Project Management |
| 3.2 Course abbreviation: | BE
BE/BA
BE/BCom
BE/BDesArch
BE/LLB
BE/BMedSci
BE/BSc
BE/BPM |
| 3.3 Start year: | 2017 |
| 3.4 Name of award: | Bachelor of Engineering
Bachelor of Engineering / Bachelor of Arts
Bachelor of Engineering / Bachelor of Commerce
Bachelor of Engineering / Bachelor of Design in Architecture
Bachelor of Engineering / Bachelor of Laws
Bachelor of Engineering / Bachelor of Medical Science
Bachelor of Engineering / Bachelor of Science
Bachelor of Engineering / Bachelor of Project Management |
| 3.5 Combined degree? | ☒ Yes  ☐ No |
3.6 Combined type: (if applicable)
- Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions.
- Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards.
- Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions.

3.7 Honours offered?
- Yes
- No

3.8 Honours type: (if applicable)
- Appended: Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year.
- Integrated: Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course.

3.9 Course group:
- Undergraduate
- Postgraduate coursework
- Postgraduate research

3.25 Articulation pathway (if applicable): N/A

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about the deletion of the course.

- Students admitted to the Bachelor of Engineering (2014 and prior) will continue their candidature under the rules in place at the time of entry. Additional communications not required.

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in train?

- No impact on commencing students or applicants. SRA confirm there are no outstanding applications for the Bachelor of Engineering, as all offers were converted to Bachelor of Engineering (Honours) by end of 2014. Email confirmation at Appendix 4.

PART 4: Admission details
The following information will be used for internal and external publication and marketing purposes.

4.1 Admission pathway:
- UAC
- Direct
- Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)

4.8 Second semester admission
- Yes
- No

4.9 International student admission:
- Yes
- No

PART 5: External registration codes
Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

5.1 CRICOS Code:
- Application pending
- Not applicable

Approved by the Academic Board, 3 December 2014
The Student Centre will apply for a Universities Admissions Centre code on behalf of the University.

PART 7. Learning and teaching

7.12 Resolutions

<table>
<thead>
<tr>
<th>Senate, Faculty and Course Resolutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable</td>
</tr>
</tbody>
</table>

| 7.12.1 Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1 | Yes |
| 7.12.2 Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2 | Yes |
| 7.12.3 Will there be new Resolutions or changes to existing Course Resolutions for the proposed course or amended course? If Yes, complete Appendix 3a or 3b (there are separate Appendices for undergraduate and postgraduate courses) | Yes |

<table>
<thead>
<tr>
<th>Academic dress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolutions of the Senate prescribe the academic dress for graduates including doctors of philosophy and recipients of higher doctorates or professional doctorates, and holders of masters and bachelors degrees and diplomas and certificates. There are general protocols about colours. Under delegated authority from Senate the Registrar approves all aspects of academic dress and proposals must be made in accordance with the Resolutions of the Senate relating to Academic Dress. The Dean of the faculty submits a proposal for academic dress to the Deputy Vice-Chancellor (Registrar) for approval</td>
</tr>
</tbody>
</table>

| 7.12.4 Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar) | No |

<table>
<thead>
<tr>
<th>Transitional arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>If this proposal replaces or amends an existing award course, what transitional arrangements have been made? (e.g. identification of last year of student intake; provision for enrolled students to continue under existing Resolutions etc.). Please include evidence of consultation with currently enrolled students who will be affected by any changes to, or withdrawal of the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.5 Last semester intake under existing Resolutions</th>
<th>Domestic</th>
<th>Sem 2 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.12.6 Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students?</td>
<td>No students are affected.</td>
<td></td>
</tr>
<tr>
<td>7.12.7 For course deletions, advise the last date for enrolments into the existing course</td>
<td>All students entering from Sem 1 2015 have entered the Bachelor of Engineering (Honours) rather than the Bachelor of Engineering.</td>
<td></td>
</tr>
<tr>
<td>7.12.8 For course deletions, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students</td>
<td>No outstanding applications. Email confirmation from SRA at Appendix 4</td>
<td></td>
</tr>
<tr>
<td>7.12.9 For course deletions, outline the provisions in place for students enrolled under existing Resolutions</td>
<td>Students who commenced the course prior to semester 1 2017 will have the option to complete the</td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
|   | requirements in accordance with the resolutions in force at the time of their commencement or to change to the new resolutions. |   |
Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Engineering and Information Technologies

(1) With the exception of the Doctor of Engineering and the Doctor of Philosophy, The Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Engineering and Information Technologies. The Doctor of Engineering and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2016. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHENGINE</td>
<td>Doctor of Engineering</td>
<td>DEng</td>
<td>Published work</td>
</tr>
<tr>
<td>RPPhDENG</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPhLENG</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>MAENGINE</td>
<td>Master of Engineering</td>
<td>ME</td>
<td>72</td>
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<tr>
<td>MAINFTEC</td>
<td>Master of Information Technology</td>
<td>MIT</td>
<td>72</td>
</tr>
<tr>
<td>MAINFTMG</td>
<td>Master of Information Technology Management</td>
<td>MTM</td>
<td>72</td>
</tr>
<tr>
<td>MAHLCIN</td>
<td>Master of Health Technology Innovation</td>
<td>MHTI</td>
<td>96</td>
</tr>
<tr>
<td>MADATASC</td>
<td>Master of Data Science</td>
<td>MDS</td>
<td>48</td>
</tr>
<tr>
<td>MAPROFEN</td>
<td>Master of Professional Engineering</td>
<td>Master of Complex Systems</td>
<td>96</td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>MPE(Aerospace)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>MPE(Biomedical)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Chemical and Biomolecular Engineering</td>
<td>MPE(Chemical &amp; Biomolecular)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>MPE(Civil)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>MPE(Electrical)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Fluids Engineering</td>
<td>MPE(Fluids)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Geomechanical Engineering</td>
<td>MPE(Geo)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>MPE(Mechanical)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Power Engineering</td>
<td>MPE(Power)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Software Engineering</td>
<td>MPE(Software)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Structural Engineering</td>
<td>MPE(Structural)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Telecommunications Engineering</td>
<td>MPE(Telecoms)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>MAPRJMG</td>
<td>Master of Project Management</td>
<td>MPM</td>
<td>72</td>
</tr>
<tr>
<td>MAPRJLEA</td>
<td>Master of Project Leadership</td>
<td>MPL</td>
<td>48</td>
</tr>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology</td>
<td>BCST(ComputerScience)</td>
<td>144</td>
</tr>
<tr>
<td>Information Systems</td>
<td>BCST(InformationSystems)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology (Advanced)</td>
<td>BCST(Adv)(ComputerScience)</td>
<td>144</td>
</tr>
<tr>
<td>Information Systems</td>
<td>BCST(Adv)(InformationSystems)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aerospace Engineering</td>
<td>BE(Aerospace)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>BE(Biomedical)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Chemical and Biomolecular Engineering</td>
<td>BE(Chemical &amp; Biomolecular)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>BE(Civil)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>BE(Electrical)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>BE(Mechanical)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Mechatronic Engineering</td>
<td>BE(Mechatronics)</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Software Engineering</td>
<td>BE(Software)</td>
<td>144</td>
<td></td>
</tr>
</tbody>
</table>
Faculty of Engineering and Information Technologies

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aeronautical Engineering</td>
<td>BEHons(Aeronautical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Biomedical Engineering</td>
<td>BEHons(Biomedical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Chemical and Biomolecular Engineering</td>
<td>BEHons(Chemical and Biomolecular)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering</td>
<td>BEHons(Civil)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering</td>
<td>BEHons(Electrical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>BEHons(Mechanical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Mechatronic Engineering</td>
<td>BEHons(Mechatronic)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Software Engineering</td>
<td>BEHons(Software)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Project Management</td>
<td>BPM</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Project Management (Civil Engineering Science)</td>
<td>BPM(Civil Engineering Science)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Project Management (Software)</td>
<td>BPM(Software)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Project Management (Built Environment)</td>
<td>BPM(Built Environment)</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Information Technology*</td>
<td>BIT(ComputerScience)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>BIT(InformationSystems)</td>
<td>192</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study

3 Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master of Information Technology/Master of Information Technology Management</td>
<td>MIT/MITM</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering/Bachelor of Arts*</td>
<td>BE/BA</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering/Bachelor of Commerce*</td>
<td>BE/BCom</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering/Bachelor of Design in Architecture*</td>
<td>BE/BDesArch</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering/Bachelor of Laws*</td>
<td>BE/LLB</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering/Bachelor of Medical Science*</td>
<td>BE/MBedSci</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering/Bachelor of Science*</td>
<td>BE/BSc</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Arts/Bachelor of Science*</td>
<td>BEHons/BA</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering Honours/Bachelor of Commerce</td>
<td>BEHons/BCom</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering Honours/Bachelor of Design in Architecture</td>
<td>BEHons/BDesArch</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering Honours/Bachelor of Laws</td>
<td>BEHons/LLB</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering Honours/Bachelor of Medical Science</td>
<td>BEHons/MBedSci</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Engineering Honours/Bachelor of Science</td>
<td>BEHons/BSc</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Information Technology/Bachelor of Arts*</td>
<td>BIT/BA</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Information Technology/Bachelor of Commerce*</td>
<td>BIT/BCom</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Information Technology/Bachelor of Laws*</td>
<td>BIT/LLB</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Information Technology/Bachelor of Medical Science*</td>
<td>BIT/MBedSci</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Information Technology/Bachelor of Science*</td>
<td>BIT/BSc</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Project Management</td>
<td>BE/BPM</td>
<td>240</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study

*may be awarded with honours in an integrated program
### 4 Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNCOMPUT</td>
<td>Graduate Diploma in Computing</td>
<td>GradDipComp</td>
<td>60</td>
</tr>
<tr>
<td>GENGINE</td>
<td>Graduate Diploma in Engineering</td>
<td>GradDipEng</td>
<td>36</td>
</tr>
<tr>
<td>GNENPROF</td>
<td>Graduate Diploma in Engineering (Professional Engineering) (Last intake 2013)</td>
<td>GradDipEng(ProfEng)</td>
<td>48</td>
</tr>
<tr>
<td>GNINFTEC</td>
<td>Graduate Diploma in Information Technology</td>
<td>GradDipIT</td>
<td>48</td>
</tr>
<tr>
<td>GNINFTEC</td>
<td>Graduate Diploma in Information Technology</td>
<td>GradDipIT</td>
<td>48</td>
</tr>
<tr>
<td>GNPRJMTG</td>
<td>Graduate Diploma in Project Management</td>
<td>GradDipPM</td>
<td>36</td>
</tr>
<tr>
<td>GNPRJLEA</td>
<td>Graduate Diploma in Project Leadership</td>
<td>GradDipPL</td>
<td>36</td>
</tr>
<tr>
<td>GNHLTCIN</td>
<td>Graduate Diploma in Health Technology Innovation</td>
<td>GradDipH</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Graduate Diploma in Complex Systems</td>
<td>GradDipCXS</td>
<td>48</td>
</tr>
</tbody>
</table>

### 5 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCENGINE</td>
<td>Graduate Certificate in Engineering</td>
<td>GradCertEng</td>
<td>24</td>
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<tr>
<td>GCINFTEC</td>
<td>Graduate Certificate in Information Technology</td>
<td>GradCertIT</td>
<td>24</td>
</tr>
<tr>
<td>GCMFTMG</td>
<td>Graduate Certificate in Information Technology</td>
<td>GradCertITM</td>
<td>24</td>
</tr>
<tr>
<td>GCDSAS</td>
<td>Graduate Certificate in Data Science</td>
<td>GradCertDS</td>
<td>24</td>
</tr>
<tr>
<td>GCPRJMTG</td>
<td>Graduate Certificate in Project Management</td>
<td>GradCertPM</td>
<td>24</td>
</tr>
<tr>
<td>GCPRJLEA</td>
<td>Graduate Certificate in Project Leadership</td>
<td>GradCertPL</td>
<td>24</td>
</tr>
</tbody>
</table>
Resolutions of the Faculty of Engineering and Information Technologies for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney Coursework Policy 2014 (the ‘Coursework Policy’), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course Enrolment

1 Enrolment Restrictions

(1) Except where explicitly listed in a Faculty recommended program of enrolment, or with the permission of the Dean or delegate, an undergraduate student shall satisfy the following enrolment requirements.

(a) No more than 26 credit points in either semester one or two;
(b) No more than 12 credit points in the summer session and 6 credit points in the winter session;
(c) A student may enrol only:
   (i) in level 1000 units of study during their first year;
   (ii) in level 1000 or 2000 units of study during their second year;
   (d) A student shall enrol in lower year level core units of study as a priority above any higher year level units of study irrespective of meeting any prerequisite requirements of the higher year units.

2 Transferring Between Streams or Degrees

(1) Students admitted to specific postgraduate degrees or streams wishing to transfer between degrees or streams managed by the Faculty will need to apply to the Faculty and obtain the approval of the Dean (or delegate). Students will be assessed based on their progress in their current degree or stream and must be able to show that they meet the criteria that apply to commencing students.

3 Time Limits

(1) Except where specific course resolutions specify alternative requirements, the following conditions must be met:

(a) A student must complete all the requirements for a coursework honours degree, within ten calendar years of first enrolment;
(b) A student must complete all the requirements for a combined BEHons, single or combined BIT, and BCST within ten calendar years of first enrolment;
(c) A student must complete all the requirements for a single (non combined) BEHons or BPM within the lesser of 16 enrolled semesters or ten calendar years of first enrolment;
(d) A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment; completing in a minimum of 1 semester and a maximum of 4 semesters;
(e) A student must complete all the requirements for a graduate diploma within four calendar years of first enrolment; completing in a minimum of 2 semesters and a maximum of 6 semesters;
(f) A student must complete all the requirements for a master’s degree within six calendar years of first enrolment; completing in a minimum of 2 semesters and a maximum of 8 semesters;
(g) A student shall enrol in lower year level core units of study as a priority above any higher year level units of study irrespective of meeting any prerequisite requirements of the higher year units.

(2) Periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time may exceed 10 years from first enrolment.

(3) Credit will not be granted for prior learning older than 10 years at the time of first enrolment.

4 Suspension, Discontinuation and Lapse of Candidature

The Coursework Policy specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students seeking to suspend, discontinue or apply for a return to candidature after a lapse must apply to the Dean of Engineering and Information Technologies or their delegate for permission, supplying detailed reasons and evidence to support the request.

5 Credit for Previous Study

(1) Conditions for the granting of credit for previous study are in accordance with the Coursework Policy, except:

(a) the maximum credit that may be granted to the Bachelor of EngineeringHonours degree, Bachelor of EngineeringHonours combined degrees, Bachelor of Information Technology degree or Bachelor of Information Technology combined degrees is 36 credit points;
(b) the maximum credit that may be granted to the Bachelor of Computer Science and Technology or Bachelor of Science and Technology (Advanced) or Bachelor of Project Management is 48 credit points; and
(c) credit for prior learning at the University of Sydney at postgraduate level may be subject to the approval of the Faculty and to the following conditions:
   (i) where no award has been conferred, credit may be transferred in full to the Graduate Diploma and Master degree;
   (ii) where an award has been conferred credit to a limit of 12 credit points may be transferred;
   (d) credit for prior learning at postgraduate level at an external institution recognised by the University of Sydney may be granted as follows:
   (i) where no award has been conferred credit to a maximum of 50 percent of the degree may be approved, provided units of study have been completed at credit average and are equivalent to units of study offered under the degree being taken;
   (ii) where an award has been conferred credit to a maximum of 12 credit points may be approved provided units of study have been completed at credit average and are equivalent to units of study offered under the degree being taken;
Resolutions of the Faculty of Engineering and Information Technologies for coursework awards

(iii) Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment.

(e) Where course resolutions make other specifications.

(f) That credit must not be awarded where it would result in less than 50% of the course being undertaken at the University of Sydney.

Part 2: Unit of Study Enrolment

6 Cross-institutional Study

(1) Provided permission has been obtained in advance, the Dean (or delegate) may permit a student to complete a unit of study at another institution and have that unit credited to the student’s course requirements, provided that:

(a) the resolutions of the student's course of enrolment do not specifically exclude cross-institutional study; and either
(b) the unit of study content is not taught in any corresponding unit of study at the University; or
(c) the student is unable, for good reason, to attend a corresponding unit of study at the University.

7 International Exchange

The Faculty encourages students to participate in international exchange programs, except where specified otherwise in the resolutions for a particular course. Students must apply to the Head of the relevant School of Engineering and Information Technologies to obtain approval for their planned enrolment while on exchange. This guarantees that the units completed externally will be correctly matched to the core requirements of their Course. International exchange must not exceed 12 months / 48cp and must not be approved where it would result in less than 50% of the normal course requirements being completed at the University of Sydney.

Part 3: Studying and Assessment

8 Attendance

(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be a requirement of any unit of study.

(2) Students are expected to attend a minimum of 90 percent of timetable activities for a unit of study, unless granted exemption by the Dean or Head of School most concerned. The Dean or Head of School most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 90 percent.

9 Special Consideration for Illness, Injury or Misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule Policy provides full details of the University policy and procedures.

10 Concessional Pass

In this Faculty the grade PCON (Concessional Pass) is not awarded.

11 Re-assessment

The Faculty does not offer opportunities for re-assessment other than on the grounds of approved special consideration.

Part 4: Progression, Results and Graduation

12 Satisfactory Progress

The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule Policy), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.

13 Award of the Bachelor's Degree with Honours

Honours is available to students as either appended honours or integrated honours. Admission, requirements and award for the honours courses are in accordance with the relevant course resolutions.

14 Faculty of Engineering and Information Technologies Specific Weighted Average Mark Indicators

(1) The Weighted Average Mark (WAM) is calculated by the formula:

\[
WAM = \frac{(\text{CPi} \times M_i)}{\sum \text{CPi}}
\]

where

(a) CPi is the number of credit points for the unit of study.
(b) Mi is the mark achieved for the unit of study.

(2) The Engineering Integrated Honours Weighted Average Mark (EIHWM) is calculated by the formula:

\[
EIHWM = \frac{(W_i \times \text{CPi} \times M_i)}{\sum (W_i \times \text{CPi})}
\]

where

(a) Wi is the weighting given by 0 for 1000 level units of study, 2 for 2000 level units, 3 for 3000 level units and 4 for 4000 level or above units. Theses units of study are given a double weighting of 8.
(b) CPi is the number of credit points for the unit of study.
(c) Mi is the mark achieved for the unit of study.

All attempts at units of study are included except for units of study assessed on a pass/fail basis; units of study with a grade of DNF, DC, and credited units of study from other institutions. The mark used for units of study with a grade of AF or DF is zero. For combined degree students, only units of study within the Bachelor of Engineering tables are included.

(3) The Engineering Integrated Honours Weighted Average Mark (EIHWM) is calculated using the same formula as the EWM in Clause 14.1 with the additional condition that thesis units of study are given a double weighting of 8.

15 University Medal

A student who has qualified for the award with first class honours and has an EIHWM of 85 or above, and who has demonstrated excellence in their honours thesis will be considered for the award of a University Medal. The Medal is awarded at the discretion of the Dean or relevant
Associate Dean, after the recommendation of the relevant Head of School, to the highest achieving students who in the opinion of the Faculty have an outstanding academic record, in accordance with the Coursework Rule Policy.

Part 5: Other

16 Transitional Provisions

(1) These resolutions apply to students who commenced their candidature on or after 1 January, 2016 2017.

(2) Students who commenced prior to 1 January, 2016 2017 may:

(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or

(b) where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.
Bachelor of Engineering Honours

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), Coursework Policy 2014 (the ‘Coursework Policy’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

Terminology: In the following resolutions, all references to the Bachelor of Engineering degree apply to both the Bachelor of Engineering and Bachelor of Engineering Honours degrees, except where otherwise indicated. The Bachelor of Engineering Honours provides students with advanced knowledge and special proficiency in the professional work of engineering.

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
</tr>
<tr>
<td>EENGINE</td>
<td>Bachelor of Engineering</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

The attendance pattern for this course is full-time or part-time. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

(1) The Bachelor of Engineering Honours is available in the following streams:

(a) *School of Aerospace, Mechanical and Mechatronic Engineering*

(l) Aeronautical Engineering

(lI) Mechanical Engineering

(III) Mechatronic Engineering

(IV) Biomedical Engineering

(b) *School of Chemical and Biomolecular Engineering*

(l) Chemical and Biomolecular Engineering

(c) *School of Civil Engineering*

(lI) Civil Engineering

(d) *School of Electrical and Information Engineering*

(l) Electrical Engineering

(V) Software Engineering

(2) Completion of a stream is a requirement of the course.

(3) Students may apply to change streams by direct application to the Faculty Office. Approval is required from the relevant Associate Dean (or his/her delegate) for any case. Students will be assessed based on the Flexible First Year average mark criteria but will also be required to show that they have met progression requirements in their current degree or stream as specified by the school and that they will able to complete the new stream in the normal time period.

(4) Flexible First Year

(a) Undergraduate students entering first year of the Engineering courses in Semester 1 may apply to undertake the Flexible First Year program, instead of choosing a particular stream.

(b) The Flexible First Year Program is listed in the Flexible First Year Table. At the end of Semester 1 Students may transfer into approved streams as defined in the following clause, or may choose to continue in the Flexible First Year Program for Semester 2, though Semester 2 units may or may not count towards their course, depending on the final choice of stream.

(c) Those students who have met the requirements for first year entry (ATAR cut-off or equivalent) into a particular Engineering program will be guaranteed approval to transfer into that program even though they chose the Flexible First Year Program. Students who did not meet the first year entry requirements for specific streams, but subsequently attained average marks in the Flexible First Year Program that met or surpassed the specified requirements for those streams will also be eligible to apply for transfer into those streams. The transfer requirements will be approved by the Dean or nominee. These conditions will also apply for combined degree candidates.

4 Admission to Candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

5 Requirements for Award

(1) The units of study that may be taken for the course are set out in the Bachelor of Engineering Honours Flexible First Year Table of units of study, the Bachelor of Engineering Honours Core Table, the Bachelor of Engineering Honours Stream Core Tables, and the Bachelor of Engineering Honours Stream Specialist Tables of units of study for the specialised stream in the degree.
To qualify for the award of the Bachelor of Engineering Honours degree, a candidate must:

(a) successfully complete 192 credit points comprising:

(i) A minimum of 36 credit points from the Engineering Core Table, including all required units;
(ii) A minimum of 108 credit points from the Engineering Stream Table pertaining to the specialist stream being undertaken, including all required units;

(iii) A minimum of 48 credit points of additional units from the Engineering Stream Specialist Table pertaining to the specialist stream being undertaken, including satisfying any additional requirements specified for the Specialist Table;

(b) have an EWAM of at least 65 immediately prior to the semester in which a thesis unit of study is first attempted; and

(c) complete the requirements within a time limit of 5 years for a single Bachelor of Engineering Honours degree or complete the requirements within a time limit of 6 years for a Bachelor of Engineering Honours combined degree.

Candidates who satisfy Clause 5.2(a), but who have not satisfied all of clauses 5.2(b), 5.2(c) and 5.2(d), will qualify for the award of the Bachelor of Engineering degree (i.e. a Bachelor of Engineering, awarded without honours).

The class of Honours will be determined by the EIHWAM.

In exceptional circumstances, the Dean may vary the conditions for the award of Honours after seeking the advice of the relevant Head of School.

6 Level of Honours Awarded

The Bachelor of Engineering Honours degree is awarded in classes ranging from First Class to Second Class, Division Two Third Class. The various classes of Honours are awarded on the basis of a candidate’s EIHWAM.

<table>
<thead>
<tr>
<th>Description</th>
<th>HWAM Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>75 &lt;= EIHWAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 &lt;= EIHWAM &lt; 75</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>65 &lt;= EIHWAM &lt; 70</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>EIHWAM &lt; 65</td>
</tr>
</tbody>
</table>

7 Majors

(1) There is no requirement to complete a major.

(2) Availability of Majors:

(a) There are no restrictions on students attempting majors other than the Space Engineering and Humanitarian Engineering majors.

(b) Except where otherwise specified in the details of a specific major, a major will be available to all students who satisfy the requirements of that major. The availability of the major does not however mean that the units of study listed in the table for the major (or required prerequisite units of study) will be available to all students, or that students in all streams will have sufficient free electives to complete the required units.

(c) Students can be awarded multiple majors where those majors are available without the limits specified in clause (2)(b) and where they satisfy the requirements for those majors. When completing multiple majors, no unit may be counted towards satisfying the requirements of more than one major.

(d) Students cannot be awarded a major that has a title directly associated with the name of their stream.

(e) Students are eligible to attempt the Space Engineering major based on either a separate and specific admission pathway or on application at the end of any calendar year having achieved an AAM approved by the Dean or nominee. There are no restrictions on students attempting majors other than the Space Engineering major.

(f) Entry to the Humanitarian major may be on a competitive basis, subject to demand. Any required application process and selection criteria will be approved by the Dean or nominee.

(3) A major requires:

(a) the completion of 24 credit points chosen from units of study listed in the table for that major;

(b) satisfying any additional requirements specified for the major, and listed with the table of units for the major;

(c) the completion of a thesis project that has been approved by the Head of School (or delegate) as relevant to the topic of the major.

(4) The majors available are:

(a) Chemical Engineering

(b) Computer Engineering

(c) Construction Management

(d) Electrical Engineering

(e) Environmental Engineering

(f) Geotechnical Engineering

(g) Humanitarian Engineering*

(h) Information Technology

(i) Internet of Things*

(j) Materials

(k) Mechanical Engineering

(l) Mechatronic Engineering

(m) Power Engineering

(n) Space Engineering

(o) Structures

(p) Telecommunications Engineering

(q) Transport Engineering

* available from 2017

8 Transitional Provisions

(1) These resolutions apply to students who commenced their candidature after 1 January 2016 and students who commenced their candidature prior to 1 January 2016 who elect to proceed under these resolutions will take effect from 1 January 2017.

(2) Candidates who commenced prior to 1 January, 2016 may:

(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or

(b) where approved by the Faculty, elect to proceed under these resolution provided appropriate programs of study can be identified.
Bachelor of Engineering Honours combined degrees

Bachelor of Engineering Honours combined degrees
Bachelor of Engineering Honours combined degrees
Bachelor of Engineering Honours combined degrees
Bachelor of Engineering Honours and Bachelor of Arts
Bachelor of Engineering and Bachelor of Arts
Bachelor of Engineering Honours and Bachelor of Commerce
Bachelor of Engineering and Bachelor of Commerce
Bachelor of Engineering Honours and Bachelor of Design in Architecture
Bachelor of Engineering and Bachelor of Design in Architecture
Bachelor of Engineering Honours and Bachelor of Laws
Bachelor of Engineering and Bachelor of Laws
Bachelor of Engineering Honours and Bachelor of Medical Science
Bachelor of Engineering and Bachelor of Medical Science
Bachelor of Engineering Honours and Bachelor of Music Studies
Bachelor of Engineering and Bachelor of Music Studies
Bachelor of Engineering Honours and Bachelor of Project Management
Bachelor of Engineering and Bachelor of Project Management
Bachelor of Engineering Honours and Bachelor of Science
Bachelor of Engineering and Bachelor of Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney Coursework Rule 2014 (the 'Coursework Rule') Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course Resolutions

Terminology

In the following resolutions, all reference to the Bachelor of Engineering degree apply to both the Bachelor of Engineering and Bachelor of Engineering Honours degrees, except where otherwise indicated.

Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHENGART</td>
<td>Bachelor of Engineering Honours and Bachelor of Arts</td>
</tr>
<tr>
<td>BENGART</td>
<td>Bachelor of Engineering and Bachelor of Arts</td>
</tr>
<tr>
<td>BHENGCOM</td>
<td>Bachelor of Engineering Honours and Bachelor of Commerce</td>
</tr>
<tr>
<td>BENGCOM</td>
<td>Bachelor of Engineering and Bachelor of Commerce</td>
</tr>
<tr>
<td>BHENGDA</td>
<td>Bachelor of Engineering Honours and Bachelor of Design in Architecture</td>
</tr>
<tr>
<td>BENGDA</td>
<td>Bachelor of Engineering and Bachelor of Design in Architecture</td>
</tr>
<tr>
<td>BHENGlaw</td>
<td>Bachelor of Engineering Honours and Bachelor of Laws</td>
</tr>
<tr>
<td>BENGlaw</td>
<td>Bachelor of Engineering and Bachelor of Laws</td>
</tr>
<tr>
<td>BHENGmS</td>
<td>Bachelor of Engineering Honours and Bachelor of Medical Science</td>
</tr>
<tr>
<td>BENGmS</td>
<td>Bachelor of Engineering and Bachelor of Medical Science</td>
</tr>
</tbody>
</table>
Bachelor of Engineering Honours combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHENGPRM</td>
<td>Bachelor of Engineering Honours and Bachelor of Project Management</td>
</tr>
<tr>
<td>BENGSCI</td>
<td>Bachelor of Engineering Honours and Bachelor of Science</td>
</tr>
<tr>
<td>BHENGSCI</td>
<td>Bachelor of Engineering Honours and Bachelor of Science</td>
</tr>
<tr>
<td>BHENGPRM</td>
<td>Bachelor of Engineering Honours and Bachelor of Project Management</td>
</tr>
</tbody>
</table>

2 Attendance Pattern

(1) The attendance pattern for the following programs is full-time only. The attendance pattern for all other Bachelor of Engineering Honours combined courses is full time or part time.

(a) Bachelor of Engineering and Bachelor of Design in Architecture
(b) Bachelor of Engineering Honours and Bachelor of Design in Architecture
(c) Bachelor of Engineering and Bachelor of Laws
(b) Bachelor of Engineering Honours and Bachelor of Laws

(2) Part time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

(1) Completion of a stream is a requirement of the Bachelor of Engineering Honours and students in combined degrees are subject to the stream requirements in the Bachelor of Engineering Honours course resolutions.

(2) Students in the Bachelor of Engineering Honours combined degrees can change the stream of the BE(Hons) portion of their combined degree in accordance with the same requirements specified in the Bachelor of Engineering Honours resolutions.

(3) Flexible First Year

(a) Students gaining entry to any of the Bachelor of Engineering Honours combined degrees may also choose to undertake the Flexible First Year program under the same requirements as specified in the Bachelor of Engineering Honours resolutions.

(4) Within the Bachelor of Engineering Honours and Bachelor of Design in Architecture and the Bachelor of Engineering Honours and Bachelor of Design in Architecture, the Bachelor of Engineering Honours is available only in the Civil Engineering stream. For all other Bachelor of Engineering Honours combined degrees, the streams available for the Bachelor of Engineering Honours are listed under the course resolution for the Bachelor of Engineering Honours.

(5) The Bachelor of Science degree is available in the following streams:
(a) Advanced
(b) Advanced Mathematics
Completion of a stream is not a requirement of the Bachelor of Science. Candidates wishing to transfer between streams should contact the Faculty of Science student office.

(6) The Bachelor of Music Studies is available in the following streams:
(a) Composition
(b) Contemporary Music Practice
(c) Musicology
(d) Performance
Completion of a stream is a requirement of the Bachelor of Music Studies.

4 Cross-Faculty Management

(1) Candidates in the combined Engineering and Law courses will be under the general supervision of the Faculty of Engineering and Information Technologies until the end of the semester in which they complete the requirements for the Bachelor of Engineering Honours. They will then be under the supervision of the Faculty of Law. Candidates in all other combined degree programs will be under the general supervision of the Faculty of Engineering and Information Technologies for the duration of the combined program.

(2) The Dean of the Faculty of Engineering and Information Technologies and the Dean of the Faculty hosting the associated combined degree shall jointly exercise authority in any matter concerned with the combined course not otherwise dealt with in these resolutions.

5 Admission to Candidature

Admission to these degrees is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking.

Details of admission policies are found in the Coursework Rule.

(2) Admission to the Bachelor of Engineering Honours and Bachelor of Music Studies will, in addition to the above, require the applicant to complete a music skills test or jazz aptitude test and:
(a) Principal Study in Composition, to submit three compositions in different performance media which should represent their present level of achievement as composers, and to attend an interview;
(b) Principal Study in Contemporary Music Practice, to submit a portfolio with original work; song(s) or composition(s) in any genre that demonstrates a high level of creative potential and technical ability, and to attend an interview;
(c) Principal Study in Musicology, to present an example of recent work and to attend an interview;
(d) Principal Study in Performance, to undertake a practical audition in their nominated instrument or in voice.

The results of this process will form part of the ranking of applicants.

6 Requirements for Award

(1) To qualify for the award of the combined degree:
(a) For all Bachelor of Engineering Honours combined degrees except the Bachelor of Engineering Honours and Bachelor of Laws, a candidate must complete 240 credit points and satisfy any additional requirements specified in the following clauses.
(b) For the Bachelor of Engineering Honours and Bachelor of Laws combined degree, a candidate must complete 288 credit points and any additional requirements specified in the following clauses.
(c) Where the requirements specified in the following clauses account for less than the total required credit, candidates must complete additional units of study (not including general electives) from the relevant Bachelor of Engineering Honours specialist stream table subject to any conditions specified in that table as may be necessary to satisfy the requirements of the degree.
(2) For the Bachelor of Engineering Honours component of a combined degree:
The units of study that may be taken for the Bachelor of Engineering Honours component of the combined degree are set out in the tables of units of study for the Bachelor of Engineering Honours single degree.

Except where varied by other clauses of these resolutions, all candidates must complete a minimum of 144 credit points comprising:

(i) 36cp from the Engineering Core Table, including all required units;

(ii) 108cp from the Engineering Stream Core Table pertaining to the specialist stream being undertaken, including all required units;

(c) The Faculty Board may approve, based on appropriate academic justification, a list of approved unit alternatives. These alternatives specify, for particular Engineering stream / combined degree combinations, units within the normal requirements for the Bachelor of Engineering Honours component of the combined degree that can be replaced by specified alternative units that would form part of the normal program for single degree students in that stream.

For the Bachelor of Arts component of a combined degree:

(a) The units of study that may be taken are set out in Table A from the Faculty of Arts and Social Sciences Tables of units of study.

(b) Candidates must complete a total of 84 credit points from Table A, including:

(i) a major from Table A

(ii) a minimum of 54 credit points of 2000/3000 level units of study.

(c) Candidates completing the Bachelor of Science in the Advanced or the Advanced Mathematics stream must include as part of the above requirements:

(i) a minimum of 54 credit points of intermediate or senior Science units of study, of which at least 36 credit points shall be completed at either the Advanced level or as Talented Student Program (TSP) units of study; and

(ii) a minimum of 24 credit points of senior Science units of study at either the Advanced level or in a single Science subject area.

For the Bachelor of Design in Architecture component of a combined degree:

(a) Candidates must complete 96 credit points of units of study from the Bachelor of Engineering Honours (Civil) and Bachelor of Design in Architecture - Architecture Table.

(b) The units of study that may be taken are set out in the Tables of Undergraduate Units of Study from The University of Sydney Business School.

(c) Candidates must complete a total of 84 credit points from Table A, including:

(i) 36 credit points of core units of study (30 junior credit points and six senior credit points); and

(ii) at least 48 credit points of 2000 and/or 3000 level units of study.

For the Bachelor of Science component of a combined degree:

(a) The units of study that may be taken are listed in Table 1 from the Faculty of Science.

(b) Candidates must complete 96 credit points of Science units of study, including at least one major in a Science subject area.

(c) Candidates completing the Bachelor of Science in the Advanced or the Advanced Mathematics stream must include as part of the above requirements:

(i) a minimum of 54 credit points of intermediate or senior Science units of study, of which at least 36 credit points shall be completed at either the Advanced level or as Talented Student Program (TSP) units of study; and

(ii) a minimum of 24 credit points of senior Science units of study at either the Advanced level or in a single Science subject area.

For the Bachelor of Arts combined degrees:

(a) The units of study that may be taken are set out in Table A from the Faculty of Arts and Social Sciences Tables of units of study.

(b) Candidates must complete a total of 84 credit points from Table A, including:

(i) an area of study

(ii) at least 48 credit points of 2000 and/or 3000 level units of study.

For the Bachelor of Laws component of a combined degree:

(a) The units of study that may be taken are set out in the Faculty of Law Undergraduate Table.

(b) Candidates must complete 144 credit points of Law units of study taken from the Faculty of Law Undergraduate Table, comprising:

(i) 102 credit points of compulsory units of study; and

(ii) 42 credit points of elective units of study, of which a maximum of 36 credit points are taken from Part 1 and a minimum of 6 credit points are taken from Part 2.

For the Bachelor of Medical Science component of a combined degree:

(a) The units of study that may be taken are listed in Table IV for the Bachelor of Medical Science from the Faculty of Science.

(b) The mathematics requirement for the Bachelor of Engineering Honours component of the combined degree will also satisfy the mathematics requirements for the Bachelor of Medical Science component.

(c) Candidates must complete 96 credit points of units including:

(i) A minimum of 24 credit points from junior Science units of study, including:

12 credit points from Chemistry; and

MBLG1001/1901/1991 Introductory Molecular Biology and Genetics; and

6 credit points of Junior Biology;

(ii) 48 credit points from intermediate Science units of study, comprising:

36 credit points of BMED240X units from Table IV(B) for the Bachelor of Medical Science; and

MBLG2071/2971 Molecular Biology and Genomics; and

MBLG2072/2972 Genetics and Genomics.

(iii) A minimum of 24 credit points of senior Science units of study selected from the Bachelor of Medical Science Table IV (C).
Bachelor of Engineering Honours combined degrees

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit Points</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>18 credit points of music theory and aural skills; Creative Music Technology; Sound Recording Fundamentals</td>
</tr>
<tr>
<td>Analysis, history and culture studies</td>
<td>12</td>
<td>Comp Techniques: Number &amp; Process Comp Techniques; Tonality &amp; Process</td>
</tr>
<tr>
<td>(iii)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musicology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Study</td>
<td>Credit Points</td>
<td>Minimum Level of Achievement</td>
</tr>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>6 credit points of Historical Studies; 6 credit points of Ethnographic Studies; 6 credit points in Analytical Studies; 18 credit points in senior Musicology Studies.</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Harmony and Analysis 1-4 and Aural Perception 1-4; or Jazz Music Skills 1-4; or Music Fundamentals 1-2.</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>24</td>
<td>At least 24 credit points of Foundation units</td>
</tr>
<tr>
<td>Performance</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>(iv) Contemporary Music Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area of Study</td>
<td>Credit Points</td>
<td>Minimum Level of Achievement</td>
</tr>
<tr>
<td>Principal Study</td>
<td>36</td>
<td>Contemporary Music Practice 1-6</td>
</tr>
<tr>
<td>Contemporary Music Studies</td>
<td>18</td>
<td>12 credit points in popular music units</td>
</tr>
<tr>
<td>Music Skills</td>
<td>24</td>
<td>Fundamentals of Music 1, 2, and 3; 18 credit points in Harmony &amp; Analysis, Aural Perception, or Jazz Music Skills units; 6 credit points in Music Technology</td>
</tr>
<tr>
<td>Analysis, History and Culture Studies</td>
<td>12</td>
<td>Sounds, Screens, Speakers, New Music, New Thinking</td>
</tr>
<tr>
<td>Performance</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

7 Majors and Principal Studies

(1) For the Bachelor of Engineering Honours component of a combined degree:
   (a) The conditions for awarding of a major, and the majors available, are the same as for the Bachelor of Engineering Honours degree.
   (b) Where a candidate wishes to complete a major, and that major requires completion of additional credit points beyond the standard requirements, then such enrolment will be allowed for the first major to be completed, up to 24cp in total, provided the candidate utilises all allowed elective components in satisfying the requirements of the major.

(2) For the Bachelor of Arts component of a combined degree:
   (a) completion of a Table A major is a requirement. The list of Table A majors is specified in the resolutions of the Faculty of Arts and Social Sciences.

(3) For the Bachelor of Science component of a combined degree:
   (a) completion of at least one major is a requirement. The list of majors available in the Bachelor of Science is specified in the course resolutions for the Bachelor of Science.

(4) For the Bachelor of Medical Science component of a combined degree:
   (a) If the senior Science units of study completed by a candidate form a Science Table 1 major, the candidate shall have that major recorded on the Bachelor of Medical Science testamur at the completion of the degree.

(5) For the Bachelor of Commerce component of a combined degree:
   (a) completion of a major is a requirement. The majors available and requirements are outlined in the resolutions for the Bachelor of Commerce.

8 Requirements for Honours

(1) Honours is available to candidates and is as defined for the constituent single degrees.

(2) Requirements for awarding of Honours is as defined in the course resolutions for the constituent single degrees.

9 Award of the Degrees

(1) Candidates will be awarded a separate testamur for each degree completed.

(2) The award grades, and the criteria for the grades, are as defined in the resolutions for the constituent degrees.

(3) Candidates who do not meet the requirements for the award of the Bachelor of Engineering Honours but who have otherwise satisfied the requirements of the Bachelor of Engineering shall graduate with the Bachelor of Engineering pass degree.

(4) Candidates for the award of the Bachelor of Arts (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Arts pass degree.

(5) Candidates for the award of the Bachelor of Commerce (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Commerce pass degree.

(6) The Bachelor of Laws can be awarded in the grades of either Pass or Honours. Honours in the Bachelor of Laws is awarded in First Class or Second Class in accordance with the resolutions of the Bachelor of Laws.

(7) Candidates for the award of the Bachelor of Medical Science (Honours) who do not meet the requirements, and who have not already graduated, will be awarded the Bachelor of Medical Science pass degree.

(8) Candidates for the award of the Bachelor of Science (Honours) who do not meet the requirements, and who have not already graduated, will be awarded Bachelor of Science pass degree.

10 Course Transfer

(1) For the Bachelor of Engineering Honours combined with Bachelor of Arts, Bachelor of Science, Bachelor of Design in Architecture, Bachelor of Project Management, and Bachelor of Medical Science, a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the associated combined degree in accordance with the resolutions governing that degree.

(2) For the Bachelor of Engineering Honours combined with Bachelor of Laws, a candidate may withdraw from the combined degree program and elect to transfer to the Bachelor of Engineering, by written application to the Faculty of Engineering and Information Technologies, and complete the requirements in accordance with the resolutions governing that degree at the time of transfer. Candidature in the Bachelor of Laws will cease in these circumstances.
For the Bachelor of Engineering Honours combined with Bachelor of Commerce a candidate may abandon the combined program and elect to complete either the Bachelor of Engineering Honours or the Bachelor of Commerce in accordance with the resolutions governing that degree. Transfer from a combined degree to the Bachelor of Commerce is also conditional on the student having met the entry requirements of the Bachelor of Commerce in force at the time of their enrolment in the combined degree.

Completion of the abandoned degree in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.

**Progression Rules**

1. General progression rules for the combined degrees are covered by the resolutions of the Faculty of Engineering and Information Technologies.

2. Candidates in a combined Science program with a stream in either Science (Advanced) or Science (Advanced Mathematics):
   a. are required to maintain a minimum average mark of 65 in all intermediate and senior units of study in Science subject areas in each year of enrolment. Failure to maintain the required average will result in candidates being transferred to the Bachelor of Engineering Honours and Bachelor of Science without stream in their next year of enrolment with full credit for the units of study completed.
   b. who fail to achieve an average mark of 65 across all Science units of study attempted in their final year but have otherwise completed all the requirements of the degree will be awarded the Bachelor of Science.

3. Candidates in a combined law program:
   a. must successfully complete LAWS1006 Foundations of Law before enrolling in any other Bachelor of Laws units of study;
   b. who fail to achieve an average mark of 65 across all Science units of study attempted in their final year but have otherwise completed all the requirements of the degree will be awarded the Bachelor of Science.
   c. except with permission of the Dean of the Faculty of Law, candidates must complete the requirements for the Bachelor of Engineering Honours before proceeding to Year Five of the Bachelor of Laws.

**Transitional Provisions**

1. These resolutions apply to students who commenced their candidature on or after 1 January, 2016.

2. Students who commenced their candidature prior to 1 January, 2016 may:
   a. complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
   b. where approved by the Faculty, elect to proceed under these resolutions provided appropriate programs of study can be identified.

3. Notwithstanding sub-rule (2), the admission and award requirement for Honours in the Bachelor of Laws will be determined according to the transitional provisions in rule 11 of the Resolutions for the Bachelor of Laws.
HI Christine

My apologies for the delayed response regarding this matter.

Roseanne Du is my admissions manager who managing the Engineering’s admissions. Roseanne confirmed that we do not have outstanding B. Engineering offers and the project was completed at the end of 2014. A further data clean-up was also conducted by admissions system team before March 2015.

I hope this helps and please talk to Roseanne directly if needed.

Regards,

Wen

From: Christine Lacey <christine.lacey@sydney.edu.au>
Date: 26 April 2016 at 9:52:22 AM AEST
To: Wencong Chai <wen.chai@sydney.edu.au>, Steven Burns <steven.burns@sydney.edu.au>
Subject: FEIT - course deletion

Dear Wen and Steve,

In 2015 the Faculty of Engineering & IT made a change such that new UG Engineering students enter a Bachelor of Engineering (Honours) instead of a straight Bachelor of Engineering. The BE(Hons) has a new CRICOS code and is essentially a new course. Currently students admitted to the BE(Hons) must meet a certain level of performance during their degree to graduate with BE(Hons) – if they don’t, they are awarded a BE.

A further change is now in progress, in order to meet requirements from Engineers Australia for accreditation, all students admitted to the BE(Hons) will graduate with BE(Hons). We are in the process of preparing a course deletion proposal for the Bachelor of Engineering (the non-Hons version).
As part of the course deletion process, we need to check with Admissions and Recruitment about any potential ramifications and how these might be handled. Would there be any students still with an outstanding offer from 2014, or would these have all been converted to BE(Hons) offers?

Are there any other issues we should consider? Very happy to meet with you if further discussion required.

Best regards,
Christine

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CHRISTINE LACEY
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