UNDERGRADUATE STUDIES COMMITTEE
10:00AM-12:00PM TUESDAY 23 MAY 2017
Chair: Associate Professor Wendy Davis
Committee Officer: Dr Glenys Eddy
University Secretariat | Office of the Vice-Chancellor
Quadrangle (A14)
Glenys Eddy
Committee Officer

NOTICE OF MEETING
Meeting 2017/4 of the Undergraduate Studies Committee will be held at 10 am on Tuesday 23 MAY in the Senate Room, Quadrangle. The agenda for the meeting is attached.

Glenys Eddy
Committee Officer

AGENDA

1 WELCOME AND APOLOGIES

2 PROCEDURAL MATTERS
   2.1 Minutes of Meeting 2017/1 (7 February 2017)
   2.2 Actions Arising

3 STANDING ITEMS
   3.1 Report of the Chair
   3.2 Report of the Academic Board meetings:
      3.2.1 28 March 2017
      3.2.2 2 May 2017

4 ITEMS FOR APPROVAL
   Major Course Proposals
   None received for this meeting.

Respect is a core value of the Academic Board
Minor Course Proposals

4.1 Faculty of Dentistry: Bachelor of Oral Health course resolutions Kimberley Coulton 4.1 Attached

4.2 Sydney Law School: Bachelor of Laws elective UoS tables Jamie Glister 4.2 Attached

5 ITEMS FOR NOTING

5.1 Strategic Review of Assessment Progress Update May 2017 Jamie Glister and Tristan Enright 5.1 Attached

6 OTHER BUSINESS

6.1 Any Other Business Chair

Next meeting – 10:00am-12:00pm, Tuesday 4 July 2017,
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.
MINUTES

1  WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting, and extended a special welcome to Isabella Brook, the President of the SRC. The Board noted apologies, as recorded above.

Resolution UGSC2017/1-1
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

The Minutes of the meeting held on the 16th of November 2016 were accepted as a true record of the meeting.

Resolution UGSC2017/1-2
The Undergraduate Studies Committee resolved that the minutes of meeting 7/2016 on 16 November 2016 be confirmed as a true record.

2.2  Actions Arising

There were no actions outstanding from the previous meeting.

Resolution UGSC2017/1-3
The Undergraduate Studies Committee noted that there were no outstanding actions from the previous meeting.

3  STANDING ITEMS

3.1  Report of the Chair

The Chair noted that the earlier deadlines for course resolution and unit changes in 2017 will leave space in the last few meetings of the year for discussion of matters of strategic interest. The Chair asked members for suggestions.
Dr Jenny Saleeba suggested discussing quality assurance in education, specifically, beyond consideration of structural requirements, how quality is assured and who has oversight of it. Such discussion could include a consideration of the Academic Board’s role in quality assurance and its reporting. Associate Professor Tony Masters reported that the review of the Academic Board, now complete and currently with the Chancellor and Vice-Chancellor, will be presented to the Academic Board at its meeting later in February. The Review comments on the quality assurance role of the Academic Board as a function of academic governance.

The planned introduction in 2019 of two-unit HSC maths as a prerequisite had been raised at the Admissions Committee in 2016, with the decision taken to discuss this in 2017. Associate Professor Tony Masters had discussed, with the Dean of Science, the potential provision of alternative pathways for students who could not meet this criterion. They had agreed to consider what was readily available in terms of existing programs for this purpose. The suggestion was made to invite Associate Professor Peter McCallum to present to the Committee on the progress of discussions concerning the new prerequisite and the provision of alternative pathways later in the year.

Professor Alan Fekete suggested an examination of the OLEs, given that their introduction is new and that it is unclear both how many will run and how well they will work within their degrees. He suggested that the Committee review the pool of OLEs for each degree.

Dr Stephen Carter suggested that the current re-organization of the faculty structure be viewed as an opportunity to review the University’s curriculum in terms of its quality. Associate Professor Tony Masters noted that the Organizational Design Program, under its transitional provisions, contained provision for retaining the status quo on the Academic Board for faculties being incorporated into others. The Committee considered that a discussion of how the University’s programs will be affected by the faculty re-organization would be fruitful.

Concern was expressed that the re-organization could result in inconsistencies between resolutions of newly merged schools and existing faculties. It was noted that the proposal from SCA to be considered at this meeting (item 4.1) was one such example.

Anne Fernandez suggested that the Committee discuss the difference between major and minor course amendments.

The Chair directed that these topics be placed onto the Committee’s 2017 Forward Plan, for discussion later in the year.

**Resolution UGSC2017/1-4**

The Undergraduate Studies Committee noted the report of the Chair.

### 3.2 Report of the Academic Board meeting 7 December 2016

Associate Professor Tony Masters reported that he felt it worth reiterating his appreciation for the excellent work done by the Committee in diligently reviewing the major curriculum changes last year.

**Resolution UGSC2017/1-5**

The Undergraduate Studies Committee noted the report of the Academic Board meeting of 7 December 2016.

### 4 ITEMS FOR ENDORSEMENT

#### MAJOR COURSE PROPOSALS

None had been received for this meeting.

#### 4.1 Sydney College of the Arts: Amendment to Faculty Resolutions

Andrew Lavery outlined the purpose of the proposal. The SCA has a 90% attendance
requirement for all units, but, with permission of the Dean, this can be lowered for certain students. However, some students have attended less than 50% of timetabled activities in units of study, missing crucial learning and feedback, making it nearly impossible for them to pass. The proposed changes would require students to discontinue a unit of study if they did not attend at least 50% of the timetabled activities. In response to a question, it was noted that this rule was intended would only apply to units taught by the SCA, not other units taken by students earning degrees within the SCA.

It was noted that an existing sentence within this section of the resolutions could be interpreted to mean that students must attend 90% of timetabled activities regardless of the reason for an absence, including circumstance that would qualify for Special Consideration.

Andrew Lavery suggested that, given that FASS and the SCA are currently working on the alignment of their Faculty Resolutions as part of the faculty re-organization, he continue working with FASS on this and withdraw the proposal from consideration at this time.

Resolution UGSC2017/1-6
That the Undergraduate Studies Committee note the withdrawal of the proposal to amend the Faculty Resolutions by the SCA representative.

4.2 Faculty of Science: Bachelor of Science/Master of Nutrition and Dietetics minor course amendment

Dr Jenny Saleeba presented the proposal to the Committee, which sought to make adjustments to the course resolutions and unit table needed to both meet upcoming changes to accreditation requirements and to ensure that undergraduate students intending on progressing to postgraduate study meet the entry requirements.

The proposal was approved for presentation to the Academic Board.

Resolution UGSC2017/1-7
That the Undergraduate Studies Committee recommend Academic Board:

1) approve the proposal from the Faculty of Science to amend the Bachelor of Science/Master of Nutrition and Dietetics;
2) approve the amendment to the course resolutions arising from the proposal, with effect from 1 January 2017; and
3) approve the amendment to the degree tables arising from the proposal, with effect from 1 January 2017.

5 ITEMS FOR NOTING

5.1 Undergraduate Studies Forward Plan 2017

Dr Glenys Eddy outlined the function of Forward Plan as a record of the Committee’s business for the coming year. Associate Professor Wendy Davis suggested items be added to the Plan as appropriate and directed that the Committee’s suggestions for topics for discussion later in the year (item 3.1 above) be placed onto the Committee’s 2017 Forward Plan. A proposed schedule for topic discussion will be added to the Forward Plan.

Resolution UGSC2017/1-8
The Undergraduate Studies Committee noted the Forward Plan for 2017 and resolved to add the topics suggested in item to the Forward Plan for discussion in 2017.

6 OTHER BUSINESS

There was no other business and the Meeting adjourned at 10:34 am.

Date of next meeting
10:00am-12:00pm, Tuesday 7 March 2017, Senate Room, Quadrangle
RECOMMENDATION

That the Undergraduate Studies Committee note the report of the Academic Board meeting held on 28 March 2017.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Undergraduate Studies Committee

The Academic Board:

• Noted that the meeting of the Undergraduate Studies Committee scheduled for 7 March 2017 was cancelled.

Other matters

The Academic Board also:

• endorsed the model prepared by the Composition Working Party for future composition of the Academic Board and recommended the revision of the University of Sydney (Academic Governance) Rule 2003 (as amended) to reflect the agreed structure, to be presented to Senate;

• noted the initial response of the Senior Executive to the Review of the Academic Board;

• accepted the recommendations in the report of the Review of University of Sydney’s Academic Board, as presented;

• noted the verbal report from the Chair of the Academic Board on matters considered by Senate at its 24 March 2017 meeting and noted the General Report of the Chair;

• noted the report of the student members of the Academic Board;

• noted the verbal report from the Vice-Chancellor and Principal on matters considered by Senate at its 24 March 2017 meeting and noted the General Report from the Vice-Chancellor and Principal; and

• noted a proposed minor amendment to the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016.

• Noted the report from the meeting of the Admissions Committee held on 14 March 2017; and

• approved the recognition of Foundation programs, Pre-University programs, Overseas Degree Transfer Programmes and Other pathway programs offered by a recognised university in Malaysia and registered under the Malaysian Qualifications Framework as an entry pathway to undergraduate courses of the University of Sydney; and agreed that these programs be assessed as equivalent to an Australian Year 12 qualification and be assessed in the same manner as Australian and UK foundations programs.

• Noted the report from the meeting of the Graduate Studies Committee held on 7 March 2017;

• Approved a proposal from the University of Sydney Business School to introduce the Master of Business Administration in Leadership and Enterprise; agreed to 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 University of Sydney Business School; and approved the introduction of Course Resolutions arising from this proposal, with effect from 1 July 2018; and

• approved a proposal from the Faculty of Health Sciences to amend the Master of Speech Language Pathology; and approved the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2018.
Non-Confidential

- Noted the report from the meeting of the Academic Standards and Policy Committee held on 14 March 2017; and
- Noted the Committee's endorsement of the aims, scope and governance and section on partnerships of a proposed Policy on Continuing and Extra-curricular Education.
Non-Confidential

Submission To: Undergraduate Studies Committee

Date: 23 May 2017

Item No: 3.2.2

Author: Matthew Charet, Executive Officer to Academic Board

Reviewer/Approver: Associate Professor Tony Masters, Chair of the Academic Board

Paper title: Report of the Academic Board

Purpose: To advise the Undergraduate Studies Committee of the outcomes of the Academic Board’s meeting held on 2 May 2017

RECOMMENDATION

That the Undergraduate Studies Committee note the report of the Academic Board meeting held on 2 May 2017.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Undergraduate Studies Committee

The Academic Board noted that the meeting of the Undergraduate Studies Committee scheduled for 11 April 2017 was cancelled.

Other matters

The Academic Board also:

- approved the Academic Board Annual Report 2016 for presentation to Senate;
- discussed the draft University of Sydney (Academic Board) Rule 2017;
- noted the verbal report of the Chair;
- noted the verbal report of the student members of the Academic Board;
- noted the verbal report from the Vice-Chancellor and Principal, including matters considered by Senate at its 24 March 2017 meeting;
- noted the Preparing More Indigenous Teachers at the University of Sydney (PMITUS) Taskforce 2016 Report;
- approved the introduction of a 3 credit point unit of study in the Faculty of Dentistry; and
- noted the membership of the Central Promotions Committees 2017 for Level D and Level E appointments.

Noted the report of the Graduate Studies Committee meeting held on 11 April 2017 and:

- approved the delayed implementation until Semester 2 2017 of scholarship allocations based on strategic alignment, as approved by the Academic Board at its meeting of 2 November 2016;
- approved the proposal from Sydney Law School to amend the Juris Doctor and approved the amendment of the course resolutions arising from this proposal, with immediate effect;
- approved the change in INTM5008 Basic Cardiology from a 3 credit point unit of study to a 6 credit point unit of study and approved changes to the table of units of study arising from this proposal, with effect from Semester 2, 2017;
- approved the proposal from Sydney Medical School to amend the Master of Medicine/Master of Science in Medicine to change of name of the current Master of Medicine/Master of Science in Medicine stream in ‘HIV, STIs and Sexual Health’ to ‘Sexual and Reproductive Health’; approved the reconfigured Pathway structure within this Stream, including a new Reproductive Health and Fertility Pathway; approved the deletion of the stream ‘Maternal, Fetal & Reproductive Medicine’ from the Master of Medicine and Master of Science in Medicine; agreed to 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 Sydney Medical School; and approved changes to Course Resolutions and Unit of Study Tables arising from this proposal, with effect from 1 January 2018;
- approved the proposal from the Sydney Medical School to amend the Master of Surgery and approved the amendment of the unit of study tables arising from this proposal, with effect for Semester 2, 2017.
Non-Confidential

- approve the amendment of the *Progress Planning and Review for Higher Degree by Research Students Policy 2015*, with effect from 16 May 2017; and
- approve the amendment of the *Supervision of Higher Degree by Research Students Policy 2013*, with effect from 16 May 2017.

Noted the report of the Admissions Committee meeting held on 18 April 2017; and
- approved the proposal from Sydney Medical School to amend the Doctor of Medicine and approved the amendment of course resolutions arising from the proposal, as amended, with effect from 1 January 2018.

Noted the report of the Academic Standards and Policy Committee meeting held on 18 April 2017; and
- agreed to constitute a working group comprised of faculty Educational Integrity Coordinators and supported by the Office of Educational Integrity to develop University-wide guidelines for the determination of Educational Integrity outcomes and penalties.
Amendments to the Resolutions for the Bachelor of Oral Health Degree

Purpose
To align the resolutions of the Bachelor of Oral Health degree with the Coursework Policy 2014 and to update sections 4, Requirements for the Award, 5, Progression Rules and 8, Credit for Previous Study.

RECOMMENDATION
That the Undergraduate Studies Committee recommend that the Academic Board:
(1) approves the proposal from the Faculty of Dentistry to amend the Bachelor of Oral Health; and
(2) approves the amendment of the course resolutions arising from the proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY
The Faculty has undertaken a complete review of the Progression Rules section of all of its course resolutions, to clarify the processes, to complement the information in the faculty’s Assessment Local Provision and to align with the Coursework Policy 2014. Amendments to the resolutions for the Doctor of Dental Medicine and the Doctor of Clinical Dentistry were approved late last year, and the Bachelor of Oral Health degree is the final course to undergo these amendments.

CONSULTATION
This submission has been developed in consultation with the Curriculum and Assessment Strategy Group and the Learning and Teaching Committee of the Faculty of Dentistry.

COMMUNICATION
If approved, the Course Management System (CMS) will be updated to reflect the changes.

ATTACHMENTS
Attachment 1: minor course amendment proposal
Attachment 2: Bachelor of Oral Health amended course resolutions (CMS mark-up)
Minor Course Amendment Proposal

Faculty: Faculty of Dentistry

Contact person: Alison Green

1. **Name of award course**
   
   *Bachelor of Oral Health*

2. **Purpose of proposal**
   
   *To align the course resolutions to the new Coursework Policy 2014*

3. **Details of amendment**

   **4. Requirements for the Award**
   
   *The current information will remain, with the addition of:*
   
   (3) Students must attend clinical simulation and clinical placements to meet the requirements of the program.

   **5. Progression Rules**
   
   *The current information will be deleted and replaced with the details below:*

   **8. Credit for Previous Study**
   
   *Part (e) will be deleted.*

   **5 Progression Rules**

   **All Years**

   (1) These progression requirements should be read in conjunction with the relevant Unit of Study Outlines, Faculty Local Provisions and Faculty Resolutions.

   (2) Satisfactory performance requires a mark of 50% or higher unless otherwise specified in the relevant unit of study outline.

   (3) Progression at the end of each year requires satisfactory performance in:
   
   (a) identified components of each unit of study;
   
   (b) clinical and academic professionalism;
   
   (c) clinical experience (Years 2 -3); and
   
   (e) attendance

   (4) Any student who fails to:
   
   (a) meet the requirements of continuous sessional clinical or pre-clinical assessment;
   
   (b) meet the requirements of the clinical and academic professionalism assessment;
   
   (c) meet the attendance requirements; or
   
   (d) demonstrate adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat it. No remediation or reassessment will be offered.

   (5) Subject to complying with the maximum time limit for the award course, any student who successfully completes a reassessment will be permitted to progress.

   (6) If repeating a year would cause a student to exceed the maximum time limit for the award course, the student will not be allowed to progress further in the course.

   (7) Any student who fails a reassessment will be considered to have failed the year.

   (8) Any student who fails a Unit of Study after having repeated a year of study will be asked to show good cause why they should not be excluded from the award course, in accordance with
the provisions of the University of Sydney (Coursework) Policy 2014

Year 1
(1) Students may not progress to Year 2 unless they have passed the following assessments:
   (a) Periodontics Theory Barrier Exam
   (b) Periodontal Instrumentation Practical Barrier Exam

(2) Students who fail both of these assessments will be considered to have failed the year and will
be required to repeat it. No remediation or reassessment will be offered.

(3) Students who fail no more than 1 of these assessments will be offered remediation and
reassessment

(4) Students who fail reassessment will be considered to have failed the entire year and will be
required to repeat it.

Year 2
(1) Students may not progress to Year 2 Semester 2 unless they have passed the Paedodontics
Pre-Clinical Practical Barrier Exam.

(2) Students who fail this assessment will be offered remediation and reassessment

(3) Students who fail reassessment will be considered to have failed the entire year and will be
required to repeat it.

4. Transitional arrangements
   Nil.

5. Other relevant information

6. Signature of Dean

[Signature]
Bachelor of Oral Health

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>
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<tr>
<td>BUORAHEA-01</td>
<td>Bachelor of Oral Health</td>
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</table>

2 Attendance pattern

   The attendance pattern for this course is full time only.

3 Admission to candidature

   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 provisions exist for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people, as may be granted by the Dean. 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.

4 Requirements for award

   (1) The units of study that may be taken for the course are set out in Table of Undergraduate Units of Study for the Bachelor of Oral Health.
   (2) To qualify for the award of the degree, a candidate must successfully complete a fixed curriculum of 144 credit points in the order prescribed in the table of units.
   (3) Students must attend clinical simulation and clinical placements to meet the requirements of the program.

5 Progression rules

   Candidates must pass all units of study and satisfy the requirements of the PPD Licence designated for each year of enrolment before proceeding to units designated for the subsequent year of study. Failure in any single unit of study results in a failure of the semester and requires the candidate to retake the units designated for that semester, without credit or exemption for work previously completed.

All Years

   (1) These progression requirements should be read in conjunction with the relevant Unit of Study Outlines, Faculty Local Provisions and Faculty Resolutions.
   (2) Satisfactory performance requires a mark of 50% or higher unless otherwise specified in the relevant unit of study outline.
   (3) Progression at the end of each year requires satisfactory performance in:
       (a) identified components of each unit of study;
       (b) clinical and academic professionalism;
       (c) clinical experience (Years 2-3); and
       (d) attendance
   (4) Any student who fails to:
       (a) meet the requirements of continuous sessional clinical or pre-clinical assessment;
       (b) meet the requirements of the clinical and professionalism assessment;
       (c) meet the attendance requirements; or
       (d) demonstrate adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat it. No remediation or reassessment will be offered.
   (5) Subject to complying with the maximum time limit for the award course, any student who successfully completes a reassessment will be permitted to progress.
   (6) If repeating a year would cause a student to exceed the maximum time limit for the award course, the student will not be allowed to progress further in the course.
   (7) Any student who fails a reassessment will be considered to have failed the year.
   (8) Any student who fails a Unit of Study after having repeated the year of study will be asked to show good cause why they should not be excluded from the award course in accordance with the provisions of the University of Sydney (Coursework) Policy 2014.

Year 1

   (1) Students may not progress to Year 2 unless they have passed the following assessments:
       (a) Periodontics Theory Barrier Exam
       (b) Periodontal Instrumentation Practical Barrier Exam
   (2) Students who fail both of these assessments will be considered to have failed the year and will be required to repeat it. No remediation or reassessment will be offered.
   (3) Students who fail no more than 1 of these assessments will be offered remediation and reassessment.
Students who fail reassessment will be considered to have failed the entire year and will be required to repeat it.

Year 2

1. Students may not progress to Year 2 Semester 2 unless they have passed the Paedodontics Pre-Clinical Practical Barrier Exam.
2. Students who fail this assessment will be offered remediation and reassessment.
3. Students who fail reassessment will be considered to have failed the entire year and will be required to repeat it.

Award of the degree
The Bachelor of Oral Health is awarded as Pass only.

Cross institutional study
Cross institutional study is not available in this course.

Credit for previous study
1. Candidates may be granted credit for previous studies, according to the provisions of the Coursework Rule, and in addition:
   (a) the study must be completed no more than five years before admission to candidature for this course;
   (b) the study completed is equivalent to any unit of study in the Bachelor of Oral Health table of units;
   (c) the study must have been completed to credit level or equivalent;
   (d) if the previous award has been conferred, the maximum credit that may be granted is 48 credit points;
   (e) in the case of holders of the Diploma in Dental Therapy of the Westmead College of Dental Therapy, the maximum credit that may be granted is 48 credit points.

Transitional provisions
1. These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 and who elect to proceed under these resolutions.
2. Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2016, or later date as the faculty may, in special circumstances, approve.
CONFIDENTIAL OR NON-CONFIDENTIAL

SUBMISSION TO

UNDERGRADUATE STUDIES COMMITTEE

DATE

23 May 2017

ITEM NO

4.2

Author
Natasha De Zilva, Team Leader, Professional Law Programs

Reviewer/Approver
Professor Joellen Riley, Head of School and Dean, Sydney Law School

Paper title
Sydney Law School: Proposed changes to the Bachelor of Laws Elective Tables

Purpose
To add, rename and remove units of study in the Elective Tables of the Bachelor of Laws degree

RECOMMENDATION

That the Undergraduate Studies Committee recommend that Academic Board:

1) approves the proposal from the Sydney Law School to amend the Bachelor of Laws; and

2) approves the amendment to the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

EXECUTIVE SUMMARY

The purpose of this proposal is to add, rename and remove units of study in the Bachelor of Laws Part 1 and Part 2 elective tables.

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal

Attachment 2: Bachelor of Laws Elective Unit of Study table
Minor Course Amendment Proposal

Faculty: The University of Sydney Law School

Contact person: Natasha De Zilva

1. Name of award course
   Bachelor of Laws
   Juris Doctor

2. Purpose of proposal
   To add, rename and remove units of study in the Elective Units of Study tables from 1 January 2018.

3. Details of amendment

   **Undergraduate**
   Optional units of study
   - **Bachelor of Laws**
     Insert the following approved unit of study in correct alphabetical order in Part 1 of the Elective Units of Study Table:
     - LAWS3510 Industry and Community Projects
     - LAWS3511 Indigenous Engagement
     - LAWS3514 Race and the Law

     Insert the following approved units of study in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:
     - LAWS6355 Energy and Water Security Law

     Rename the following approved units of study and add them in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:
     - LAWS6065 Pollution and Contaminated Land to become Pollution, Corporate Liability and Governance
     - LAWS6320 Climate Disaster Law to become Climate Justice and Disaster Law

     Insert the following approved unit of study in correct alphabetical order in Part 2 of the Elective Units of Study Table:
     - LAWS3512 Law and Social Theories
     - LAWS3513 Philosophy of Criminal Law

     Remove the following previously approved units of study from the Part 1 Master's Level Elective Units of Study Table:
     - LAWS6163 Energy and Climate Law

   **Postgraduate**
   Optional units of study
   - **Juris Doctor**
     Insert the following approved units of study in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:
     - LAWS6355 Energy and Water Security Law

     Rename the following approved units of study and add them in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:
     - LAWS6320 Climate Disaster Law to become Climate Justice and Disaster Law

     Insert the following approved unit of study in correct alphabetical order in Part 2 of the Elective Units of Study Table:
     - LAWS5210 Industry and Community Projects
     - LAWS5211 Indigenous Engagement
     - LAWS5214 Race and the Law
Rename the following approved units of study and add them in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:
- LAWS6065 Pollution and Contaminated Land to become Pollution, Corporate Liability and Governance

Insert the following approved unit of study in correct alphabetical order in Part 3 of the Elective Units of Study Table:
- LAWS212 Law and Social Theories
- LAWS213 Philosophy of Criminal Law

Remove the following previously approved units of study from the Part 2 Master's Level Elective Units of Study Table:
- LAWS6163 Energy and Climate Law

4. Transitional arrangements
None required

5. Other relevant information

6. Signature of Dean

[Signature]

Professor Joellen Riley
Head of School and Dean
BACHELOR OF LAWS

Elective Unit of Study Table

<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>
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<tbody>
<tr>
<td><strong>Elective Units of Study</strong></td>
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<tr>
<td>Candidates must complete 42 credit points of elective units of study including:</td>
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<td>(a) a maximum of 36 credit points from Part 1 - Elective Units of Study; and</td>
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<td>(b) a minimum of 6 credit point from Part 2 – Jurisprudence Units of Study</td>
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**Part 1 - Master's Level Elective Units of Study**

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**LAWS6066 Discretion in Criminal Justice**

Students who do not hold an undergraduate law degree must have completed LAWS6252 Legal Reasoning and the Common Law System before enrolling in this unit and LAWS6044 Environmental Law and Policy (MEL only). LAWS6043, LAWS6045, LAWS3430, LAWS5130

Students without a law degree or equivalent may enrol in this unit but should be aware that the unit focuses on legal and evidentiary issues. This unit replaced LAWS6230 Expert Evidence and LAWS6869 Class Actions and Complex Litigation.

**LAWS6307 Expert Evidence and Class Action Procedure**

Available to MLLR students who commenced after Jan 2015.

**LAWS6330 Fundamentals of Regulation**

MHL students may select this unit as one of the three core units required in addition to LAWS6252 or LAWS6881.

**LAWS6059 International Business Law**

Core unit for GradDipPubHL students. MHL students may select this unit as one of the three core units required in addition to LAWS6252 or LAWS6881.

Students seeking further study in international environmental law may undertake LAWS6922 Advanced International Environmental Law.

**Core unit for MIntBus&L students. This unit is available as one of the core units for GradDipIntBusLaw students.**

**LAWS6865 International Dispute Resolution**

Core unit for GradDipIntBusLaw students. This unit is available as one of the core units for GradDipIntBusLaw students.
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<tr>
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<td>LAWS6816</td>
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<td>Law, Justice and Development</td>
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<td>LAWS6932</td>
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<td>LAWS6944</td>
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<td>LAWS6877</td>
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<td>LAWS6352</td>
<td>Mergers and Acquisitions in Asia</td>
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<tr>
<td>LAWS6349</td>
<td>Muslim Minorities and the Law</td>
<td>6</td>
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<td>LAWS6065</td>
<td>Pollution and Contaminated Land Pollution, Corporate Liability and Governance</td>
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**Part 2 - Jurisprudence Units of Study**

Candidates must complete a minimum of 6 credit points from Part 2 to satisfy the Jurisprudence requirement.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Unit Points</th>
<th>Notes</th>
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| LAWS3436    | International/Comparative Jurisprudence                                | 6           | N JURS3006 or LAWS5136  
               |                                                        |             | Satisfies the Jurisprudence/Part 2 requirement of the LLB             |
| LAWS3447    | Law and Economics                                                      | 6           | N LAWS3036 or LAWS5147  
               |                                                        |             | This unit satisfies the Jurisprudence/Part 2 requirement of the LLB.  |
| LAWS3512    | Law and Social Theories                                                | 6           | N LAWS3462                                                          |
| LAWS3500    | Law, Morals and Politics                                               | 6           | N LAWS5200                                                          
               |                                                        |             | This unit satisfies the Part 2/Jurisprudence requirement of the LLB.  |
| LAWS3513    | Philosophy of Criminal Law                                             | 6           |                                                                     |
| LAWS3475    | Philosophy of International Law                                        | 6           | This unit satisfies the Jurisprudence/Part 2 requirement of the LLB.  |
| LAWS3454    | Philosophy of Law                                                      | 6           | N LAWS3459 or LAWS5154  
               |                                                        |             | This unit satisfies the Jurisprudence/Part 2 requirement of the LLB.  |
| LAWS3462    | Sociological Theories of Law                                           | 6           | N JURS3001 or LAWS5162  
               |                                                        |             | Satisfies the Jurisprudence/Part 2 requirement of the LLB.             |
| LAWS3495    | The Rule of Law and its Value                                          | 6           | N LAWS5195                                                          
               |                                                        |             | This unit satisfies the Jurisprudence/Part 2 requirement of the LLB.  |
| LAWS3471    | Theories of Conscientious Obedience                                    | 6           | N LAWS5171                                                          
               |                                                        |             | This unit satisfies the Jurisprudence/Part 2 requirement of the LLB.  |
| LAWS3468    | Theories of Justice                                                    | 6           | N LAWS3077 or LAWS5168  
               |                                                        |             | This unit satisfies the Jurisprudence/Part 2 requirement of the LLB.  |

**Part 2 – Master’s Level Jurisprudence Units of Study**

<table>
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<th>Code</th>
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<tr>
<td>LAWS6187</td>
<td>Functional Analysis of Law and Soc Control</td>
<td>6</td>
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</table>
| LAWS6336    | Precedent, Interpretation and Probability                             | 6           | N JURS6028 or JURS6029  
               |                                                        |             |                                                                     |
| LAWS6316    | Theories of the Judiciary                                             | 6           |                                                                     |
| LAWS6338    | The Nature of the Common Law                                           | 6           |                                                                     |
RECOMMENDATION

That the Undergraduate Studies Committee of the Academic Board note the Strategic Review of Assessment Progress Update April 2017.

EXECUTIVE SUMMARY

The University of Sydney Strategic Plan 2016-20 commits the University to reconsidering aspects of its educational approach relating to assessment. Following the endorsement of the University Executive Education Committee (Resolution: UEED17/1-4; see also Attachment 1), a joint Academic Board-Deputy Vice-Chancellor (Education) Assessment Working Group has been established to lead the development of a common approach to assessment planning and assessing students’ attainment of the graduate qualities. To date, the Working Group has met four times, and considered papers on the assessment-related objectives articulated in the Strategic Plan, the nature of assessment in interdisciplinary project units, and the current use of assessment rubrics at the University.

To initiate consultation with the University community, the Working Group will be holding a town hall style forum on 14 June 2017. The Working Group will then disseminate its first milestone discussion paper in July 2017 to be used as the basis for consultation via a forum at the Academic Board and a series of faculty-based fora currently being arranged in discussion with Associate Deans. Following this, the Working Group will seek to act on feedback provided through these fora ahead of the completion of a policy paper to be discussed by this and other committees before it is submitted for approval to the Academic Board at its meeting in November 2017.

BACKGROUND / CONTEXT

The University of Sydney Strategic Plan 2016-20 commits the University to significantly rethinking aspects of its educational approach relating to assessment, including measuring graduate qualities; increasing authentic assessment; problem-based and collaborative learning; reducing assessment volume; improving feedback to staff and students; and aligning and integrating assessment across units of study and course components (e.g., majors). An Assessment Working Group has been jointly established by the Academic Board and Deputy Vice-Chancellor (Education) to undertake this work (Attachment 2). The Working Group has committed itself to developing a common approach to assessment and assessing students’ attainment of the graduate qualities by November 2017, with expert advice being sought from the Educational Measurement and Assessment Hub in the University of Sydney School of Education and Social Work.

To achieve this aim, the Working Group has structured the project around three interconnected streams (see Attachment 3), involving:
1. the development a common approach for assessing student attainment of graduate qualities;
2. the development of one or more models to guide the development of the assessment in the disciplinary and interdisciplinary project units at the 3000- and 4000-level under the new curriculum framework; and
3. the development of a framework for guiding the faculty development of integrated assessment plans across course components.
Non-Confidential
To promote consultation and discussion, the Chair of the Academic Board has agreed to hold a dedicated session during the Board's 13 June 2017 meeting to discuss an early working paper on the theoretical foundations of the common approach to assessment. This paper will also be provided to relevant University committees for feedback. A town hall style forum is planned for Wednesday 14 June 2017, and is to be followed by a series of faculty-based fora scheduled for August 2017 after dissemination, in July, of the Working Group's first milestone discussion paper, *Towards a Common Approach to Undergraduate Assessment and Assessing Students’ Attainment of Graduate Qualities at the University of Sydney*.

The feedback received on this discussion paper will then inform the development of the Working Group’s subsequent policy paper, *A Common Approach to Undergraduate Assessment and Assessing Students’ Attainment of Graduate Qualities at the University of Sydney*. This paper will be submitted to the relevant Academic Board and University Executive committees ahead of its submission for approval to the Academic Board for its November 2017 meeting.

**ATTACHMENTS**

- **Attachment 1** – *Strategic Review of Assessment* discussion paper
- **Attachment 2** – Assessment Working Group Terms of Reference
- **Attachment 2** – Assessment Working Group Work Plan
Strategic review of assessment.

Nineteenth century professors would see many similarities between their assessments and today's university assessment. Over the next decade we will witness the greatest revolution in the role of assessment in tertiary education – it will move from a device to sum up what we think students need to know, to providing feedback into the teaching and learning cycle; it will involve more than surface and greater emphases on deeper knowledge and understanding; it will involve peer assessment and computerised scoring; it will involve aspects of Second Life and interactivity; it will see more use of computerised adaptive testing; and the quality of these assessments will be set higher, the qualities will be more public, and students will be the major beneficiaries of this revolution. The revolution will encompass “feedback from assessment” and the development of visible learning and visible teaching.


Summary
A joint Academic Board-DVC Education Assessment Working Party is proposed to carry forward the initiatives on assessment in the University of Sydney Strategic Plan 2016 – 20. The Working Party would collaborate with an expert group from the Faculty of Education to develop discussion papers and an approach to assessing the graduate qualities. It will also develop approaches to using assessment plans at the major, minor, program, stream and degree level with a view to providing improved feedback to staff and students on learning, reducing the volume of summative assessment, developing models for integrative assessment across units, levels and disciplines, and considering University-wide approaches to the assessment of project units, with a particular focus on issues arising from interdisciplinary work. The Working Party will aim to develop a University-wide approach to these issues by December 2017. An Appendix provides background on current policy and the requirements of the Standards Framework.

Introduction
The Strategic Plan commits the University to significantly rethinking aspects of its educational approach relating to assessment, including measuring graduate qualities, increasing authentic assessment, problem-based learning and
interactive and collaborative learning, reducing assessment volume, improving feedback to staff and students and aligning and integrating assessment across units, levels and disciplines. In particular the Strategy aims to:

- measure the attainment of graduate qualities by students\textit{(Strategic Plan (SP) 4.4, p. 37)};
- increase authentic and integrative assessment in each major, program and stream \textit{((Building a Culture of Educational Excellence (BCEE) 23, SP 4.1, p. 34)};
- reduce the volume of summative assessment \textit{(SP 5.2, p. 39)} and improve feedback to students and staff through increased low-stakes and no-stakes formative assessment;
- Design experiences that promote the alignment of learning and assessment at multiple levels (task, unit, major, degree) and across disciplines \textit{(SP 5.1, p. 38)};
- consider mechanisms for assessment across multiple units, between disciplines and in interdisciplinary projects;
- assure the integrity of assessment as an integral component of the graduate qualities \textit{(SP, 5.2, 39, BCEE, p. 4, 16)}

Through the Strategic Plan discussion paper, \textit{Building a Culture of Educational Excellence}, the planning process emphasised feedback, both to teachers and to students, as a crucial domain for the educational strategy \textit{(BCEE, p. 15)}. As John Hattie demonstrates in the article cited above and elsewhere, using assessment data as feedback to teachers and faculties actually has a greater positive effect on learning than feedback to students, though both are highly beneficial to learning. In a synthesis of studies measuring the effect of strategies, policies, initiatives and innovations on student learning, Hattie ranked feedback to teachers as the second most significant of all influences on learning, and feedback to students as the fifth most significant.[Hattie 2009].

Among the challenges for the University community that flow from the Education Strategic Plan are:

- How can we measure the extent to which the Graduate Qualities are being achieved by students?
- How can we better coordinate assessment at levels higher than the unit of study (for example at minor, major, program and stream level) to monitor achievement of learning outcomes at that level, while simultaneously reducing that aspect of the volume of assessment that impacts negatively on students and inhibits learning effectiveness?
- As we develop assessment plans at the major or program level, can we facilitate assessment across different units, different levels and different disciplines?
- Can we improve the feedback that both staff and students get on student learning without increasing the burden for students and staff, through more sophisticated and technologically assisted use of formative assessment and analytics?
• In the development of project-based learning and interdisciplinary units, can we develop agreed models for measuring interdisciplinary learning so that the learning is effectively validated and moderated?

• More broadly, can we devise useful models of assessment in project units that will assist staff in incorporating projects into majors and other components and ensure comparability of standards across units and disciplines?

To promote institutional discussion of these issues, an Assessment Working Party jointly convened by the DVC Education and the Chair of the Academic Board with the objectives set out below is proposed. The Assessment Working Party would develop proposals to address the assessment challenges in the Strategic Plan and consult with the Degree Advisory Working Group (DAWG), the UE Education Committee and relevant committees of the Academic Board. The project would also involve consultation with faculties and a forum or forums as appropriate. The Working Party would be assisted by an educational measurement group from the Education and Social University School led by Professor James Tognolini to provide specialist input into the development and validation of a University-wide rubric for the measurement of graduate qualities.

**The Assessment Working Party**

Suggested Aims:

1. Develop a University-wide approach (e.g. via shared rubrics) for assessment of graduate qualities to be used by staff and students with a focus on capstone and project units;

2. Develop aligned assessment plans at the level of course component to ensure effective placing of authentic assessment experiences, educational integrity and achievement of learning outcomes at the appropriate level;

3. Consider policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars;

4. Recommend optimal processes for effective assessment practice in collaborative and project learning settings;

5. Review policy for streamlining and reducing summative assessment at unit of study level, making increased use of low credit value and optional no-value formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole.

**Provisional Timeframe:**

1. February: form Assessment Working Group and educational measurement group.

2. Initial consultation with Degree Advisory Working Group (23 February), UE Education (13 February), ASPC (14 February).

3. March- April: Working Group develops responses to terms of reference in consultation with DAWG

4. Early May: University forum on Assessment
5. June: Report including proposed approach to development of rubrics for assessing graduate qualities considered and approved as appropriate by Undergraduate Degree Working Parties, UE Ed (5 June), UE (29 June) and ASPC (11 July)

6. July: Policy development

7. July-November: Development of one or more pilot rubrics for the assessment of graduate qualities

8. August: draft policy considered by UE Ed (7 August), Undergraduate degree Working Parties (10 August)

9. To end of August – Policy revision managed by Policy Development Unit

10. Final Policy approval: UE Ed (11 Sep), ASPC (26 Sep), UE 21 Sept, AB 10 October

11. December: Approval of rubrics for trial use in 2018

Issues

Measuring the achievement of Graduate Qualities

The value of attempting to assess achievement of the University’s graduate qualities is twofold: we create a feedback mechanism for our educational efforts to develop the graduate qualities, and we provide an assessment of value to students (and likely to prospective employers as well) that helps students to direct their further learning. As Gibbs (2010) has recently observed, ‘capstone’ level dissertations or project reports offer an important resource for assessment of the quality of broad, program-level educational outcomes because they typically require application of the higher level, integrative skills reflected in program-level outcomes.

A project sponsored by the Association of American Colleges and Universities\(^1\) has demonstrated the feasibility of developing rubrics to support the assessment of these higher level outcomes. The project has led to the creation of the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics. The rubrics were developed by academics working across a number of US institutions and are intended to assess broad program-level learning outcomes such as inquiry and analysis, problem solving, critical thinking, creative thinking, ethical reasoning, information literacy, teamwork and integrative learning. As reported by the National Academies of Sciences, Engineering and Medicine (2016), an early finding from use of these rubrics has been that some of the skills, such as communication and use of evidence, actually require much greater development within the curriculum. This finding demonstrates the valuable contribution that the assessment of broader skills can make to curriculum design.

The challenge for the University is therefore to assess whether a similar approach might be used for the assessment of Sydney’s graduate qualities, and to assess the validity of any such approach. Although some projects have explored

\(^{1}\) See [https://www.aacu.org/value/rubrics](https://www.aacu.org/value/rubrics).
the development of specific assessment of higher level outcomes, these are generally seen to be expensive and difficult to sustain. Examples include: the OECD's Assessment of Higher Education Learning Outcomes (AHELO) Project, which appears to have foundered; the OECD Program for the International Assessment of Adult Competencies (PIAAC), which, through an international survey, measures cognitive and workplace skills necessary for societal participation and economic prosperity; and the Collegiate Learning Assessment (CLA) for measurement of broad skills such as critical thinking and problem solving (e.g. see Arun and Roksa, 2011, 2014). It is possible that some of these latter approaches might be used on an ad hoc basis to assess the validity of the more feasible rubrics-based approach.

There is also value in exploring the use of ePortfolios to collate evidence of graduate qualities at the program level and, indeed, in considering whether these might be the subject of assessment through some of the to-be-developed rubrics.

An important topic for discussion will be the role that any such assessments play in students' final grades.

**Assessment Plans**

In order to achieve the best alignment between learning outcomes and assessment at the level of unit of study, curriculum component (minor, major, program, stream) and degree, we need to consider whether the atomization of assessment tasks within individual units of study level adequately achieves the goals of advancing and measuring learning and providing feedback. This is particularly an issue with respect to learning outcomes involving the synthesis of knowledge and skills across units of study, different levels and from different disciplines. To do this, the Working Party is asked to look at creating a framework for assessment plans which would achieve measurement of high level outcomes, facilitate feedback to staff and students on learning at the level of the degree and the curriculum component as well as the unit, reducing the burden of assessment on students and on staff while enhancing feedback. The creation of assessment plans will be integral to the other initiatives of the working party, notably the assessment of graduate qualities, the adoption of integrative assessment across units and disciplines, project learning, and reducing the volume of summative assessment.

Assessment plans will also provide a strategic and coordinated way of ensuring educational integrity and undertaking risk assessment of integrity as specified in the Learning and Teaching Project policy (section 20 (3)).

**Assessment in interactive, collaborative and project learning settings**

_Collaborative and interactive learning_

Since the 2016-2020 Strategic Plan has prioritised interactive and collaborative learning designs, it is appropriate to focus on effective assessment strategies for these designs.
In the case of interactive learning, where a student’s next learning activity might depend on their response to a prior activity such as a diagnostic assessment task, there are opportunities to consider adaptive assessment strategies, even if only for formative use.

In the case of collaborative learning, where students undertake learning activities and interim or final assessments jointly, the well-canvased problems that can occur with group work, such as free-riding, conflict, or undue competition, can arise. It will therefore be important to develop strategies for assessing collaborative tasks in ways that fairly reflect individual student effort, reward collaborative behavior, deal with conflict should it arise, and avoid problems of free-riding or competition.

**Project-based learning**

Project-based learning and an increasing emphasis on authentic problems and interdisciplinary learning are a significant aspect of the undergraduate curriculum framework developed as part of the Education. As a result these capstone units provide an excellent opportunity for assessment of the University’s graduate qualities.

Project based learning can be characterized as a student-focused pedagogical approach involving both the acquisition and application of knowledge and skills through the exploration of an authentic task or real-world problem. Its methods include formulating problems, refining questions, group and interdisciplinary discussion, primary and secondary research, data collection and analysis, the formulation and testing of hypotheses and the creation and/or application of solutions. Outcomes may be a paper, presentation or product. Repko identifies four common outcomes of interdisciplinary learning identified by researchers: the ability to develop and apply perspective-taking techniques, the ability to develop structural knowledge of problems appropriate to interdisciplinary inquiry, the ability to integrate conflicting insights, and the ability to produce a cognitive advancement or interdisciplinary understanding of a problems (Repko 2008).

Since project-based learning will often involve groups of students from different disciplines, enrolled in different degrees and different curriculum components, project-based learning outcomes will need to be negotiated between disciplines and these outcomes will often include interdisciplinary effectiveness, critical thinking and other graduate qualities. A separate project within the Education unit is developing a common management model for project units addressing the questions of student selection, a platform for coordinating the enrolment of students from different faculties in faculty-based units in interdisciplinary projects, unit of study coordination, and access to expertise. A crucial element in developing this model will be the development of common approaches to learning outcomes and assessment in order to facilitate the easy development of projects as opportunities arise. Similarly a move towards greater use of authentic assessment will require careful design to avoid problems noted by some in transferring conventional assessment approaches to authentic learning.
An important issue is the validation and moderation of grades across disciplines. Among the issues to be considered might be:

- Whether there is benefit in agreeing a set of shared learning outcomes to be achieved by all students in all project-based learning units, while also retaining additional distinctive learning outcomes?
- Whether there is value in agreeing a common assessment matrix for project-based learning?
- How interdisciplinary learning can be assessed without unduly increasing overall burden on staff time?
- How interdisciplinary assessments can be appropriated moderated and validated against disciplinary standards?
- How projects can be designed to avoid the problems with group-work of identified by students?

In this connection, Hattie draws attention to the need to provide learning intentions as well as learning outcomes. "The use of scoring rubrics, worked examples, mastery learning, reciprocal teaching, and model answers provided to the student PRIOR to submission of work makes a major difference to the students’ learning; if these things do not occur, students must best guess what you want! Why not tell them the levels and degrees of what success looks like and see if they can attain this?" (Hattie 2009:11)

**Reducing the volume of assessment**

The negative impact on learning of an overburdened assessment regime is documented in several studies and these findings align with observations made by student groups at the University of Sydney. Arguing for more streamlined assessment to improve learning, Hornby outlined a range of negative consequences of overstretched assessment: slow feedback, little meaningful feedback, little formative feedback for students to learn from mistakes, repeated assessment of the same outcomes without rationale, lack of correlation between credit point weighting and student and staff workload, lack of alignment of assessment between units, and assessment “bunching” (Hornby 2003). Even when assessment is well aligned with learning outcomes, unduly heavy, stress-inducing assessment workloads are associated with surface learning. More concerningly, Chris Rust cites a range of studies over two and a half decades that indicate an increase in surface learning as students progress through university degree programs (Watkins and Hattie 1985, Gow and Kember 1990, Mackay and Kember 1997, Zhang and Watkins 2001, Arum and Roksa 2011 cited in Rust 2013). An excessive burden of assessment also has a negative impact on the ability of staff to manage the time that they devote to education and research in the way they find most productive.

With the development of assessment plans, as described above, there is an opportunity to identify unnecessary duplication and lacunae in outcomes assessment, and ensure that the balance of tasks gives appropriate priority to the learning outcomes most valued by students, staff and employers. Within this
process it will, in many cases, be possible to reduce the volume of summative assessment and increase low-value or no-value formative assessment that provides feedback on learning to staff and students. A well-structured sequence of formative assessment tasks over a major, minor, program or stream, and effective use of learning analytics combined with appropriately spaced milestone and capstone measurements of learning outcomes and authentic assessment tasks has the potential to reduce the assessment burden in a way that created more time for deep and complex learning, while providing better assurance that learning goals had been met.

Appendix

1. Current Policy

The University undertook a review of assessment in 2010 resulting in the development of new Assessment Policy 2011 and Assessment Procedure 2011 (the policy was subsequently incorporated into the Coursework Policy 2014). The Policy articulated four principles for assessment as set out below and committed the

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<th>1. Assessment practices must advance student learning</th>
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<tbody>
<tr>
<td>1.1 Assessment practices align with goals, context, learning activities and learning outcomes.</td>
</tr>
<tr>
<td>1.2 A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
</tr>
<tr>
<td>1.3 Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
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<tr>
<td>1.4 Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.</td>
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<tr>
<th>2. Assessment practices must be clearly communicated to students and staff</th>
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<tbody>
<tr>
<td>2.1 Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.</td>
</tr>
<tr>
<td>2.2 Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.</td>
</tr>
<tr>
<td>2.3 Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.</td>
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<td>2.4 The process of marking and of combining individual task marks is explicitly explained in the unit outline.</td>
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<th>3. Assessment practices must be valid and fair</th>
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<tr>
<td>3.1 Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
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<tr>
<td>3.2 Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.</td>
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<tr>
<td>3.2 Assessment will be evaluated solely on the basis of students’</td>
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achievements against criteria and standards specified to align with learning outcomes.

3.4 Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.

4. Assessment practices must be continuously improved and updated

4.1 Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.
4.2 Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.
4.3 Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

Since adoption, two elements of the policy have received particular attention. Principle 3.2 committed the University to single standards-based assessment regime in place of the previous policy which permitted either standards-based or norm-referenced assessment. Principle 1.2 has been interpreted by some, notably SUPRA, as effectively proscribing, or at least sharply curtailing assessment tasks that constitute 100% of the final mark.

In 2014, the Institute for Teaching and Learning organized a Sydney Teaching Colloquium: Is our assessment up to standard?

As summarized in the Strategy Discussion Paper Building a culture of educational excellence the colloquium “highlighted the need to:

• Reduce the volume of summative assessment;
• Increase effective low-stakes formative assessment;
• Increase access to optional no-stakes formative assessment;
• Increase the use of more authentic assessment; and
• Consider mechanisms for enabling integrated assessment across multiple units of study.”

2

2. Higher Education Standards
The Higher Education Standards Framework (Threshold Standards) 2015 require that the University be able to demonstrate that methods of assessment are consistent with stated learning outcomes and are able to demonstrate that the outcomes have been demonstrated by students, with grades reflecting level of attainment. Whether assessed at unit or course level, students must demonstrate that course-level learning outcomes have been met. While achievement of the objectives of the Assessment Project and the Strategic Plan will ensure this, more effective alignment and integration of assessment and learning objectives through the use of assessment plans at the unit of study level

2 Building a culture of educational excellence, Strategic Planning for 2016-20: Discussion Paper no. 3. The University of Sydney. August 2015, p. 23
3 Higher Education Standards Framework (Threshold Standards) 2015, 1.4 ‘Learning outcomes and assessment’, especially 1.4.1, 1.4.3 and 1.4.4.
will greatly assist faculties and student maintain assessment regimes that are focused on the strategic goals of reducing assessment volume, increasing authentic assessment, and maintaining its formative function of providing feedback.

Bibliography


## TERMS OF REFERENCE

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<tr>
<th>COMMITTEE</th>
<th>ASSESSMENT WORKING GROUP</th>
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<td><strong>PURPOSE</strong></td>
<td>To develop and deliver the assessment initiatives in the University Strategy 2016-2020.</td>
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<td><strong>TERMS OF REFERENCE</strong></td>
<td>The Assessment Working Group will:</td>
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<td>1. develop a common approach for assessing graduate qualities.</td>
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<td>2. develop a common approach for development of aligned assessment plans at the level of course component to ensure effective placing of authentic assessment experiences and achievement of learning outcomes at the appropriate level.</td>
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<td>3. recommend optimal processes for effective assessment practice in collaborative and project-based learning.</td>
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<td>4. recommend policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars.</td>
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<td>5. recommend policy reforms in support of reducing summative assessment at unit of study level, making increased use of low or zero weighted formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole.</td>
</tr>
</tbody>
</table>
| **CO-CHAIRS** | Associate Professor Peter McCallum, Director, Education Strategy  
Associate Professor Judy Anderson, Member, Academic Board |
| **MEMBERSHIP** | Professor Philippa Pattison, Deputy-Vice Chancellor (Education) (ex-officio)  
Associate Professor Anthony Master, Chair, Academic Board (ex-officio)  
Ms. Helen Agus, Faculty of Science  
Professor Michael Anderson, Faculty of Arts and Social Sciences  
Associate Professor Corrine Caillaud, Faculty of Health Sciences  
Associate Professor Jamie Glister, Sydney Law School  
Professor Inam Haq, Sydney Medical School  
Professor David Lowe, Faculty of Engineering and Information Technologies |
| **ATTENDEES** | Professor James (Jim) Tognolini  
Leah Schwartz, Program Manager, Education Strategy  
Georgie Wheadon, Senior Policy and Project Officer, Education Strategy |
| **SECRETARIAT** | Tristan Enright, Manager, Educational Integrity |
| **MEETINGS** | Every three weeks from 10 March 2017 |
| **REPORTING** | Progress reports to University Executive Education Committee, Academic Standards and Policy Committee, and the Academic Board |
| **MINUTES** | Decisions and action items |
## Assessment Working Group – Work plan and papers

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Assessing Graduate Qualities</th>
<th>Interdisciplinary &amp; Project Assessment</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Mar</td>
<td>Introduction to project; discussion of <em>Strategic Review of Assessment</em> and related issues</td>
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<tr>
<td>30-Mar</td>
<td>Scope and nature of University forums on assessment</td>
<td>Work plan and Educational Measurement and Assessment Hub (EMAH) Paper 1: <em>Necessary steps toward the development of a common approach to assessment</em></td>
<td>Report on actions completed</td>
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<td>Report on actions completed</td>
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<tr>
<td>26-Apr</td>
<td>Briefing paper: current use of rubrics</td>
<td>Report on actions completed</td>
<td>Report on actions completed</td>
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<tr>
<td>31-May</td>
<td>Briefing paper: assessing graduate qualities relative to accreditation requirements (TBC)</td>
<td>AWG Working Paper 2: <em>Assessing student attainment of graduate qualities through standardised assessment instruments</em></td>
<td>Briefing paper: current impact of timing and volume of assessment</td>
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<td>AWG Working Paper 2: <em>Assessing student attainment of graduate qualities through standardised assessment instruments</em></td>
<td></td>
<td>Briefing paper: disability and assessment</td>
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<tr>
<td>12-Jul</td>
<td>Discussion Paper: <em>Towards a Common Approach to Undergraduate Assessment and Assessing Students’ Attainment of Graduate Qualities at the University of Sydney</em></td>
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<td>UE-Ed 28-Jul (meeting 7-Aug); ASPC 25-Jul (meeting 8-Aug); AB meeting 29-Aug; University forums (Aug 2017)</td>
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<td>3-Aug</td>
<td>Progress review: all streams</td>
<td>Finalise intended outcomes/plans for University forum/s on assessment</td>
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<td>Discuss intended outcomes/plans for workshops on adapting rubrics in disciplinary contexts</td>
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<tr>
<td>24-Aug</td>
<td>Briefing paper: feedback on discussion paper from UE-Ed, ASPC, and University forum/s on assessment</td>
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</table>
### Assessment Working Group – Work plan and papers

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>14-Sep</td>
<td>Policy Paper: <em>A Common Approach to Undergraduate Assessment and Assessing Students’ Attainment of Graduate Qualities at the University of Sydney</em>&lt;br&gt;UE-Ed 29-Sep (meeting 9-Oct); ASPC 31-Oct (meeting 14 November); AB meeting 28-Nov&lt;br&gt;Workshops on adapting rubrics in disciplinary contexts 9-13 Oct (TBC)</td>
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<tr>
<td>5-Oct</td>
<td>Progress review: all streams&lt;br&gt;Finalise intended outcomes/plans for workshops on adapting rubrics in disciplinary contexts</td>
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<tr>
<td>26-Oct</td>
<td>Consider matters/issues arising from discussion of policy paper at UE-Ed, ASPC, and workshops on adapting rubrics</td>
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<tr>
<td>16-Nov</td>
<td>Progress review: all streams&lt;br&gt;Planning for 2018</td>
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