UNDERGRADUATE STUDIES COMMITTEE
10:00AM-12:00PM TUESDAY 1 AUGUST 2017

Chair: Associate Professor Wendy Davis
Committee Officer: Dr Glenys Eddy
University Secretariat | Office of the Vice-Chancellor

NOTICE OF MEETING

Meeting 2017/4 of the Undergraduate Studies Committee will be held at 10 am on Tuesday 1 AUGUST in the Senate Room, Quadrangle. The agenda for the meeting is attached.

Glenys Eddy
Committee Officer

AGENDA

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 WELCOME AND APOLOGIES</strong></td>
<td>Chair</td>
</tr>
<tr>
<td><strong>2 PROCEDURAL MATTERS</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Minutes of Meeting 2017/3 (4 July 2017)</td>
<td>Chair</td>
</tr>
<tr>
<td>2.2 Actions Arising</td>
<td>Members</td>
</tr>
<tr>
<td><strong>3 STANDING ITEMS</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Report of the Chair</td>
<td>Chair</td>
</tr>
<tr>
<td>3.2 Report of the Academic Board meeting 25 July 2017</td>
<td>Tony Masters</td>
</tr>
<tr>
<td><strong>4 ITEMS FOR APPROVAL</strong></td>
<td></td>
</tr>
<tr>
<td>Major Course Proposals</td>
<td></td>
</tr>
<tr>
<td>No major course proposals have been submitted for this meeting.</td>
<td></td>
</tr>
<tr>
<td>Minor Course Proposals</td>
<td></td>
</tr>
<tr>
<td>4.1 DVC Education Portfolio: proposed use of AAM for Dalyell stream</td>
<td>Leah Schwartz</td>
</tr>
</tbody>
</table>

Respect is a core value of the Academic Board
Undergraduate Studies Committee agenda 1 August 2017

4.2 Faculty of Science: Bachelor of Liberal Arts and Sciences

Gary Muscatello
attached

4.3 Faculty of Science: Bachelor of Science/Master of Nutrition and Dietetics

Gary Muscatello
attached

4.4 Faculty of Science: Bachelor of Science (pre-2018) – Neuroscience Table 1

Gary Muscatello
attached

5 ITEMS FOR NOTING

5.1 DVC Education Portfolio: Higher Education Standards Framework and University Policy

Peter McCallum
attached

6 OTHER BUSINESS

6.1 Any Other Business
Chair

Next meeting – 10:00am-12:00pm, Tuesday 19 September 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.
UNDERGRADUATE STUDIES COMMITTEE

10:00am – 12:00pm, Tuesday 4 July 2017
Senate Room, Quadrangle

Members Present: Associate Professor Wendy Davis (Chair); Dr Lisa Conlon (for Dr Jennifer Green, Nursing and Midwifery); Associate Professor Rae Cooper (Business); Dr Wayne Cotton (Education and Social Work); Disha Dhanda (student representative); Professor Alan Fekete (Engineering and Information Technologies); Anne Fernandez (Deputy Registrar Nominee); Dr Kelly Freebody (for Dr Wayne Cotton, Education and Social Work); Associate Professor Jamie Glister (Law); Dr Mark Halaki (Health Sciences); Dr Melissa Hardie (Arts and Social Sciences); Mr Oliver Smith (for Mr Andrew Lavery, Sydney College of the Arts); Dr Alan Maddox (for Dr James Humberstone, Sydney Conservatorium of Music); Associate Professor Tony Masters (Chair of the Academic Board); Dr Kimberly Mathieu Coulton (Dentistry); Associate Professor Peter McCallum (for Professor Adam Bridgeman, Director, Education Innovation); Dr Gary Muscatello (Veterinary Science); Professor Philip Poronnik (for Dr Tina Hinton, Medicine); Ms Bella Pytka (for Ms Isabella Brook, President, SRC); Dr Dagmar Reinhardt (Architecture, Design and Planning); Associate Professor Lorraine Smith (for Dr Stephen Carter, Pharmacy); Associate Professor Tim Wilkinson (Chair, Admissions Committee).

Attendees: Kristian Adamson (Arts and Social Sciences); Dr Matthew Charet (Executive Officer to Academic Board); Dr Glenys Eddy (Committee Officer), Edwina Grose (Student Administration Services), Professor Pauline Ross (Science); Leah Schwartz (DVC Education Portfolio); Gulnara Shayakhmetovic (Sydney College of the Arts); Georgina Wheadon (DVC Education Portfolio); Dr Alejandro Montoya (Engineering and IT); Associate Professor Marjorie Valix (Engineering and IT).

Apologies: Associate Professor Tina Bell (Agriculture, Food and Natural Resources); Professor Adam Bridgeman (Director, Education Innovation); Ms Isabella Brook (President of the SRC); Dr Stephen Carter (Pharmacy); Dr Wayne Cotton (Education and Social Work); Dr Tina Hinton (Medicine); Dr James Humberstone (Sydney Conservatorium of Music); Dr Jenny Saleeba (Science); Mr Andrew Lavery (Sydney College of the Arts).

2017/03

UNCONFIRMED MINUTES

1 WELCOME AND APOLOGIES

The Chair welcomed everyone to the meeting and thanked those representing absent colleagues for their contribution.

Resolution UGSC2017/3-1
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 Meeting 2017/2 (23 May 2017)

The minutes of the meeting held on the 23rd of May 2017 were accepted as a true record of that meeting.

Resolution UGSC2017/2-2

Respect is a core value of the Academic Board
The Undergraduate Studies Committee resolved that the minutes of meeting 2017/2 on 23 May 2017 be confirmed as a true record.

2.2 Actions Arising

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

3 STANDING ITEMS

3.1 Report of the Chair

Due to the large number of proposals on the agenda for this meeting, Associate Professor Davis requested that presenters provide brief, rather than comprehensive, overviews of their proposals and outline any changes made as a result of feedback received since the proposal's circulation for review before the meeting. The Education Portfolio's advice can be considered as part of the review process.

Because of the need to meet Academic Board submission deadlines, it was decided that proposals could be approved in principle and faculties could make required and/or recommended changes and negotiate any necessary diet changes with the Academic Model team. Changes made resulting from this meeting's feedback should be added to the report cover sheet for the proposal, for submission to Academic Board.

Because of the expected long duration of the meeting, members that need to leave may delegate their right to vote to another member or attendee.

Resolution UGSC2017/3-4
The Undergraduate Studies Committee resolved to note the report of the Chair.

3.2 Report of the Academic Board meeting 13 June 2017

No questions were raised nor comments offered about this report.

Resolution UGSC2017/3-6
The Undergraduate Studies Committee resolved to note the report of the Academic Board meeting of the 13th of June 2017.

4 ITEMS FOR APPROVAL

4.1 DVC Education Portfolio: University-Wide Proposals

4.1.1 DVC Education Portfolio: Common Degree Table Template

The Chair had introduced the idea behind this proposal at the previous meeting, to permit certain changes to the text accompanying the resolutions for majors without Academic Board approval when there are no changes to the actual requirements for completing the major. Professor Fekete noted that the example tables contained different ways of representing sub-groups of units. Associate Professor McCallum expressed no preference for how unit sub-groups were formatted, as long as the expectations and choices are clear to students.

The Committee approved the proposal for submission to the Academic Board.
Resolution UGSC2017/3-7
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Deputy Vice Chancellor Education Portfolio; and
2. approve this template for use by all faculties where streams, programs, majors and minors are represented in degree resolutions.

4.1.2 DVC Education Portfolio: Table S / Dalyell stream units

Associate Professor McCallum reported that the proposal had not been altered since its circulation. The units in Table S had been drawn from the contributing faculties’ submissions, and the table circulated was an indication of what Table S will look like rather than the definitive Table S. Dalyell units are of two types: units for the Pass stream and acceleration units. Some units, yet to be approved by the Board of Interdisciplinary Studies (BIS), were flagged as potentially problematic for the construction of “diets” in Sydney Student.

Discussion concerned the use of WAM (weighted average mark) or AAM (annual average mark) in resolutions and unit tables, with Associate Professor McCallum expressing a preference for all resolutions to be consistent in their use of terminology. The Committee was in agreement.

It was noted that a number of majors were listed several times. Preference was expressed for one listing of majors and units in the table.

It was agreed that, where Sydney Student diet design issues existed for the addition of new curriculum components to table S, these additions would be implemented for 2019. The Chair recommended that, with this proviso and the proviso that both the Board of Interdisciplinary Studies and Associate Professor McCallum were satisfied with the changes, that the proposal be approved for submission to Academic Board.

Resolution UGSC2017/3-8
The Undergraduate Studies Committee approved the updates to Table S (shared pool) that result from amendments to other course resolutions for submission to Academic Board, subject to approval of these changes by the Board of Interdisciplinary Studies (BIS), on 6 July 2017.

4.1.3 DVC Education Portfolio: Table O

The Committee approved the proposal for submission to Academic Board, conditional upon its being approved by the Board of Interdisciplinary Studies.

Resolution UGSC2017/3-9
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Office of the Deputy Vice Chancellor (Education); and
2. approve the introduction and amendment of 124 units of study in Table O.

Major Course Proposals
No major course proposals had been received for this meeting.

Minor Course Proposals

4.2.1 Faculty of Architecture, Design and Planning: Bachelor of Design Computing / Bachelor of Advanced Studies and the Bachelor of Design Computing
Dagmar Reinhardt reported that since the proposal’s circulation, some minor changes and updates had been made and were still in progress. Architecture, Design and Planning and the School of Information Technologies have agreed upon the changes to units of study for this degree.

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-10

The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Design Computing / Bachelor of Advanced Studies and the Bachelor of Design Computing; and
2. approve the amendments to the units of study table, with effect from 1 January 2018.

4.2.2 Faculty of Architecture, Design and Planning: Bachelor of Architecture and Environments

Dagmar Reinhardt informed the Committee that the proposal consisted of the replacement of a number of existing exchange units of study and introduction of a small number of elective units. The proposal was not changed since its circulation with the agenda.

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-11

The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Architecture and Environments;
2. approve the amendments to the Course Resolution arising from the proposal; and
3. approve the amendments to the units of study table, with effect from 1 January 2018.

4.2.3 Faculty of Architecture, Design and Planning: Bachelor of Design in Architecture (Honours) / Master of Architecture

Dagmar Reinhardt reported that no changes had been made to the proposal since its circulation. The proposal consisted of the addition of two new core units to the degree table. The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-12

The Undergraduate Studies Committee recommended that the Academic Board:
1. Approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours) / Master of Architecture;
2. Approve the amendments to the Course Resolution arising from the proposal; and
3. Approve the amendments to the units of study table, with effect from 1 January 2018.

4.3.1 Faculty of Arts and Social Sciences: Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies

Kristian Adamson reported that the Faculty of Arts and Social Sciences (FASS) had implemented the changes suggested by the DVC Education portfolio: the re-working of the table to meet diet construction needs, and the correction of typos, credit-point values not adding up and incorrect unit codes.
Clarity was sought around Honours Admission criteria, specifically, whether the required WAM is 70, and whether students first need to complete the 144 credit points (cp) for the Pass degree or complete the majors. It was made clear that the entry to Honours has always been both the achievement of the WAM and the completion of the relevant major. Under the new structure, the student will still need to complete the 144 credit points before Honours entry.

Although the course resolutions do not specify that a student must complete two majors for Honours entry, the Faculty expects that students will complete two majors, and will negotiate with the students concerned the option of completing the second major in the fourth year, with the possibility of overloading enrolment. Inconsistency was noted between the course resolutions and the degree table, which stated that a second major was required. The Faculty was advised to clarify the Honours Admission requirements.

The Committee noted that the change to the resolutions to require an Honours component in the BA/BAdvStudies to be 48 credit points in size is contrary to the agreement reached in 2016, and locks the faculty out of ongoing discussions on 36 credit point honours. The existing resolutions give the faculty latitude to create 48 credit point honours if they wish and so the proposed change was not approved.

Table A still required a correction to the title of one major, some unit counts had errors, and some units were missing. Associate Professor McCallum reminded the Committee of the agreement reached in December 2016 that the formal implementation of new curriculum components had to wait until 2019. Solutions have been devised to enable students to enrol in 2018, despite the system not being ready.

Leah Schwartz noted the following:

- That all editorial changes to degree resolutions not consistent with template or other liberal studies degrees should be withdrawn;
- The language majors will retain 3000-level culture units;
- The requirement for honours to be 48 cp and from Arts Table A will be removed. The Table will no longer state that Honours requires a second major (but may contain advice to students to complete one);
- The addition of the two Economics majors and the Classics Honours to the Table A for the BA and Table S (pending BIS approval) was approved, but its implementation for 2018 will be the subject of negotiation with the Academic Model team / University Executive, due to its possible impact on the timing of completion of the 2018 diet construction across the University.

The Committee approved the proposal for submission to Academic Board, pending the corrections noted being made.

**Resolution UGSC2017/3-13**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies;
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
3. approve the amendment to the units of study tables arising from the proposal, with effect from 1 January 2018.

**4.3.2 Faculty of Arts and Social Sciences: Bachelor of Arts / Bachelor of Education**

Kristian Adamson reported that no changes had been made to the submitted proposal, but noted that the degree title should be Bachelor of Education / Bachelor of Arts. It was clarified that the use of the term “teaching area” in the course resolutions was in line with its usage by the NSW Education Authority, which requires that a list of teaching areas be available to choose from. The appropriate modifications have been made to the diets.
The Committee approved the proposal, pending the degree title being corrected to read Bachelor of Education / Bachelor of Arts.

**Resolution UGSC2017/3-14**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Education / Bachelor of Arts; and
2. approve the amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

### 4.3.3 Faculty of Arts and Social Sciences: Bachelor of Arts/Master of Nursing

No changes had been made to this proposal since its circulation. However, it was noted that Nursing and Midwifery had also submitted a minor course amendment for this degree, which did not contain the proposed resolution amendment present in this proposal by FASS. The Committee accepted the suggestion to withdraw this proposal and to discuss all proposed changes to this degree under item no. 4.8.1.

**Resolution UGSC2017/3-15**

The Undergraduate Studies Committee resolved to note the withdrawal of this proposal by FASS.

### 4.3.4 Faculty of Arts and Social Sciences: Bachelor of Arts / Doctor of Medicine

It was noted that the degree table for this proposal did not conform to the format for the new curriculum, and suggested that the FASS Faculty Board revisit this degree in the light of the new curriculum’s requirements.

Kristian Adamson agreed to withdraw this proposal on behalf of FASS.

**Resolution UGSC2017/3-16**

The Undergraduate Studies Committee resolved to note the withdrawal of this proposal by FASS.

### 4.3.5 Faculty of Arts and Social Sciences: Bachelor of Economics / Bachelor of Advanced Studies

Kristian Adamson outlined the purpose of the proposal: to remove all references to the Bachelor of Commerce Table A, at the request of the Business School, as the majors available to Bachelor of Economics students will be available in Table S. Students that want to study accounting will take the accounting major from Table S and all other available units, and will be given access to the remaining CLAW unit in the program (needed for accreditation) by agreement between faculties. The only remaining reference to the Business School is around the ability to count Business School units in the 96 credit point requirement of the Bachelor of Economics.

It was observed that if access to Table A from the Bachelor of Commerce is removed, students will not have access to Professional Accounting. As Business’ Table A contains the degree core and the professional accounting unit, neither of which are present in Table S, a recommendation was made against removing access to Table A until Professional Accounting became available in Economics. It was suggested that FASS delay deleting the Table A until 2019 to allow more time for discussion, and that interested students complete a major in Accounting and then the remaining units as electives from the shared pool. Anne Fernandez observed that introducing the program in that way is a deviation from the model which results in two different structures called “Program in
Professional Accounting”. The Chair suggested Economics negotiate a solution for the cohort of students commencing in 2018.

The Business School has been working with FASS to arrive at a direct professional pathway, since the major alone does not lead to accreditation. An agreement is to be reached whereby completion of the accreditation requirements for Accounting is available to the Bachelor of Economics students. Associate Professor Masters suggested the Committee explore the accreditation potential of the professional pathway, given that an untested pathway is to be offered, and suggested that Associate Professor Cooper submit a paper on the accreditation pathway to Academic Board.

The degree core units are to be specified for the Bachelor of Economics to make the Economics program compliant in size.

The Committee approved the proposal for submission to Academic Board, pending resolution on the Accounting issue.

Resolution UGSC2017/3-16

The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics / Bachelor of Advanced Studies;
2. approve the amendments to the Course Resolutions, with effect from the 1 January 2018; and
3. approve the amendment to the units of study Table A arising from the proposal, with effect from 1 January, 2018.

Action Item UGSC2017/3-1

Associate Professor Cooper is requested to submit a paper on the accreditation potential of the professional pathway to the Undergraduate Studies Committee of the Academic Board.

Faculty of Arts and Social Sciences: Bachelor of Economics and Bachelor of Advanced Studies

Kristian Adamson agreed to withdraw this proposal on behalf of FASS, as the matter had been resolved by discussion under 4.3.5.

Resolution UGSC2017/3-17

The Undergraduate Studies Committee resolved to note the withdrawal of this proposal by FASS.

Faculty of Arts and Social Sciences: Diploma of Arts

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-18

The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Arts; and
2. approve the amendments to the Course Resolutions, with effect from the 1 January 2018.

Faculty of Arts and Social Sciences: Diploma of Language Studies

The Committee approved the proposal for submission to Academic Board, pending the correction of the title in the documentation to Diploma of Language Studies.
Undergraduate Studies Committee unconfirmed minutes 4 July 2017

Resolution UGSC2017/3-19
That the Undergraduate Studies Committee recommend that the Academic Board:
1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Language Studies; and
2. approve the amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

4.3.8 Faculty of Arts and Social Sciences: Diploma of Social Sciences

The Committee approved the proposal for submission to Academic Board, pending the correction of all instances in the documentation where the degree title is stated as “Social Studies” to “Social Sciences.”

Resolution UGSC2017/3-20
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Social Sciences, and
2. approve the amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

4.4.1 Faculty of Business: Bachelor of Commerce and Bachelor of Commerce / Bachelor of Advanced Studies

The proposal's purpose was to remove references to the Bachelor of Economics Table A, since all Bachelor of Economics Table A units will be included in Table S. Two units of study currently not in Table S will not be included until 2019. It was recommended that Economics Table A units be placed in the Bachelor of Commerce until they are put into Table S. The Chair instructed Professor Cooper to liaise with Economics to remove the strike through at 6.1.B of the course resolutions, and that Economics and Business give mutual access to their Table As.

A problem with one of the majors still needed resolution with the School of Mathematics and Statistics, including the title of one unit. Leah Schwartz advised caution against setting a precedent by having different banking majors for Table A and Table S.

The Committee approved the proposal for submission to Academic Board, pending the implementation of the changes discussed.

Resolution UGSC2017/3-21
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the University of Sydney Business School to amend the Bachelor of Commerce and Bachelor of Commerce / Bachelor of Advanced Studies;
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January, 2018; and
3. approve the amendment to the units of study tables arising from the proposal, with effect from 1 January, 2018.

4.5.1 Sydney College of the Arts: Bachelor of Visual Arts and Bachelor of Visual Arts / Advanced Studies

Oliver Smith noted some small changes to the version of the proposal that had been circulated. Leah Schwartz reported that SCA’s proposal to withdraw the Dalyell stream from the Bachelor of Visual Arts (BVA) had been discussed, with the decision that it will be temporarily suspended. It needs to be made available within the Bachelor of Advanced Studies, a proposal for which should be submitted next year. Corrections were needed to the Business units, some have been retired and need to be removed; Table A and Table S references need amendment.
The Committee approved the proposal for submission to Academic Board, including approval of the suspension of Dalyell for 2018 while further design work is done, and approval of the exclusion on BVA students taking the Table S Visual Arts major.

**Resolution UGSC2017/3-22**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Sydney College of the Arts to amend the Bachelor of Visual Arts and Bachelor of Visual Arts / Bachelor of Advanced Studies;
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January, 2018; and
3. approve the amendment to the units of study tables arising from the proposal, with effect from 1 January, 2018.

**4.6.1 Faculty of Engineering and Information Technologies: Bachelor of Advanced Computing**

It was noted that the implementation of the diets for this degree should not pose problems: the new Information Technology units were submitted to the Academic Model team by the deadline; being a new degree, it does not involve change to existing structures; the diet design 4000 units could be done later.

Some work still remains to be done: the degree content needs to be formatted according to the new template style, majors need to be structured appropriately, small prerequisite changes are needed, one unit is to be added to the degree core, and other units mistakenly listed will be removed. The Faculty was requested to remove the English language assumed knowledge from data units and find a more elegant way to express the mathematics pre-requisite.

Changes to prerequisites rule out students who have not done two-unit mathematics. Where students need extra maths, this will be discussed with them.

Professor Fekete explained that the purpose of listing Dalyell units in the degree core, with Departmental Permission placed on them, was to allow the Dalyell units to be taken as core units by Dalyell students. It was noted that these units will need to be removed from the core and have the Departmental Permission removed. When students enrol, the system will display the Dalyell units to the Dalyell student. It was explained that the University needs to be able to waive the core for Dalyell students, and whether Dalyell units whether they can count towards the 12 cp core will need to be determined. Anne Fernandez will discuss with Christine Lacey about how these units are expressed in the table. It was noted that BIS will need to approve the suitability of units as Dalyell units.

The Committee approved the proposal for submission to Academic Board, with the caveats outlined above.

**Resolution UGSC2017/3-23**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Advanced Computing;
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January, 2018; and
3. approve the amendment to the units of study tables arising from the proposal, with effect from 1 January, 2018.

**4.6.2 Faculty of Engineering and Information Technologies: Bachelor of Project Management**

Wendy Davis noted a DAEE unit had been replaced by more recent version. Professor Cooper noted that a number of the Business units in the table need to be replaced with
newer versions. The Committee approved the proposal, conditional upon the Business units being updated to the current versions.

**Resolution UGSC2017/3-24**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Project Management; and
2. approve the amendment to the units of study tables arising from the proposal, with effect from 1 January, 2018.

### 4.6.3 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours

A number of improvements were made since the proposal's circulation with the agenda: the Music Studies strikethrough has been fixed, the references to junior, intermediate and senior units have been deleted, and a note was added into the degree table to clarify that the 0 cp ENGP 3000 Professional Engagement unit will not run until 2019. The Professional Engagement Program, to replace the 0 cp compulsory-for-accreditation work experience unit, will involve more hours, but some material will be delivered via the units of study. A diet design challenge existed in that students are supposed to complete the unit before completion of a certain number of credit points in the degree. The Faculty would not insist on the progression issue in the diet design, and would be amenable to a more permissive approach, but will inform students of this progression requirement.

The deletion of ‘with space engineering major’ as an apparent ‘stream’ in the resolutions cannot be done for 2018, as this has been advertised in UAC and undergraduate guides, and international offers might already be in place for 2018.

It was observed that one remaining 24 cp major would need to be converted to a 48 cp major. All majors need to be defined as 48 cp for 2019. Professor Fekete explained that, in Engineering, the stream rather than the degree is the focus of disciplinary knowledge and majors are sub-branches of the streams. Engineering majors have typically been 24 cp. The Faculty is developing its majors into the 48 cp form and not all are ready yet. Whilst the new majors are already compliant, the old ones are being amended.

The Committee approved the proposal for submission to Academic Board.

**Resolution UGSC2017/3-25**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours;
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
3. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

### 4.6.4 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Aeronautical)

The Committee approved the proposal for submission to Academic Board.

**Resolution UGSC2017/3-26**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Aeronautical); and
2. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.
4.6.5 **Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Biomedical)**

No updates had been made to the proposal since it was originally circulated. The following amendments were needed: the assumed knowledge statements for some units needed more standardization (p. 226 of agenda pack), with the “interest in” phrase in the assumed knowledge field to be removed, the required level for ELEC1103 needed clarification, and the ‘delivery’ comment was to be deleted from AMME4971.

The Committee approved the proposal, conditional upon the above changes being made.

**Resolution UGSC2017/3-27**

The Undergraduate Studies Committee recommended that the Academic Board approve:
1. the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Biomedical); and
2. the amendment to the table of units of study arising from the proposal, with effect from Semester 1, 2018.

4.6.6 **Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Chemical)**

The Committee approved the proposal for submission to Academic Board.

**Resolution UGSC2017/3-28**

The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Chemical); and
2. approve the amendment to the table of units of study arising from the proposal, with effect from Semester 1, 2018.

4.6.7 **Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Chemical)**

No changes had been made to the proposal since its circulation with the agenda. The new majors linked strongly with the School’s undergraduate curriculum and its research activity, and were proposed to embody some of the recommendations of the latest accreditation review, to strengthen already existing links with industry.

The 48 cp for each major was to consist of: 12 cp at 1000-level; 12 cp at 2000-level; 24 cp at 3000-level and above. The breadth and depth units required for accreditation by Engineers Australia are part of the structure of the table; student takes any 12 cp at 1000-level, 12 cp at 2000 from the stream, 12 cp from the advanced breadth, and 12 cp from the advanced depth units to comprise the 48 cp.

It was noted that the deadline for entering majors into SITS had passed, that the diets could not be constructed until the 1000- and 2000-level units are specified, and that the current majors in the BE Honours degree, including the two proposed, being structured differently from those in the new curriculum, were not compliant. Delaying implementation until 2019 was not seen as viable by the Faculty, because a 2018 implementation was needed for 2019 accreditation, and was thought to potentially reduce the attractiveness of the proposed majors. Associate Professor McCallum stated that as students will not reach these units for some years, there was time to define the majors defined according to what was agreed in 2016. Approval for 2019 rather than 2018 would not negatively affect accreditation.

Several other matters were raised: the majors needed to contain a project unit and an interdisciplinary unit; implementation would need designated resources; stated learning
outcomes need to be articulated; specific sections of the faculty resolutions would need to be amended to refer to commencement of the new majors in 2019.

The Chair considered that although the proposal could be approved for 2018, but implemented for 2019, it should still be re-submitted for the next meeting.

The Committee welcomed a proposal for 2019 at the following meeting.

Resolution UGSC2017/3-29
The Undergraduate Studies Committee resolved to note the withdrawal of this proposal, with the expectation that it will be resubmitted in the near future.

4.6.8 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Civil)

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-30
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Civil); and
2. approve the amendment to the table of units of study arising from the proposal, with effect from Semester 1 2018.

4.6.9 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Electrical)

After confirmation that implementation of the proposed changes would not create diet problems, the Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-31
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Electrical); and
2. approve the amendment to the table of units of study arising from the proposal, with effect from Semester 1 2018.

4.6.10 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Mechanical)

Proposed amendments were based on changes in Science, which had not yet been discussed, but the Committee was satisfied that they would be addressed. The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-32
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Mechanical); and
2. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

4.6.11 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Mechatronic)

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-33
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Mechatronic); and
2. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

4.6.12 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Software)

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-34
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Software); and
2. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

4.6.13 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Humanitarian Engineering)

The Faculty undertook to amend the unit table to make the major compliant. The Committee approved the proposal for submission to Academic Board, as long as Recommendation 1, a course resolution amendment, be deleted from the cover sheet.

Resolution UGSC2017/3-35
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Civil) Humanitarian major; and
2. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

4.6.14 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Environmental, Geotechnical, Information Technology, Internet of Things, Mechatronic, and Structural Engineering majors)

As no changes had been made to the proposal since its circulation with the agenda, and as the proposal consisted of unit of study amendments only, the Committee approved the proposal for submission to Academic Board, as long as Recommendation 1 was deleted from the cover sheet.

Resolution UGSC2017/3-36
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours; and
2. approve the amendment to the tables of units of study arising from the proposal, with effect from 1 January 2018.

4.6.15 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours Flexible First Year

Associate Professor Wilkinson reported that Space had been removed as a stream two years ago. It had been removed because, although it had a separate UAC entry point, it was not technically a stream. The proposal for the deletion of a stream had not yet been submitted. The Faculty was, therefore, submitting this proposal.

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-37
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) Flexible First Year; and
2. approve the amendment to the table of units of study arising from the proposal, with effect from 1 January 2018.

4.7.1 Faculty of Health Sciences: Bachelor of Applied Science (Speech Pathology)

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-38
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Speech Pathology); and
2. approve the amendments to the units of study table, with effect from 1 January 2018.

4.7.2 Faculty of Health Sciences: Bachelor of Applied Science (Physiotherapy)

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-39
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Physiotherapy); and
2. approve the amendments to the units of study table, with effect from 1 January 2018.

4.7.3 Faculty of Health Sciences: Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics

Although the proposal concerned unit of study amendments only, it was observed that some sections of the course resolutions were unclear, especially with respect to those that expressed an “or/and” condition.

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-40
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics, and
2. approve the amendments to the units of study table arising from the proposal, with effect from 1 January 2018.

4.8.1 Faculty of Nursing and Midwifery: Bachelor of Arts / Master of Nursing

Dr Conlon outlined the purpose of the proposal: to clarify the clause in the course resolutions concerning admission to the Master of Nursing component of the degree. It was suggested that the progression requirements be placed in a clear order to provide maximum clarity for students.

Pending the withdrawal of the edit to 3(1) in the resolutions to ensure that the integrated nature of the two degrees is clearly communicated, the Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-41
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Arts / Master of Nursing; and
2. approve the amendments to the Course Resolutions, with effect from 1 January 2018.

4.8.2 Faculty of Nursing and Midwifery: Bachelor of Science / Master of Nursing

Pending the withdrawal of the edit to 3(1) in the resolutions to ensure that the integrated nature of the two degrees is clearly communicated, the Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-42
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Science / Master of Nursing; and
2. approve the amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

4.9.1 Faculty of Pharmacy: Bachelor of Pharmacy; Bachelor of Pharmacy (Honours); Bachelor of Pharmacy and Management; Bachelor of Pharmacy and Management (Honours)

Lorraine Smith confirmed that no updates had been made to the proposal since its circulation with the agenda. It was proposed to clarify that period(s) of suspension will be included in the overall time limits for degrees and to amend the eligibility criteria for award of the University medal. Some WORK units have changed and details of some BUSS units needed verification.

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-43
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Pharmacy to amend the Bachelor of Pharmacy and Management; and
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January, 2018; and
3. approve the amendment to the units of study tables arising from the proposal, with effect from 1 January 2018.

4.10.1 Faculty of Science: Bachelor of Science and Bachelor of Science / Bachelor of Advanced Studies

Dr Muscatello informed the Committee that project units and advanced units still needed to be added to some of the Table A majors.

A problem remained with the Chemistry major, which permits students to complete a fundamental unit, but then requires them to take an additional unit in order to enrol in 2000-level Chemistry. Students that complete the fundamental unit but would not be able to complete a Chemistry major without taking additional coursework in addition to the credit points in the major. The Committee noted the importance of allowing these routes for students without sufficient background knowledge to complete a major.

Associate Professor Masters noted that this was previously intended as a terminating Year 1 unit, but has known students to do well after completing this unit. With the redefinition of the major, it would be good to let those students progress, but in a way that is consistent with the new structure. Professor Ross agreed that it is not in the best interest for Chemistry to structure the major in this way, and suggested this unit be made a prerequisite for the Chemistry major.
Dr Muscatello reported that the ways that the 4000 units will complement Honours is still a work in progress, and that a change to the degree core involved DATA 1001 becoming the core unit for Maths. Associate Professor McCallum noted that the Nanoscience and Technology units do not add up.

Pending resolution of the issues identified, including the Chemistry major, the Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-44
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science, Bachelor of Science / Bachelor of Advanced Studies;
2. approve the amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
3. approve the amendment to the units of study in Table A arising from the proposal, with effect from 1 January 2018.

4.10.2 Faculty of Science: Bachelor of Science, Bachelor of Science (Advanced), and Bachelor of Science (Advanced Mathematics)

It was observed that the Applied Medical Science major in the form proposed could not be implemented into the old Bachelor of Science degree, due to a problem with the credit point values. It was appreciated that the major, intended to accommodate a small group of students, was also a priority for the Westmead initiative. The decision was taken to place this major on hold pending urgent discussions between the Education portfolio and the Faculty of Science to find a solution. Professor Ross noted that Science had made substantial progress on developing the required units, but still needed to address problems with the Year 3 units, and anticipated a resolution that would enable an acceptable transition arrangement to be developed. Science will discuss the Applied Medical Science major with Anne Fernandez.

The Committee approved the proposal for a 2018 implementation, with the condition that the Applied Medical Science major issue be addressed.

Resolution UGSC2017/3-45
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science, Bachelor of Science (Advanced), Bachelor of Science (Advanced Mathematics);
2. approve the amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
3. approve the amendments to the Table 1 major tables arising from the proposal, with effect from 1 January 2018.

4.10.3 Faculty of Science: Bachelor of Science and Bachelor of Laws

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-46
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Laws, and
2. approve the amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

4.10.4 Faculty of Science: Bachelor of Science and Doctor of Dental Medicine
With the proviso that the phrase around progression is reviewed and clarified, the Committee approved the proposal.

Resolution UGSC2017/3-47
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science and Doctor of Dental Medicine; and
2. approve the amendments to the Course Resolutions arising from the proposal, with effect from the 1 January 2018.

4.10.5 Faculty of Science: Bachelor of Science and Doctor of Medicine

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-48
The Undergraduate Studies Committee recommended to the Academic Board:
1. that it approve the proposal from the Faculty of Science to amend the Bachelor of Science and Doctor of Dental Medicine; and
2. approve the amendments to the Course Resolutions, with effect from the 1 January 2018.

4.10.6 Faculty of Science: Bachelor of Liberal Arts and Sciences

It was noted that implementing the proposed changes would require a major diet redesign, which could not be accomplished before October. Anne Fernandez suggested that the degree might need a new course code, and hence a new course proposal. She also observed that the implications of leaving the degree as is needs to be examined given the Year 1 changes by Arts and Science. Science believed that a table of unit equivalences could be devised for Year 1 as an interim measure.

Science agreed to withdraw the proposal and revisit it for 2019.

Resolution UGSC2017/3-49
The Undergraduate Studies Committee resolved to note the withdrawal of this proposal by the Faculty of Science.

4.10.7 Faculty of Science: Bachelor of Psychology

It was proposed to introduce a number of changes to the degree’s tables, including Science and Arts Table As and Tables S and O. Edwina Grose noted that adding Tables O and S will require a new diet for the degree.

It was noted that a proposal for the introduction of the Dalyell stream into the Bachelor of Psychology was recently submitted to the Curriculum and Course Planning Committee (CCPC) and suggested that the two proposals be combined for consideration for 2019.

Professor Ross agreed to the withdrawal of this proposal by Science.

Resolution UGSC2017/3-50
The Undergraduate Studies Committee resolved to note the withdrawal of this proposal by the Faculty of Science.

4.10.8 Faculty of Science: Bachelor of Science in Agriculture

The Committee approved the proposal for submission to Academic Board.
Resolution UGSC2017/3-51
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture; and
2. approve the amendments to the units of study table arising from the proposal, with effect from 1 January 2018.

4.10.9 Faculty of Science: Bachelor of Science in Agriculture, Bachelor of Science in Agriculture (Honours), Bachelor of Food and Agribusiness, Bachelor of Food and Agribusiness (Honours)

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-52
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture and Bachelor of Science in Agriculture (Honours);
   A. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
   B. approve the amendment to the units of study tables arising from the proposal, with effect from 1 January 2018.

2. approve the proposal from the Faculty of Science to amend the Bachelor of Food and Agribusiness and Bachelor of Food and Agribusiness (Honours);
   A. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
   B. approve the amendment to the units of study tables arising from the proposal, with effect from 1 January 2018.

4.10.10 Faculty of Science: Bachelor of Environmental Systems

Noting that some typos need to be corrected, the Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-53
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the Bachelor of Environmental Systems; and
2. approve the amendments to the units of study table arising from the proposal, with effect from 1 January 2018.

4.10.11 Faculty of Science: Bachelor of Animal Veterinary Bioscience

The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2017/3-54
The Undergraduate Studies Committee recommended that the Academic Board:
1. approve the proposal from the Faculty of Science to amend the course resolutions for the Bachelor of Animal and Veterinary Bioscience and Bachelor of Animal and Veterinary Bioscience (Honours);
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
3. approve the amendment to the units of study table arising from the proposal, with effect from 1 January 2018.

4.10.12 Faculty of Science: Bachelor of Veterinary Science
Since this degree is being replaced by the Doctor of Veterinary Medicine, and no Year 3 students are enrolled, it is proposed to delete all VET 3000-level units from the degree table, in accordance with the local provisions governing progression of final cohorts through this degree.

The Committee approved the proposal for submission to Academic Board.

**Resolution UGSC2017/3-55**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Science; and
2. approve the amendment to the units of study tables arising from the proposal, with effect from 1 January 2018.

**4.10.13 Faculty of Science: Bachelor of Science (Veterinary) and Bachelor of Science (Veterinary) (Honours)**

It was reported that Honours is to remain for one year. The Committee approved the proposal for submission to Academic Board.

**Resolution UGSC2017/3-56**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Bachelor of Science (Veterinary) and Bachelor of Science (Veterinary) (Honours); and
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

**4.10.14 Faculty of Science: Bachelor of Veterinary Biology / Doctor of Veterinary Medicine**

The proposed change to the Bachelor of Veterinary Biology would ensure that no transfers into the old degree will occur from 2020 onward. Students transferring after 2020 will transfer to the new curriculum. The wording in the course resolutions concerning the BVB pre- and post-2018 was to be reviewed.

The Committee approved the proposal for submission to Academic Board.

**Resolution UGSC2017/3-57**

The Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine;
2. approve the amendments to the Course Resolutions arising from this proposal, with effect from the 1 January 2018; and
3. approve the amendments to the units of study table arising from this proposal, with effect from 1 January 2018.

**4.10.15 Faculty of Science: Bachelor of Medical Science and Bachelor of Medical Science (Honours)**

Science reported that it had been attempting to simplify the complexity of the old Medical Science resolutions.

The Committee approved the proposal, with the proviso that the transitional arrangements for the Medical Science stream in the new BSc and Applied Medical Science major are reviewed for clarity.

**Resolution UGSC2017/3-58**

The Undergraduate Studies Committee recommended that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Bachelor of Medical Science and Bachelor of Medical Science (Honours);
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018; and
3. approve the amendment to the units of study table arising from the proposal, with effect from 1 January 2018.

5 ITEMS FOR NOTING

No items for noting had been submitted for this meeting.

6 OTHER BUSINESS

6.1 Any Other Business

Next meeting – 10:00am-12:00pm, Tuesday 1 August 2017,

Senate Room, Quadrangle

With there being no other business, the meeting closed at 1:30 pm.
RECOMMENDATION

That the Undergraduate Studies Committee note the report of the Academic Board meeting held on 25 July 2017.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Undergraduate Studies Committee

The Academic Board noted the report of the Undergraduate Studies Committee meeting held on 4 July 2017 and:

- Noted a presentation, Respect Now, Always, by the Registrar;
- 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 5 July 2017 meeting;
- approved the proposal from the Deputy Vice Chancellor Education Portfolio, and approved the common degree table template for use by all faculties where streams, programs, majors and minors are represented in degree resolutions, with effect from 1 January 2018;
- approved the proposal from the Deputy Vice Chancellor Education Portfolio to amend the Table S/Dalyell stream units, as amended with effect from 1 January 2018;
- approved the proposal from the Deputy Vice Chancellor Education Portfolio, and approved the Table O amendments arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Architecture, Design and Planning to amend the Bachelor of Design Computing / Advanced Studies and Bachelor of Design Computing, and approved the amendment of the unit of study table arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Architecture, Design and Planning to amend the Bachelor of Architecture and Environments, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours) / Master of Architecture, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts and Bachelor of Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Education / Bachelor of Arts, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics / Bachelor of Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Arts, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;
approved the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Language Studies, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Social Sciences, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Business to amend the Bachelor of Commerce and Bachelor of Commerce/Bachelor of Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Sydney College of the Arts to amend the Bachelor of Visual Arts and Bachelor of Visual Arts/Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Advanced Computing, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Humanitarian), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Software), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Electrical), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Mechatronic), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Mechanical), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Sydney College of the Arts to amend the Bachelor of Performing Arts, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Chemical), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Biomedical), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Civil), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Aeronautical), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Biomedical), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Sydney College of the Arts to amend the Bachelor of Performing Arts, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;

approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Flexible First Year), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
Non-Confidential

- approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Speech Pathology), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Physiotherapy), and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise and Sport)/MND, and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Arts/Master of Nursing, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Science/Master of Nursing, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;
- approved 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), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Science/Bachelor of Advanced Studies, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science; Bachelor of Science/Bachelor of Advanced Studies/Bachelor of Science (Advanced Mathematics), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science and Bachelor of Laws, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science and Doctor of Dental Medicine, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science and Doctor of Medicine, and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture, and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture, Bachelor of Science in Agriculture (Honours), Bachelor of Food and Agribusiness, Bachelor of Food and Agribusiness (Honours), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Environmental Systems, and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Animal Veterinary Bioscience, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Science, and approved the amendment of the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science (Veterinary) and Bachelor of Science (Veterinary) (Honours), and approved the amendment of the course resolutions arising from the proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology, Doctor of Veterinary Medicine, and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018;
approved the proposal from the Faculty of Science to amend the Bachelor of Medical Science/Bachelor of Medical Science (Honours), and approved the amendment of the course resolutions and the table of units of study arising from the proposal, as amended with effect from 1 January 2018.

Noted the report of the Graduate Studies Committee meeting held on 4 July 2017 and:

- approved the proposal from the Faculty of Arts and Social Sciences to introduce the Master of Crosscultural and Applied Linguistics, Graduate Diploma in Crosscultural and Applied Linguistics and Graduate Certificate of Crosscultural and Applied Linguistics, and recommended 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, and approve the introduction of Course Resolutions arising from this proposal, with effect from 1 January 2018;
- approved the proposal from Sydney Medical School to amend the Master of Medicine/Science in Medicine (Pain Management), and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney College of the Arts to delete the Master of Film and Digital Image (MFDI) and Master of Interactive and Digital Media (MIDM), recommended 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 College of the Arts, and approved the deletion of Course Resolutions arising from this proposal, with effect from 1 January 2018.
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Graduate Certificate in Architectural Science, Graduate Diploma in Architectural Science and Master of Architectural Science, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours)/Master of Architecture, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Interaction Design and Electronic Arts and related programs, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Graduate Certificate in Urban Design, Graduate Diploma in Urban Design and Master of Urban Design, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Urbanism, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Graduate Certificate in Urban and Regional Planning, Graduate Diploma in Urban and Regional Planning and Master of Urban and Regional Planning, and approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Creative Writing and embedded courses, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Human Rights and embedded courses, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Relations, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Security, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Studies, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate in Political Economy, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Public Policy, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of US Studies, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the University of Sydney Business School to amend the Master of Commerce, Graduate Diploma in Commerce and Graduate Certificate in Commerce, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the University of Sydney Business School to amend the Master of International Business and Graduate Certificate in International Business, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the 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, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the University of Sydney Business School to amend the Master of Management, Master of Management (CEMS) and Graduate Certificate in Management, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the University of Sydney Business School to amend the Master of Professional Accounting, Graduate Diploma in Professional Accounting and Graduate Certificate in Professional Accounting, and approved the amendment of course resolutions and unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Graduate Diploma in Computing, and approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Civil), (Fluids), (Geomechanical) and (Structural) programs, and approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Electrical), (Power) and (Telecommunications) programs, and approved the amendment to the tables of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Software), and approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend core units in the Master of Information Technology, Master of Information Technology Management and Master of Information Technology/Master of Information Technology Management, and approved the amendment of unit of study tables arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from Sydney Medical School amend the Doctor of Medicine, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
Non-Confidential

- approved the proposal from Sydney Nursing School to amend the Master of Nursing, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- approved the proposal from the Faculty of Pharmacy to amend the Master of Pharmacy, Graduate Certificate in Pharmacy Practice, and Graduate Certificate in Evidence-Based Complementary Medicines; approved the amendment of course resolutions arising from this proposal, and approved the amendment of the Resolutions of the Faculty of Pharmacy for coursework awards, with effect from 1 January 2018;
- approved the proposal from the Faculty of Dentistry to amend the Doctor of Dental Medicine, and approved the amendment of course resolutions arising from this proposal, as amended with effect from 1 January 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Complex Systems, and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Data Science, and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Biomedical Engineering), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Chemical and Biomolecular), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Civil) (Fluids) (Geomechanical) (Structural), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Electrical) (Power) (Telecommunications), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Mechanical), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering (Software), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Aerospace), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Biomedical), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Chemical and Biomolecular), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering (Mechanical), and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project Leadership and the Master of Project Management, and noted the amendment of the table of Units of Study arising from the proposal, with effect from Semester 1, 2018;
- noted the proposal from Sydney Medical School to amend the Master of Medicine/Science in Medicine (Clinical Epidemiology), Master of International Public Health, Master of Health Communication, Master of Health Policy, Master of Medicine/Science in Medicine (Metabolic Health), Master of Public Health, Master of Public Health (Professional Practice) and Master of Surgery (Surgical Sciences) and embedded courses, and noted the amendment of unit of study tables arising from the proposal, with effect from Semester 1, 2018.
Non-Confidential

Noted the report of the Chair of the Academic Board

- resolved that *ex officio* staff members of the Academic Board be included in the electorate for the Chair of the Academic Board, noting that this would be reported to the next meeting of Senate.

Noted the report of the Admissions Committee meeting held on 11 July 2017; and

- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Economic Analysis and embedded courses, and approved the amendment of course resolutions arising from the proposal, as amended with effect from the 1 January 2018.

Noted the report of the Academic Standards and Policy Committee meeting held on 11 July 2017; and

- approved the semester date model as proposed, noting the commentary on both risks and benefits associated with the change.
- discussed the Election Procedures 2017 and noted that they will come into effect from 7 August 2017.
- approved the amendment of the Resolutions of the Faculty of Dentistry, as presented, with immediate effect.
RECOMMENDATION

That the Undergraduate Studies Committee recommend to the Academic Board:

1. that a minor edit be made to progression and entry requirements for the Dalyell Stream in course resolutions and unit tables to replace reference the term ‘Weighted Average Mark’ ‘WAM’, and ‘Weighted Average Mark over each 48 credit point block’ with ‘Annual Average Mark’ and ‘AAM’ in line with the current practice for measuring progression requirements.

EXECUTIVE SUMMARY

At the Undergraduate Studies Committee (USC) meeting on July 4 2017, the Academic Model team suggested that the entry and progression requirements for the Dalyell stream be more clearly communicated in the relevant course resolutions and tables.

These requirements will be calculated using an average mark calculated at the end of each academic year or 48 credit point block. This is commonly called the AAM, while the WAM is used more broadly.

Currently the course resolutions and tables for the degrees offering Dalyell use the term WAM in the description of stream progression and entry requirement. However, the USC noted that as the WAM calculated at the end of the each 48 credit points of study, in line with progression and entry requirements, it is essentially, the same as the AAM. As a result, the measure used in SITS is AAM, and this has been communicated to faculties and on the Curriculum Frequently Asked Questions. To avoid any further confusion, it is recommended that the resolutions of the degrees below are adjusted to more accurately reflect the measure used.

BACKGROUND / CONTEXT

The Dalyell stream is a targeted stream for high achievers that will be offered from 2018 into selected degrees.

In 2018, these degrees will be:

- Bachelor of Advanced Computing
- Bachelor of Advanced Computing/Bachelor of Commerce
- Bachelor of Advanced Computing/Bachelor of Science
- Bachelor of Arts
- Bachelor of Arts/Bachelor of Advanced Studies
- Bachelor of Arts/Bachelor of Laws
- Bachelor of Arts/Bachelor of Social Work
- Bachelor of Arts and Doctor of Medicine
- Bachelor of Arts/Master of Nursing
- Bachelor of Commerce
- Bachelor of Commerce/Bachelor of Advanced Studies
- Bachelor of Commerce/Bachelor of Laws
- Bachelor of Design Computing/Bachelor of Advanced Studies
- Bachelor of Economics
Non-Confidential

- Bachelor of Economics/Bachelor of Advanced Studies
- Bachelor of Economics/Bachelor of Laws
- Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts
- Bachelor of Education (Secondary: Mathematics) and Bachelor of Science
- Bachelor of Education (Secondary: Science) and Bachelor of Science
- Bachelor of Engineering Honours
- Bachelor of Engineering Honours/Bachelor of Arts
- Bachelor of Engineering Honours/Bachelor of Commerce
- Bachelor of Engineering Honours/Bachelor of Design in Architecture
- Bachelor of Engineering Honours/Bachelor of Laws
- Bachelor of Engineering Honours/Bachelor of Project Management
- Bachelor of Engineering Honours/Bachelor of Science
- Bachelor of Science
- Bachelor of Science/Bachelor of Advanced Studies
- Bachelor of Science/Bachelor of Laws
- Bachelor of Science and Doctor of Dental Medicine
- Bachelor of Science and Doctor of Medicine
- Bachelor of Science/Master of Nursing
- Bachelor of Science/Master of Nutrition and Dietetics

IMPLEMENTATION

If the Undergraduate Studies Committee agrees to this change, it will be progressed to Academic Board, and on approval the secretariat will progress this as a minor edit to all relevant resolutions.
To advise the Undergraduate Studies Committee and the Academic Board of the changes required to the Bachelor of Liberal Arts and Science degree table out of the creation of new units of study for 2018.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Bachelor of Liberal Studies; and
2. approve the amendment of the course resolutions arising from the proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

To amend the BLAS Liberal Studies table, incorporating new Science, Engineering and Arts units of study and removing units that will no longer be available in 2018.

IMPLEMENTATION

To be updated in the 2018 Faculty of Science Undergraduate Handbook. The Liberal Studies diet collection will be updated for 2018.

ATTACHMENTS

1. Bachelor of Liberal Arts and Science Minor Course Amendment proposal
2. Amended Liberal Studies Units table.
**Minor Course Amendment Proposal**

**Faculty:** Science  
**Contact person:** Dr Benjamin Miller, Prof Fiona White

1. **Name of award course**  
Bachelor of Liberal Arts and Science

2. **Purpose of proposal**  
To amend the Liberal Studies degree table, incorporating new units of study and minor help text updates for 2018.

3. **Details of amendment**  
- Removal of STAT2012, ENGL1008, INFO2315, KOCR2600, INFO1003/1903 as these will no longer be offered in 2018.
- Addition of DATA2002, ENGL1007, INDG1001, HPSC2901, HPSC2900
- Update to table help text - A. Analytical Thinking, Elective Units of Study  
Any unit of study in Mathematics and Statistics from the Faculty of Science Table 1 to a maximum of 12 credit points can be counted towards the Liberal Studies requirements.
- Incorporating 2017 errata

4. **Transitional arrangements**  
Nil – replacement of units being removed in 2018.

5. **Other relevant information**

6. **Signature of Dean**  
Prof T W Hambley  
Dean, Faculty of Science  
24/7/17
BACHELOR OF LIBERAL ARTS AND SCIENCE  MARK UP 20170717

Errata

<table>
<thead>
<tr>
<th>item</th>
<th>Errata</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The following units require Departmental Permission: HPSC4900 Bioethics (Advanced), GEOS1901 Earth, Environment and Society Advanced, GEOS4902 Introductory Geography (Advanced)</td>
</tr>
</tbody>
</table>

09/02/2017

Bachelor of Liberal Arts and Science Units 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>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidates are required to complete 36 credit points from units listed in the Liberal Studies Units Table. ATHK1001 and WRIT1001 and at least one 6 credit point unit of study from Part C Ethics must be completed. The remaining 18 credit points of Liberal Studies units may be taken from any of the six areas of the table, A-F. It is strongly recommended that ATHK1001 and WRIT1001 are taken in the first year of the degree.

A. Analytical Thinking

Core units of study

<table>
<thead>
<tr>
<th>ATHK1001</th>
<th>Analytical Thinking</th>
<th>6</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>ATHK1001 is a compulsory unit within the Bachelor of Liberal Arts and Science (BLAS) degree and will only be available to students enrolled in BLAS.</td>
</tr>
</tbody>
</table>

Elective units of study

<table>
<thead>
<tr>
<th>LNGS1001</th>
<th>Structure of Language</th>
<th>6</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL1012</td>
<td>Introductory Logic</td>
<td>6</td>
<td>Semester 2 Winter Main</td>
</tr>
<tr>
<td>PHIL2615</td>
<td>Logic and Proof</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>P 12cp Junior credit points in Philosophy, including PHIL1012 N PHIL2215 or PHIL3215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHIL2642</td>
<td>Critical Thinking</td>
<td>6</td>
<td>Semester 2 Winter Main</td>
</tr>
<tr>
<td></td>
<td>P 12cp Junior credit points units of study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BLAS mark up 20170717 for Faculty Board
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA2002</td>
<td>Data Analytics: Learning from Data</td>
<td>6</td>
<td>P: [DATA1001 or ENVX1001 or ENVX1002] or [MATH1005 and MATH1115] or [MATH1005 and STAT2011] or [MATH1905 and MATH1XXX (except MATH10X5)] or [IQBUS1020 or ECMT1010] and QBUS1040</td>
</tr>
<tr>
<td>STAT2012</td>
<td>Statistical Tests</td>
<td>6</td>
<td>P: MATH1005 or MATH1905 or MATH1015 or ECMT1010 or BUSS1020 or STAT2012, STAT2004</td>
</tr>
</tbody>
</table>

Any unit of study in Mathematics and Statistics from the Faculty of Science Table 1 to a maximum of 12 credit points can be counted towards the Liberal Studies requirements.

### B. Communication

#### Core units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT1001</td>
<td>Writing and Rhetoric: Academic Essays</td>
<td>6</td>
<td>Intensive February</td>
</tr>
</tbody>
</table>

#### Elective units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL1008</td>
<td>Australian Texts: International Contexts</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGL1007</td>
<td>Language, Texts and Time</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>LNGS1002</td>
<td>Language and Social Context</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>WRIT1000</td>
<td>Writing: Style and Method</td>
<td>6</td>
<td>Intensive February</td>
</tr>
</tbody>
</table>

BLAS mark up 20170717 for Faculty Board
Any unit of study in a language subject area other than English, from the Faculty of Arts Table A to a maximum of 12 credit points in languages can be counted towards the Liberal Studies requirements.

C. Ethics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Study Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPSC1000</td>
<td>Bioethics</td>
<td>6</td>
<td>A (ATAR 90 or above) or equivalent HPSC1000</td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>HPSC1900</td>
<td>Bioethics (Advanced)</td>
<td>6</td>
<td>N HPSC1900</td>
<td>Semester 1</td>
</tr>
<tr>
<td>HPSC3107</td>
<td>Science, Ethics and Society</td>
<td>6</td>
<td>P (HPSC2100 or HPSC2900) and (HPSC2101 or HPSC2901)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>INFO2345</td>
<td>Introduction to IT Security</td>
<td>6-</td>
<td>A In order to enter this unit, students should have at least one semester of tertiary study of IT. In particular, we assume familiarity with the value of information, and with the varied uses of IT in business and personal activities. We also assume an introductory level of skill in using a computer (for example, creating and moving files and folders, downloading and installing files, etc). The assumed background would be achieved by completing INFO1003 Foundations of IT. We also assume previous instruction in verbal presentations and teamwork.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHIL1011</td>
<td>Reality, Ethics and Beauty</td>
<td>6</td>
<td>N PHIL1003, or PHIL1004, or PHIL1006, or PHIL1008</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHIL2617</td>
<td>Practical Ethics</td>
<td>6</td>
<td>P 12cp Junior credit points of study in PHIL2517 or PHIL3617</td>
<td>Semester 2 Summer Late</td>
</tr>
<tr>
<td>PHIL2623</td>
<td>Moral Psychology</td>
<td>6</td>
<td>P 12cp Junior credit points in Philosophy PHIL2513 or PHIL3513</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

D. Culture, Society and Global Citizenship

BLAS mark up 20170717 for Faculty Board
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST1001</td>
<td>Global America</td>
<td>6</td>
<td>Students intending to do a major in American Studies must complete AMST1001 and either HSTY1023 or HSTY1076</td>
</tr>
<tr>
<td>ANTH1001</td>
<td>Cultural Difference: An Introduction</td>
<td>6</td>
<td>N ANTH1003</td>
</tr>
<tr>
<td>ANTH1002</td>
<td>Anthropology and the Global</td>
<td>6</td>
<td>N ANTH1004</td>
</tr>
<tr>
<td>ANTH2525</td>
<td>Culture and Development</td>
<td>6</td>
<td>P 12cp Junior credit points from Anthropology</td>
</tr>
<tr>
<td>ARHT1001</td>
<td>Style and Substance: Introducing Art History</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>GEOS1001</td>
<td>Earth, Environment and Society</td>
<td>6</td>
<td>N GEOS1901-er, GEOG1001-er, GEOG1002-er, GEOL1001-er, GEOL1002-er, GEOL1902-er, ENSY1001</td>
</tr>
<tr>
<td>GEOS1901</td>
<td>Earth, Environment and Society Advanced</td>
<td>6</td>
<td>A (ATAR 90 or above) or equivalent N GEOS1901-er, GEOG1001-er, GEOG1002-er, GEOL1001-er, GEOL1002-er, GEOL1902-er, ENSY1001</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Departmental permission required for enrolment</td>
</tr>
<tr>
<td>GEOS1002</td>
<td>Introductory Geography</td>
<td>6</td>
<td>N GEOS1902-er, GEOG1001-er, GEOG1002</td>
</tr>
<tr>
<td>GEOS1902</td>
<td>Introductory Geography (Advanced)</td>
<td>6</td>
<td>A (ATAR 90 or above) or equivalent N GEOS1902-er, GEOG1001-er, GEOG1002</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Departmental permission required for enrolment</td>
</tr>
<tr>
<td>GOVT1202</td>
<td>World Politics</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In Summer School this unit is available to current HSC students only.</td>
</tr>
<tr>
<td>HSTY1044</td>
<td>Twentieth-Century Europe</td>
<td>6</td>
<td>N HSTY1043</td>
</tr>
</tbody>
</table>

BLAS mark up 20170717 for Faculty Board
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>KOCHR2600</td>
<td>Indigenous Australia: An Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- This unit of study is not available from 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDG1001</td>
<td>Introduction to Indigenous cultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH2627</td>
<td>Medical Anthropology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPSC2101</td>
<td>What Is This Thing Called Science?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPSC2901</td>
<td>What Is This Thing Called Science? (Adv)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPSC2100</td>
<td>The Birth of Modern Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPSC2900</td>
<td>The Birth of Modern Science (Adv)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS1500</td>
<td>Astronomy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**E. Scientific Enquiry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P 18cp Junior units of study  N KOCHR2600</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P (12cp Junior credit points from Junior Anthropology) or (12cp Junior credit points from Gender and Cultural Studies) N ANTH2627</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P 24cp credit points of Junior units of study N HPSC2901, HPSC1001, HPSC1901</td>
<td>Semester 2</td>
<td>Summer Main</td>
</tr>
<tr>
<td></td>
<td>P An average mark of at least 75 in 24cp Junior units of study N HPSC2901, HPSC1001, HPSC1901</td>
<td>Semester 2</td>
<td>Summer Main</td>
</tr>
<tr>
<td></td>
<td>Note: Departmental permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P 24cp credit points of Junior units of study N HPSC2900</td>
<td>Semester 1</td>
<td>Summer Main</td>
</tr>
<tr>
<td></td>
<td>P An average mark of at least 75 in 24cp Junior units of study N HPSC2900</td>
<td>Semester 1</td>
<td>Summer Main</td>
</tr>
<tr>
<td></td>
<td>Note: Departmental permission required for enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No assumed knowledge of Physics.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**F. Technological Literacy**

BLAS mark up 20170717 for Faculty Board
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO1003</td>
<td>Foundations of Information Technology</td>
<td>6</td>
<td>N-INF1000, INFO1000, ISYS1003, INFO1903</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>INFO1903</td>
<td>Informatics (Advanced)</td>
<td>6</td>
<td>PATAR sufficient to enter BCST (Adv.), BIT or BSc (Adv.), or portfolio of work suitable for entry.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ARIN2620</td>
<td>Cyberworlds</td>
<td>6</td>
<td>P 18cp Junior credit points from (Anthropology, Art History, Computer Science, Design Computing, English, Gender and Culture Studies, History, Information Systems, Information Technology, Linguistics, Media and Communication, Philosophy, Psychology or, Sociology) N ARIN2200</td>
<td>Semester 1 (Winter Main)</td>
</tr>
</tbody>
</table>

*Note: Department permission required for enrolment*
To advise the Undergraduate Studies Committee and the Academic Board of the changes required to the BSc/MND Table 1G degree table out of the creation of new units of study for 2018.

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Science to amend the Bachelor of Science/Master of Nutrition and Dietetics; and
2. approve the amendment of the table of Units of Study arising from the proposal with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

To amend the BSc/MND Table 1G degree table, incorporating new units of study and removing units that will no longer be available in 2018.

**IMPLEMENTATION**

To be updated in the 2018 Faculty of Science Undergraduate Handbook. The degree diet collections will be updated for 2018.

**ATTACHMENTS**

1. Bachelor of Science/Master of Nutrition and Dietetics Minor Course Amendment proposal
2. Amended Table 1G.
Minor Course Amendment Proposal

Faculty: Science
Contact person: Prof Pauline Ross

1. Name of award course
   Bachelor of Science/Master of Nutrition and Dietetics

2. Purpose of proposal
   To amend the Table 1G degree table, incorporating new units of study and minor help text updates for 2018.

3. Details of amendment
   Incorporation of 2017 errata.
   Update to First Year requirements:
   BIOL1XX8BIOL1003/1903/1993 (or BIOL1XX3) and (BIOL1XX7907/1907/1997 (or MBLG1XX1004/1904/1994)
   Update to Second Year requirements:
   (i) BCMB2001 or BCMB2901 or BCHM2071 or BCHM2971 or MBLG2071 or MBLG2971
   (ii) BCMB2002 or BCMB2902 or BCHM2072 or BCHM2972
   (iii) PHSI2005 or PHSI2905 or PHSI2007 or PHSI2907
   (iv) PHSI2006 or PHSI2906 or PHSI2008 or PHSI2908

4. Transitional arrangements
   Nil – replacement of units being removed in 2018

5. Other relevant information

6. Signature of Dean
   Prof T W Hambley
   Dean, Faculty of Science
   24/7/17

Bachelor of Science/Master of Nutrition and Dietetics Minor Course Amendment Proposal 20170720
# Bachelor of Science / Master of Nutrition and Dietetics 20170717

<table>
<thead>
<tr>
<th>Errata</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-year-requirements-have-changed:</strong></td>
<td>02/03/2017</td>
</tr>
<tr>
<td>Students are required to complete:</td>
<td></td>
</tr>
<tr>
<td>(i) BIOL1003/1903/1993 and (BIOL1007/1907/1997-or-MBLG1001/1901/1991)</td>
<td></td>
</tr>
<tr>
<td>(ii) 12-credit-points-of-junior-Chemistry</td>
<td></td>
</tr>
<tr>
<td>(iii) 12-credit-points-of-junior-Mathematics, which must include 3 credit-points-of-statistics.</td>
<td></td>
</tr>
<tr>
<td>(iv) 6-credit-points-of-junior-Psychology (PSYC1002 is the recommended option)</td>
<td></td>
</tr>
<tr>
<td>(v) 6-credit-points-of-an-elective-unit-of-study</td>
<td></td>
</tr>
<tr>
<td><strong>Second-year-requirements-have-changed:</strong></td>
<td></td>
</tr>
<tr>
<td>Students must complete:</td>
<td></td>
</tr>
<tr>
<td>(i) BCHM2071/2971-or-MBLG2071/2971</td>
<td></td>
</tr>
<tr>
<td>(ii) BCHM2072/2973</td>
<td></td>
</tr>
<tr>
<td>(iii) PHSI2005/2905</td>
<td></td>
</tr>
<tr>
<td>(iv) PHSI2006/2906</td>
<td></td>
</tr>
<tr>
<td>(v) An additional 24 credit-points-of-intermediate-Science-electives-from-Table-1-or-(18 credit points-of-intermediate-Science-electives-from-Table-1-and-AGEN2002)</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-requisites-have-changed-for-the-following:</strong></td>
<td>02/02/2017</td>
</tr>
<tr>
<td>PHSI2005 Integrated-Physiology Pre-requisites: 3cp from (MATH1XX5, ATHK1001) and 6cp from CHEM1XXX-and-12cp from (BIOL1XXX, MBLG1XXX, PHSI1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX-(except-MATH1XX5));</td>
<td></td>
</tr>
<tr>
<td>PHSI2905 Integrated-Physiology A (Advanced) Pre-requisites An average mark-of-75-or above-in [3cp from (MATH1XX5, ATHK1001) and 6cp from CHEM1XXX-and-12cp from (BIOL1XXX, MBLG1XXX, PHSI1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX-(except-MATH1XX5));</td>
<td></td>
</tr>
<tr>
<td>PHSI2006 Integrated-Physiology B Pre-requisites 3cp from (MATH1XX5, ATHK1001) and 6cp from CHEM1XXX-and-12cp from (BIOL1XXX, MBLG1XXX, PHSI1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX-(except-MATH1XX5));</td>
<td></td>
</tr>
<tr>
<td>PHSI2906 Integrated-Physiology B (Advanced) Pre-requisites An average mark-of-75-or above-in [3cp from (MATH1XX5, ATHK1001) and 6cp from CHEM1XXX-and-12cp from (BIOL1XXX, MBLG1XXX, PHSI1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX-(except-MATH1XX5));</td>
<td></td>
</tr>
<tr>
<td><strong>3. The following units require Departmental Permission:</strong></td>
<td>09/02/2017</td>
</tr>
<tr>
<td>BIOL1903 Human Biology (Advanced)</td>
<td></td>
</tr>
<tr>
<td>BIOL1993 Human Biology (Special-Studies)</td>
<td></td>
</tr>
<tr>
<td>CHEM1901 Chemistry 1A (Advanced)</td>
<td></td>
</tr>
<tr>
<td>CHEM1903 Chemistry 1A (Special-Studies-Program)</td>
<td></td>
</tr>
<tr>
<td>MATH1411 Applications of Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH1904 Differential Calculus</td>
<td></td>
</tr>
<tr>
<td>MATH1802 Linear Algebra (Advanced)</td>
<td></td>
</tr>
</tbody>
</table>

BSc/MND mark up 20170717
MATH1003 Integral Calculus and Modelling Advanced
MATH1905 Statistics (Advanced)
MATH1906 Mathematics (Special Studies Program) A

The following unit has been added to First Year:

PSYC1002 Psychology 1002 Credit points: 6 Session: Semester 2, Summer Main Classes: Three 1-hour lectures and one 1-hour tutorial per week, plus 1 hour per week of additional web-based (self-paced) material related to the tutorial. Assessment: One 2.5hr exam, one 1000 word research report, multiple tutorial tests, experimental participation (100%). Campus: Camperdown/Darlington, Sydney. Mode of delivery: Normal (lecture/lab/tutorial) day. Note: This unit is also offered in the Sydney Summer School. For more information consult the website: http://sydney.edu.au/summer/

Descriptions: Psychology 1002 is a further general introduction to the main topics and methods of psychology, and it is the basis for advanced work as well as being of use to those not proceeding with the subject. Psychology 1002 covers the following areas: neuroscience; human mental abilities; learning and motivation; visual perception; cognitive processes; abnormal psychology. This unit is also offered in the Sydney Summer School. For more information consult the website: http://sydney.edu.au/summer_school/Textbooks Available on-line once semester commences

Table 1G: Bachelor of Science/Master of Nutrition and Dietetics

<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>
</table>

Table 1G: Bachelor of Science/Master of Nutrition and Dietetics Double Degree

First year

Students are required to complete:

(i) BIOL1008 BIOL1XX8/4908/4908 (or BIOL1XX3) and (BIOL1007 BIOL1XX7/4907/4907 (or MBG1XX001/4901/4991)

(ii) 12 credit points of junior Chemistry

(iii) 12 credit points of junior Mathematics, which must include 3 credit points of statistics.

(iv) 6 credit points of junior Psychology (PSYC1002 is the recommended option)

(v) 6 credit points of an elective unit of study

<table>
<thead>
<tr>
<th>BIOL1006 Life and Evolution</th>
<th>6—</th>
<th>A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February); N BIOL1001 or BIOL1911 or BIOL1901 or BIOL1906 or BIOL1996</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1906 Life and Evolution (Advanced)</td>
<td>6—</td>
<td>A 85 or above in HSC Biology or equivalent; N BIOL1001 or BIOL1911 or BIOL1901 or BIOL1906 or BIOL1996</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

BSc/MND mark up 20170717
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1996</td>
<td>Life-and Evolution (SSP)</td>
<td>6</td>
<td>A 90 or above in HSC Biology or equivalent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N BIOL1001 or BIOL1811 or BIOL1954 or BIOL1006 or BIOL1966</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>BIOL1007</td>
<td>From Molecules to Ecosystems</td>
<td>6</td>
<td>A HSC Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). N BIOL1907 or BIOL1997</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BIOL1997</td>
<td>From Molecules to Ecosystems (Advanced)</td>
<td>6</td>
<td>A 85 or above in HSC Biology or equivalent</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N BIOL1007 or BIOL1907</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>BIOL1997</td>
<td>From Molecules to Ecosystems (SSP)</td>
<td>6</td>
<td>A 90 or above in HSC Biology or equivalent</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N BIOL1007 or BIOL1907</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>BIOL1008</td>
<td>Human Biology</td>
<td>6</td>
<td>N BIOL1XX3, MEDS1X01, BIOL1908, BIOL1998</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BIOL1003</td>
<td>Human Biology</td>
<td>6</td>
<td>A HSC-Biology. Students who have not completed HSC Biology (or equivalent) are strongly advised to take the Biology Bridging Course (offered in February). N BIOL1600 or BIOL1903 or BIOL1993 or EDUH1016</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Summer Main</td>
</tr>
<tr>
<td>BIOL1908</td>
<td>Human Biology (Advanced)</td>
<td>6</td>
<td>N BIOL1XX3, MEDS1X01, BIOL1008, BIOL1998</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>BIOL1993</td>
<td>Human Biology (Advanced)</td>
<td>6</td>
<td>A (85 or above in HSC Biology or equivalent)</td>
<td>Semester 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N BIOL1500 or BIOL1903 or BIOL1904 or BIOL1905 or BIOL1993 or EDU1016</td>
<td></td>
</tr>
<tr>
<td>BIOL1998</td>
<td>Human Biology (SSP)</td>
<td>6</td>
<td>N BIOL1XX3, MEDS1X01, BIOL1908, BIOL1998</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>BIOL1993</td>
<td>Human Biology (Special Studies)</td>
<td>6</td>
<td>A (90 or above in HSC Biology or equivalent) OR (85 or above in any junior-biology unit)</td>
<td>Semester 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>N BIOL1003 or BIOL1903 or BIOL1991</td>
<td></td>
</tr>
<tr>
<td>CHEM1011</td>
<td>Fundamentals of Chemistry 1A</td>
<td>6</td>
<td>N CHEM1001, CHEM1901, CHEM1903, or CHEM1009, CHEM1109, CHEM1111, CHEM1911</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHEM1001</td>
<td>Fundamentals of Chemistry 1A</td>
<td>6</td>
<td>A (90 or above in HSC Chemistry or equivalent) are strongly advised to take the Chemistry Bridging Course (offered in February).</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

BSc/MND mark up 20170717
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM1111 Chemistry 1A</td>
<td>6</td>
<td>N CHEM1001 or CHEM1901 or CHEM1903 or CHEM1909 or CHEM1109</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHEM1901 Chemistry-1A (Advanced)</td>
<td>6</td>
<td>A HSC Chemistry and Mathematics. Students who have not completed HSC Chemistry (or equivalent) and HSC Mathematics (or equivalent) are strongly advised to take the Chemistry and Mathematics Bridging Course (offered in February). N CHEM1001 or CHEM1901 or CHEM1903 or CHEM1909 or CHEM1109</td>
<td>Semester-1 Summer Main</td>
</tr>
<tr>
<td>CHEM1911 Chemistry 1A (Advanced)</td>
<td>6</td>
<td>N CHEM1001 or CHEM1901 or CHEM1903 or CHEM1909 or CHEM1109 or CHEM1111 or CHEM1991</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHEM1903 Chemistry-1A (Special-Studies Program)</td>
<td>6</td>
<td>A 90 or above in HSC Chemistry (or equivalent). N CHEM1001 or CHEM1101 or CHEM1903 or CHEM1909 or CHEM1409</td>
<td>Semester-1</td>
</tr>
<tr>
<td>CHEM1012 Fundamentals of Chemistry 1B</td>
<td>6</td>
<td>N CHEM1002 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1112 or CHEM1912 or CHEM1992</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHEM1002 Fundamentals of Chemistry-1B</td>
<td>6</td>
<td>P CHEM1001 or CHEM1101 or CHEM1102 or CHEM1902 or CHEM1904 or CHEM1108</td>
<td>Semester-2</td>
</tr>
<tr>
<td>CHEM1112 Chemistry 1B</td>
<td>6</td>
<td>N CHEM1002 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1912 or CHEM1992</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHEM1102 Chemistry 1B</td>
<td>6</td>
<td>P CHEM1001 or CHEM1901, or a Distinction in CHEM1001 or CHEM1902 or CHEM1904 or CHEM1108</td>
<td>Semester-1 Semester-2 Summer Main</td>
</tr>
<tr>
<td>CHEM1912 Chemistry 1B (Advanced)</td>
<td>6</td>
<td>N CHEM1002 or CHEM1902 or CHEM1904 or CHEM1108 or CHEM1012 or CHEM1112 or CHEM1992</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment.
<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>CHEM1902</td>
<td>Chemistry 1B (Advanced)</td>
<td>6</td>
<td>P-CHEM1901 OR CHEM1903 OR (75 or above in CHEM1101) OR CHEM1002 OR CHEM1102 OR CHEM1904 OR CHEM1108</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHEM1992</td>
<td>Chemistry 1B (SSP)</td>
<td>6</td>
<td>N-CHEM1002 OR CHEM1902 OR CHEM1904 OR CHEM1108 OR CHEM1012 OR CHEM1112 OR CHEM1912</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
</tr>
<tr>
<td>CHEM1904</td>
<td>Chemistry 1B (Special Studies Program)</td>
<td>6</td>
<td>P-75 or above in CHEM1903 OR CHEM1002 or CHEM1102 or CHEM10608</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Entry is by invitation. This unit of study is deemed to be an advanced unit of study.</td>
<td></td>
</tr>
<tr>
<td>MATH1011</td>
<td>Applications of Calculus</td>
<td>3</td>
<td>A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N-MATH1001, or MATH1901, or MATH1906, or MATH1111, or BIOM1003 or ENVX1004</td>
<td>Semester 1 Summer Main</td>
</tr>
<tr>
<td>MATH1014</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
<td>A HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N-MATH1012, or MATH1002, or MATH1902</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MATH1111</td>
<td>Introduction to Calculus</td>
<td>6</td>
<td>A HSC General Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N-MATH1011, or MATH1901, or MATH1906, or MATH1001, or HSC Mathematics Extension 1 or HSC Mathematics Extension 2 or ENVX1001</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students who have previously successfully studied calculus at a level at least equivalent to HSC Mathematics are prohibited. Note: Department permission required for enrolment.</td>
<td></td>
</tr>
<tr>
<td>MATH1013</td>
<td>Mathematical Modelling</td>
<td>3</td>
<td>A HSC Mathematics or a credit or higher in MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N-MATH1003, or MATH1903, or MATH1907</td>
<td>Semester 2 Summer Main</td>
</tr>
<tr>
<td>MATH1015</td>
<td>Biostatistics</td>
<td>3</td>
<td>A HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N-MATH1005, or MATH1905, or STAT1021, or STAT1022, or ECMT1010, or BIOM1003, or ENVX1001, or BUS31020</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MATH1001</td>
<td>Differential Calculus</td>
<td>3</td>
<td>A-HSC Mathematics Extension 1. Students who have not completed HSC Extension 1 Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February). N-MATH1011, or MATH1901, or MATH1906, or MATH1111, or ENVX1004</td>
<td>Semester 4 Summer Main</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A HSC Mathematics Extension 1. Students who have not completed HSC Extension 1 Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February). N-MATH1011 or MATH1901 or MATH1906 or MATH1111 or ENVX1001 or MATH1001 or MATH1921 or MATH1931</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Prerequisites</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>MATH1002</td>
<td>Linear Algebra</td>
<td>3</td>
<td>HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1012 or MATH1014 or MATH1902.</td>
<td>Semester 1 Main.</td>
</tr>
<tr>
<td>MATH1003</td>
<td>Integral Calculus and Modelling</td>
<td>3</td>
<td>HSC Mathematics Extension 1 or MATH1004 or MATH1011 or a credit or higher in MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February). N MATH1013 or MATH1903 or MATH1907.</td>
<td>Semester 2 Main.</td>
</tr>
<tr>
<td>MATH1023</td>
<td>Multivariable Calculus and Modelling</td>
<td>3</td>
<td>HSC Mathematics Extension 1. Students who have not completed HSC Extension 1 Mathematics (or equivalent) are strongly advised to take the Extension 1 Mathematics Bridging Course (offered in February). N MATH1013 or MATH1903 or MATH1907 or MATH1003 or MATH1923 or MATH1933.</td>
<td>Semester 2 Main.</td>
</tr>
<tr>
<td>MATH1004</td>
<td>Discrete Mathematics</td>
<td>3</td>
<td>HSC Mathematics or MATH1111. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1904 or MATH2011.</td>
<td>Semester 2 Main.</td>
</tr>
<tr>
<td>MATH1005</td>
<td>Statistics</td>
<td>3</td>
<td>HSC Mathematics. Students who have not completed HSC Mathematics (or equivalent) are strongly advised to take the Mathematics Bridging Course (offered in February). N MATH1015 or MATH1905 or STAT1021 or STAT1022 or ECMT1010 or ENVX1001 or BUSS1020.</td>
<td>Semester 2 Main. Winter Main.</td>
</tr>
<tr>
<td>MATH1004</td>
<td>Differential Calculus (Advanced)</td>
<td>3</td>
<td>HSC Mathematics Extension 2 or (90 or above in HSC Mathematics Extension 1) or equivalent. N MATH1001 or MATH1011 or MATH1906 or MATH1111 or ENVX1001.</td>
<td>Semester 4 Main.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment.</td>
<td></td>
</tr>
<tr>
<td>MATH1921</td>
<td>Calculus Of One Variable (Advanced)</td>
<td>3</td>
<td>A Band E4 in HSC Mathematics Extension 2 or equivalent. N MATH1001 or MATH1011 or MATH1906 or MATH1111 or ENVX1001 or MATH1901 or MATH1021 or MATH1931.</td>
<td>Semester 1 Main.</td>
</tr>
<tr>
<td>MATH1931</td>
<td>Calculus Of One Variable (SSP)</td>
<td>3</td>
<td>A Band E4 in HSC Mathematics Extension 2 or equivalent. N MATH1001 or MATH1011 or MATH1901 or MATH1111 or ENVX1001 or MATH1906 or MATH1021 or MATH1921.</td>
<td>Semester 1 Main.</td>
</tr>
<tr>
<td>MATH1902</td>
<td>Linear Algebra (Advanced)</td>
<td>3</td>
<td>HSC Mathematics Extension 2 or (90 or above in HSC Mathematics Extension 1) or equivalent. N MATH1002 or MATH1012 or MATH1014.</td>
<td>Semester 1 Main.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment.</td>
<td></td>
</tr>
</tbody>
</table>

BSc/MND mark up 20170717
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH1903</td>
<td>Integral Calculus and Modelling Advanced</td>
<td>3</td>
<td>A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) OR (75 or above in MATH1001) OR (MATH1901) OR MATH1003 or MATH1013 or MATH1907. Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MATH1923</td>
<td>Multivariable Calculus and Modelling (Adv)</td>
<td>3</td>
<td>A (HSC Mathematics Extension 2) OR (Band E4 in HSC Mathematics Extension 1) or equivalent. N MATH1003 or MATH1013 or MATH1907 or MATH1023 or MATH1933</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MATH1933</td>
<td>Multivariable Calculus and Modelling (SSP)</td>
<td>3</td>
<td>A Band E4 in HSC Mathematics Extension 2 or equivalent. N MATH1003 or MATH1903 or MATH1013 or MATH1907 or MATH1023 or MATH1923</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MATH1905</td>
<td>Statistics (Advanced)</td>
<td>3</td>
<td>A (HSC Mathematics Extension 2) OR (90 or above in HSC Mathematics Extension 1) or equivalent N MATH1005 or MATH1015 or STAT1021 or STAT1022 or ECMT1010 or ENVX1001 or BUSS1020</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MATH1906</td>
<td>Mathematics (Special Studies Program) A</td>
<td>3</td>
<td>A Band E4 in HSC Mathematics Extension 2 or equivalent N MATH1001 or MATH1011 or MATH1004 or MATH1111 or ENVX1004</td>
<td>Semester 4</td>
</tr>
<tr>
<td>MATH1907</td>
<td>Mathematics (Special Studies Program) B</td>
<td>3</td>
<td>P 75 or above in MATH1906 N MATH1003 or MATH1903 or MATH1013</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PSYC1001</td>
<td>Psychology 1001</td>
<td>6</td>
<td>This unit is also offered in the Sydney Summer School. For more information consult the web site: <a href="http://sydney.edu.au/summer/">http://sydney.edu.au/summer/</a></td>
<td>Semester 1 Intensive June Summer Main</td>
</tr>
<tr>
<td>PSYC1002</td>
<td>Psychology 1002</td>
<td>6</td>
<td></td>
<td>Semester 2 Summer Main</td>
</tr>
</tbody>
</table>

**Second year**

Students must complete:

(i) BCMB2001 or BCMB2901 or BCHM2071 or BCHM2971 or MBLG2071 or MBLG2971

(ii) BCHM2072 or BCHM2972 or BCMB2002 or BCMB2902 or BCHM2072 or BCHM2972

(iii) PHSI2005 or PHSI2006 or PHSI2006(a) or PHSI2006(b)

BSc/MND mark up 20170717
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Requirements</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCMB2001</td>
<td>Biochemistry and Molecular Biology</td>
<td>6</td>
<td>P (CHEM1XX1 or CHEM1903) and (BIOL1XX7 or MBLG1XX1) N BCHM2X72, MEDS2003, BCMB2901, MBLG2X71, BMED2405</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BCMB2901</td>
<td>Biochemistry and Molecular Biology (Advanced)</td>
<td>6</td>
<td>P (CHEM1XX1 or CHEM1903) and (BIOL1XX7 or MBLG1XX1) N BCHM2X72, MEDS2003, BCMB2901, MBLG2X71, BMED2405</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BCHM2071</td>
<td>Protein Biochemistry</td>
<td>6</td>
<td>P.6cp-from-(BIOL1XX7, MBLG1XXX) and 12cp-from-CHEM1XXX N BCHM2011 or BCHM2971</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BCHM2974</td>
<td>Protein Biochemistry (Advanced)</td>
<td>6</td>
<td>P.12cp-from-CHEM1XXX-and-a-mark-of-75-or-above-in-6cp-from (BIOL1XX7, MBLG1XXX) N BCHM2074</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BCMB2002</td>
<td>Proteins in Cells</td>
<td>6</td>
<td>P (CHEM1XX1 or CHEM1903) and (BIOL1XX7 or MBLG1XX1) N BCHM2X71, BCMB2902</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BCMB2902</td>
<td>Proteins in Cells (Advanced)</td>
<td>6</td>
<td>P (CHEM1XX1 or CHEM1903) and (BIOL1XX7 or MBLG1XX1) N BCHM2X71, BCMB2902</td>
<td>Semester 2</td>
</tr>
<tr>
<td>BCHM2072</td>
<td>Human Biochemistry</td>
<td>6</td>
<td>P.6cp-from-(BIOL1XX7, MBLG1XXX) and 12cp-from-CHEM1XXX N BCHM2002 or BCHM2402 or BCHM2972 or BCHM2902 or BCHM2112 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2408 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808</td>
<td>Semester 4</td>
</tr>
<tr>
<td>BCHM2972</td>
<td>Human Biochemistry (Advanced)</td>
<td>6</td>
<td>P.12cp-from-CHEM1XXX-and-a-mark-of-75-or-above-in-6cp-from (BIOL1XX7, MBLG1XXX) N BCHM2072 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2408 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808</td>
<td>Semester 4</td>
</tr>
<tr>
<td>MBLG2071</td>
<td>Molecular Biology and Genomics</td>
<td>6</td>
<td>P.6cp-from-(BIOL1XX7, MBLG1XXX) and 12cp-from-CHEM1XXX N BCHM2001 or MBLG2411 or MBLG2871 or BCHM2901 or AGCH2001 or MBLG2201 or BCHM2401 or MBLG2901 or MBLG2971 or MBLG2801</td>
<td>Semester 4</td>
</tr>
</tbody>
</table>
Recommended concurrent units of study: (BCHM2071 or BCHM2974) and (BCHM2072 or BCHM2972) for progression to Senior Biochemistry.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBLG2974</td>
<td>Molecular Biology and Genomics (Adv)</td>
<td>6</td>
<td>P-12cp from CHEM1XXX and a mark of 75 or above in 8cp from (BIOG1XXX, MBLG1XXX) N-MBLG2904 or MBLG2001 or BCHM2001 or AGCH2001 or MBLG2104 or MBLG2974 or MBLG2411 or MBLG2771 or BCHM2101 or MBLG2071 or BCHM2904</td>
<td>1</td>
</tr>
<tr>
<td>PHSI2005</td>
<td>Integrated Physiology A</td>
<td>6</td>
<td>P PENDING N PHSI2001, or PHSI2005, or PHSI2101, or PHSI2201, or BMED2401, or BMED2402, or BMED2403, or BMED2404, or BMED2405, or BMED2406, or BMED2801, or BMED2802, or BMED2803, or BMED2804, or BMED2805, or BMED2806, or BMED2807, or BMED2808</td>
<td>1</td>
</tr>
<tr>
<td>PHSI2905</td>
<td>Integrated Physiology A (Advanced)</td>
<td>6</td>
<td>P PENDING N PHSI2001, or PHSI2005, or PHSI2101, or PHSI2201, or BMED2401, or BMED2402, or BMED2403, or BMED2404, or BMED2405, or BMED2406, or BMED2801, or BMED2802, or BMED2803, or BMED2804, or BMED2805, or BMED2806, or BMED2807, or BMED2808</td>
<td>1</td>
</tr>
<tr>
<td>PHSI2006</td>
<td>Integrated Physiology B</td>
<td>6</td>
<td>P PENDING N PHSI2002, or PHSI2006, or PHSI2102, or PHSI2202, or BMED2401, or BMED2402, or BMED2403, or BMED2404, or BMED2405, or BMED2406, or BMED2801, or BMED2802, or BMED2803, or BMED2804, or BMED2805, or BMED2806, or BMED2807, or BMED2808</td>
<td>2</td>
</tr>
<tr>
<td>PHSI2906</td>
<td>Integrated Physiology B (Advanced)</td>
<td>6</td>
<td>P PENDING N PHSI2102, or PHSI2002, or PHSI2006, or PHSI2202, or BMED2401, or BMED2402, or BMED2403, or BMED2404, or BMED2405, or BMED2406, or BMED2801, or BMED2802, or BMED2803, or BMED2804, or BMED2805, or BMED2806, or BMED2807, or BMED2808</td>
<td>2</td>
</tr>
</tbody>
</table>

The completion of 6 credit points of MBLG units of study is highly recommended for progression to Senior Physiology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
</table>

Food Science

BSc/MND mark up 20170717
Students are required to complete at least 6 credit points of Intermediate or Senior Food Science chosen from the following (students may need to apply through special permission to access these units):

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGEN2002</td>
<td>Fresh Produce Management</td>
<td>6 A HSC level Mathematics and Biology P PENDING om (BIOL1XXX, AGEN1004) and 42cp from (CHEM1XX1, CHEM1XX2, AGEN1006)</td>
<td>1</td>
</tr>
<tr>
<td>AGEN3004</td>
<td>Food Processing and Value Adding</td>
<td>6 A 6cp from (BIOL1XXX, MBLG1XXX) and 8cp from CHEM1XXX P PENDING 36cp Junior Intermediate units including 42cp from (CHEM1XX1, CHEM1XX2, AGEN1006)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Third year**

Students must complete:

(i) a major in Biochemistry or Microbiology or Nutrition and Metabolism or Physiology or Psychology

(ii) NUTM3001

(iii) up to an additional 24 senior credit points which may constitute a second major or electives

(iv) 6 credit points of Food Science if not completed in second year.

Students must ensure that they have completed no more than 12 credit points of units of study listed outside of Table 1G and Table 1 across their whole degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Code</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTM3001</td>
<td>Introductory Nutrition and Metabolism</td>
<td>6 P PENDING A Intermediate level Physiology</td>
<td>1</td>
</tr>
</tbody>
</table>

**Years 4 & 5**

Students who successfully complete progression requirements enrol in the Master of Nutrition and Dietetics degree.

Students complete requirements for the Master of Nutrition and Dietetics degree as set out in the relevant Postgraduate Handbook chapter.
CONFIDENTIAL OR NON-CONFIDENTIAL

Author
Ms Veronica Boulton, Faculty of Science

Reviewer/Approver
Professor Trevor Hambley, Dean of Science

Paper title
Bachelor of Science (pre-2018) – Neuroscience Table 1

Purpose
To advise the Undergraduate Studies Committee and the Academic Board of the changes required to the Neuroscience Table 1 major out of the creation of new units of study for 2018.

RECOMMENDATION
That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Science to amend the Bachelor of Science; and
(2) approve the amendment of the table of units of study arising from the proposal (Neuroscience Major Table 1), with effect from 1 January 2018.

EXECUTIVE SUMMARY
To amend the Neuroscience Table 1 major, incorporating new units of study and removing units that will no longer be available in 2018.

IMPLEMENTATION
To be updated in the 2018 Faculty of Science Undergraduate Handbook. The major diet collections will be updated for 2018.

ATTACHMENTS
1. Neuroscience Table 1 Minor Course Amendment proposal
2. Amended Neuroscience Table 1.
Minor Course Amendment Proposal

Faculty: Science

Contact person: Prof Pauline Ross

1. Name of award course
   Bachelor of Science (pre-2018) – Table 1 Neuroscience

2. Purpose of proposal
   To amend the Table 1 Neuroscience major table, incorporating new units of study and minor help text updates for 2018.

3. Details of amendment
   Removal of table help text:
   The following intermediate units are recommended:

   Update to table help text:
   For a major in Neuroscience, 24 credit points must be chosen from any of the following units:
   PCOL3022/3922, NEUR3005/3905, NEUR3006/3906, NEUR3003/3903, NEUR3004/3904, PSYC3011/3911,

   Removal of MBLG2071/2971, MBLG2072/2972

   Addition of BCMB2001/2901, GEGE2001/2901, PSYC3911, PSYC3913

4. Transitional arrangements
   Nil – direct replacement of units and addition of new PSYC advanced level units

5. Other relevant information

6. Signature of Dean
   [Signature]
   Prof T W Hambley
   Dean, Faculty of Science

Table 1 Neuroscience Minor Course Amendment Proposal 20170720
TABLE 1: NEUROSCIENCE 20170714 FB PR

<table>
<thead>
<tr>
<th>Item</th>
<th>Errata</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Pre-requisites have changed for the following:</td>
<td>09/02/2017</td>
</tr>
<tr>
<td>PHSI2005 Integrated Physiology Pre-requisites: 3cp from {MATH1XXX, ATHK1001} and 6cp from {CHEM1XXX and 12cp from {BIOL1XXX, MBLG1XXX, PHYS1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX (except MATH1XX5)}}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSI2005 Integrated Physiology A (Advanced) Pre-requisites An average mark of 75 or above in {3cp from {MATH1XX5, ATHK1001} and 6cp from CHEM1XXX and 12cp from {BIOL1XXX, MBLG1XXX, PHYS1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX (except MATH1XX5)}}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSI2005 Integrated Physiology B Pre-requisites 3cp from {MATH1XXX, ATHK1001} and 6cp from {CHEM1XXX and 12cp from {BIOL1XXX, MBLG1XXX, PHYS1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX (except MATH1XX5)}}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSI2005 Integrated Physiology B (Advanced) Pre-requisites An average mark of 75 or above in {3cp from {MATH1XX5, ATHK1001} and 6cp from {CHEM1XXX and 12cp from {BIOL1XXX, MBLG1XXX, PHYS1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX (except MATH1XX5)}}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC2010 Brain and Behaviour Pre-requisites PSYC1002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC2810 Brain and Behaviour (Advanced) Pre-requisites A mark of at least 75 in PSYC1002</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 lists units of study available to students in the Bachelor of Science and combined degrees. The units are available to students enrolled in other degrees in accordance with their degree resolutions.

<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>
</table>

### Neuroscience

For a major in Neuroscience, students are required to complete at least 24 credit points of senior units of study from PCOL3022/3922, NEUR3005/3905, NEUR3006/3906, NEUR3003/3903, NEUR3004/3904, PSYC3011, PSYC3012, PSYC3013, PSYC3014/3914.

At least two subject areas must be chosen from the three subject areas NEUR, PSYC and PCOL.

### Intermediate units of study

The following intermediate units are recommended:


Table 1 Neuroscience 20170714 for FB
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT2010</td>
<td>Concepts of Neuroanatomy</td>
<td>P PENDING 6cp from BIOL1XX3 AND 6cp from (ANAT2008, BIOL1XX3, MBLG1XXX, PSYC1XXX) N ANAT2910 or BIOS1171 or MED2401 or MED2402 or MED2403 or MED2404 or MED2405 or MED2406 or MED2801 or MED2802 or MED2803 or MED2804 or MED2805 or MED2806 or MED2807 or MED2808</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ANAT2910</td>
<td>Concepts in Neuroanatomy Adv</td>
<td>P PENDING 6cp from BIOL1XX3 and 6cp from (ANAT2008, BIOL1XX3, MBLG1XXX, PSYC1XXX) AND (a mark of 65 or above in 6cp from (BIOL1XXX, ANAT2008, MBLG1XXX, PSYC1XXX) N ANAT2010 or BIOS1171 or MED2401 or MED2402 or MED2403 or MED2404 or MED2405 or MED2406 or MED2801 or MED2802 or MED2803 or MED2804 or MED2805 or MED2806 or MED2807 or MED2808 Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>MBLG2071</td>
<td>Molecular Biology and Genomics</td>
<td>6 P 6cp from (BIOL1XX7, MBLG1XXX) and 12cp from CHEM1XXX N BCHM2001 or MBLG2111 or MBLG2871 or BCHM2901 or AGCH2001 or MBLG2001 or BCHM2101 or MBLG2101 or MBLG2971 or MBLG2071</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Recommended concurrent units of study: (BCHM2071 or BCHM2971) and (BCHM2072 or BCHM2972) for progression to Senior Biochemistry.</em></td>
<td></td>
</tr>
<tr>
<td>MBLG2971</td>
<td>Molecular Biology and Genomics (Adv)</td>
<td>6 P 12cp from CHEM1XXX and a mark of 75 or above in 6cp from (BIOL1XX7, MBLG1XXX) N MBLG2901 or MBLG2001 or BCHM2001 or AGCH2001 or MBLG2101 or MBLG2871 or MBLG2111 or MBLG2271 or BCHM2101 or MBLG2071 or BCHM2001</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BCMB2001</td>
<td>Biochemistry and Molecular Biology</td>
<td>6 P CHEM1XX1 and (BIOL1XX7 or MBLG1XX1) N BCHM2X72, MEDS2003, BCMB2931, MBLG2X71, MED2405, BCMB2801, BCMB2991</td>
<td>Semester 1</td>
</tr>
<tr>
<td>BCMB2901</td>
<td>Biochemistry and Molecular Biology (Advanced)</td>
<td>6 P 70 or above in CHEM1XX1 and (BIOL1XX7 or MBLG1XX1) N BCHM2X72, MEDS2003, BCMB2901, BCMB2991, MBLG2X71</td>
<td>Semester 1</td>
</tr>
<tr>
<td>MBLG2072</td>
<td>Genetics and Genomics</td>
<td>6 P 12cp from BIOL1XXX, MBLG1XXX and 6cp from CHEM1XXX N MBLG2002 or MBLG2972 or MBLG2102 or MBLG2902</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>For students planning a Molecular Biology and Genetics major, 12 credit points of CHEM1XXX is required.</em></td>
<td></td>
</tr>
<tr>
<td>MBLG2972</td>
<td>Genetics and Genomics (Advanced)</td>
<td>6 P An average of 75 or above in [12cp from (BIOL1XXX, MBLG1XXX) and 6cp from CHEM1XXX] N MBLG2002 or MBLG2972 or MBLG2102 or MBLG2902</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>For students planning a Molecular Biology and Genetics major, 12 credit points of CHEM1XXX is required.</em></td>
<td></td>
</tr>
<tr>
<td>GEGE2901</td>
<td>Genetics and Genomics (Advanced)</td>
<td>6 P Annual average mark of at least 70 A Mendelian genetics, mechanisms of evolution, molecular and chromosomal bases of inheritance, and gene regulation and expression N GEGE2001, GENE2002, MBLG2X72</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Table 1 Neuroscience 20170714 for FB
<table>
<thead>
<tr>
<th>Course</th>
<th>Peds Core</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCOL2011 Pharmacology Fundamentals</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PENDING 6cp from CHEM1XXX and 6cp from (BIOL1XXX, MBLG1XXX)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N PCOL255 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PCOL2012 Pharmacology: Drugs and People</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>A PCOL2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PENDING 6cp from CHEM1XXX and 6cp from (BIOL1XXX, MBLG1XXX)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N PCOL255</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSI2005 Integrated Physiology A</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PENDING 6cp from (MATH1XXX, ATHK1001) and 6cp from CHEM1XXX and 12cp from (BIOL1XXX, MBLG1XXX, PHYS1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX (except MATH1XXX))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N PHSI2901 or PHSI2905 or PHSI2101 or PHSI2001 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSI2905 Integrated Physiology A (Advanced)</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PENDING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An average mark of 75 or above in 6cp from (MATH1XXX, ATHK1001) and 6cp from CHEM1XXX and 12cp from (BIOL1XXX, MBLG1XXX, PHYS1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX (except MATH1XXX))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N PHSI2001 or PHSI2901 or PHSI2101 or PHSI2005 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSI2006 Integrated Physiology B</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PENDING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6cp from (MATH1XXX, ATHK1001) and 6cp from CHEM1XXX and 12cp from (BIOL1XXX, MBLG1XXX, PHYS1XXX, PSYC1XXX, CHEM1XXX)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N PHSI2902 or PHSI2905 or PHSI2102 or PHSI2002 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2405 or BMED2406 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHSI2906 Integrated Physiology B (Advanced)</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PENDING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An average mark of 75 or above in 6cp from (MATH1XXX, ATHK1001) and 6cp from CHEM1XXX and 12cp from (BIOL1XXX, MBLG1XXX, PHYS1XXX, PSYC1XXX, CHEM1XXX, MATH1XXX (except MATH1XXX))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N PHSI2002 or PHSI2802 or PHSI2006 or BMED2401 or BMED2402 or BMED2403 or BMED2404 or BMED2801 or BMED2802 or BMED2803 or BMED2804 or BMED2805 or BMED2806 or BMED2807 or BMED2808</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The completion of 6 credit points of MBLG units of study is highly recommended for progression to Senior Physiology.*

*The completion of 6 credit points of MBLG units of study is highly recommended for progression to Senior Physiology.*

*The completion of 6 credit points of MBLG units of study is highly recommended for progression to Senior Physiology.*

*It is recommended that PHSI2005 is completed before enrolling in PHSI2006.*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC2010</td>
<td>Brain and Behaviour</td>
<td>6</td>
<td>P PSYC1002, PSYC2011, PSYC2911, PSYC2910</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC2910</td>
<td>Brain and Behaviour (Advanced)</td>
<td>6</td>
<td>P A mark of at least 75 in PSYC1002, PSYC2011, PSYC2911, PSYC2910</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PSYC2013</td>
<td>Cognitive and Social Psychology</td>
<td>6</td>
<td>P PSYC1001 and PSYC1002</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Senior units of study

For a major in Neuroscience, 24 credit points must be chosen from any of the following units: PCOL3022/3922, NEUR3005/3905, NEUR3006/3906, NEUR3003/3903, NEUR3004/3904, PSYC3011/3911, PSYC3012, PSYC3015/3913, PSYC3014/3914. *Legacy units: NEUR3001/3901, NEUR3002/3902.*

At least two subject areas must be chosen from the three subject areas NEUR, PSYC and PCOL.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEUR3003</td>
<td>Cellular and Developmental Neuroscience</td>
<td>6</td>
<td>A NEUR3X01/3X05 and NEUR3X02/3X06 or equivalent. Students who have not successfully completed an introductory neuroscience course are advised to familiarise themselves with the content in Bear, Connors and Paradiso, Exploring the Brain. P PENDING (BMED2401 and BMED2402 and 6 additional credit points of BMED240X) OR (18 credit points of ANAT2XXX and/or BCHM2XXX and/or BIOL2XXX and/or CHEM2XXX and/or COMP2XXX and/or INFO2XXX and/or MATH2XXX and/or PHYS2XXX and/or PSYC2XXX and/or STAT2XXX). N NEUR3903</td>
<td>Semester 2</td>
</tr>
<tr>
<td>NEUR3903</td>
<td>Cellular and Developmental Neurosci. (Adv)</td>
<td>6</td>
<td>A NEUR3X01/3X05 and NEUR3X02/3X06 or equivalent. Students who have not successfully completed an introductory neuroscience course are advised to familiarise themselves with the content in Bear, Connors and Paradiso, Exploring the Brain. P PENDING An average mark of 75 in (NEUR3001 or NEUR3901 or NEUR3005 or NEUR3905) and (NEUR3002 or NEUR3902 or NEUR3006 or NEUR3906) N NEUR3903</td>
<td>Semester 2</td>
</tr>
<tr>
<td>NEUR3004</td>
<td>Integrative Neuroscience</td>
<td>6</td>
<td>A NEUR3X01/3X05 and NEUR3X02/3X06 or equivalent. Students who have not successfully completed an introductory neuroscience course are advised to familiarise themselves with the content in Bear, Connors and Paradiso, Exploring the Brain.</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Table 1 Neuroscience 20170714 for FB
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEUR3904</td>
<td>Integrative Neuroscience (Advanced)</td>
<td>6</td>
<td>A NEUR3X01/3X05 and NEUR3X02/3X06 or equivalent. Students who have not successfully completed an introductory neuroscience course are advised to familiarise themselves with the content in Bear, Connors and Paradiso. PENDING</td>
<td>Semester 2</td>
</tr>
<tr>
<td>NEUR3005</td>
<td>Functional Neuroanatomy</td>
<td>6</td>
<td>PENDING (6cp from BMED2401 and 6cp from BMED2402 and 6cp from BMED240X) OR (6cp from ANAT2X10 and 6cp from MBLGXXXX, BIOL1XXX)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>NEUR3905</td>
<td>Functional Neuroanatomy (Advanced)</td>
<td>6</td>
<td>PENDING (An average mark of 75 or above in (6cp from BMED2401 and 6cp from BMED2402 and 6cp from BMED240X)) OR (An average mark of 75 or above in (6cp from ANAT2X10 and 6cp from MBLGXXXX, BIOL1XXX))</td>
<td>Semester 1</td>
</tr>
<tr>
<td>NEUR3006</td>
<td>Neural Information Processing</td>
<td>6</td>
<td>PENDING (6cp from BMED2401 and 6cp from BMED2402 and 6cp from BMED240X) OR (6cp from PHSI2X05 and 6cp from MBLGXXXX, BIOL1XXX)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>NEUR3906</td>
<td>Neural Information Processing (Advanced)</td>
<td>6</td>
<td>PENDING (An average mark of 75 or above in (6cp from BMED2401 and 6cp from BMED2402 and 6cp from BMED240X)) OR (An average mark of 75 or above in (6cp from PHSI2X05 and 6cp from MBLGXXXX, BIOL1XXX))</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Enrolment in (NEUR3003 or NEUR3903) is HIGHLY RECOMMENDED. Units of study are designed to be taken in conjunction with each other.

Table 1: Neuroscience 20170714 for FB
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCOL3022</td>
<td>Neuropharmacology</td>
<td>6</td>
<td>P PENDING (PCOL2011 and PCOL2012) OR (BMD2401 and 12 additional credit points of PCOL3022)</td>
<td>2</td>
</tr>
<tr>
<td>PCOL3922 (Advanced)</td>
<td>Neuropharmacology</td>
<td>6</td>
<td>P PENDING An average mark of 75 in (PCOL2011 and PCOL2012) or (BMD2401 and 12 additional credit points of PCOL3022)</td>
<td>2</td>
</tr>
<tr>
<td>PSYC3011</td>
<td>Learning and Behaviour</td>
<td>6</td>
<td>P (PSYC2011 or PSYC2911 or PSYC2010 or PSYC2910) and PSYC2012 N PSYC3911</td>
<td>1</td>
</tr>
<tr>
<td>PSYC3911</td>
<td>Learning and Behaviour</td>
<td>6</td>
<td>P (A mark of 75 or above in PSYC2X10 or PSYC2X11) and PSYC2012 N PSYC3011</td>
<td></td>
</tr>
<tr>
<td>PSYC3012</td>
<td>Cognition, Language and Thought</td>
<td>6</td>
<td>P PSYC2012 and PSYC2013</td>
<td>1</td>
</tr>
<tr>
<td>PSYC3013</td>
<td>Perceptual Systems</td>
<td>6</td>
<td>P (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911) and PSYC2012 N PSYC3913</td>
<td>2</td>
</tr>
<tr>
<td>PSYC3913</td>
<td>Perceptual Systems</td>
<td>6</td>
<td>P (A mark of 75 or above in PSYC2X10 or PSYC2X11) and PSYC2012 N PSYC3013</td>
<td></td>
</tr>
<tr>
<td>PSYC3014</td>
<td>Behavioural and Cognitive Neuroscience</td>
<td>6</td>
<td>P [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014)] OR [(PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2013) and (ANAT2010 or ANAT2910) and PCOL2011] N PSYC3914</td>
<td>2</td>
</tr>
<tr>
<td>PSYC3914</td>
<td>Behavioural and Cognitive Neuroscience Adv</td>
<td>6</td>
<td>P [An average mark of 75 in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911) and 6 credit points from (PSYC2012 or PSYC2013 or PSYC2014)] OR [An average mark of 75 in (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911 or PSYC2013) and (ANAT2010 or ANAT2910) and PCOL2011] N PSYC3014</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 1 Neuroscience 20170714 for FB
RECOMMENDATION

That the Undergraduate Studies Committee note:

1. The proposed creation of a Collaborative Education and Research Training Agreements Policy 2017 (provisional name) (Attachment 1)
2. Amendments to the Learning and Teaching Policy 2015 (Attachment 2)
3. Amendments to the Student Placement Policy (new name Student Placement and Projects Policy) (Attachment 3).

EXECUTIVE SUMMARY

An audit of University policies on educational matters against the Higher Education Standards Framework (HESF) revealed several areas where University policy could be strengthened to bring greater clarity to the University's aspirations against the standards and set out its obligations.

Areas that would benefit from greater clarity are:

- Expectation on the knowledge, skills and qualifications of teaching staff (Standard 3.2)
- Scope of seven-yearly comprehensive reviews of accredited courses (Standard 5.3)
- Framework for education and research training agreements with other parties (Standards 5.2, 5.4, 7.3 (j) including placement and project arrangements.

To improve the University's education policy framework in relation to the HESF, the following policy work was carried out in July and August:

- Amendments to the Learning and Teaching Policy 2015 will be made to clarify expectations on knowledge, skills and qualifications for teaching staff and the scope of comprehensive course reviews;
- The Student Placement Policy 2015 will be amended to cover student projects as well as placements;
- The Guidelines for Inter-institutional agreements 1997 will be replaced by a policy on Collaborative Education and Research Training Agreements.

The policy amendment and creation work is being carried out with the intention that it will be in place by the time that TEQSA notifies the University of the scope of their assessment in September 2017, ahead of a formal application from the University for re-registration at the end of February 2018.

BACKGROUND / CONTEXT

The Higher Education Standards Framework (HESF) is established under the Tertiary Education Quality and Standards Agency Act 2011 and sets out threshold standards for higher education in Australia. Universities are required to meet or exceed the threshold standards and are audited in this regard by TEQSA. Meeting the standards is one of the minimum requirements for accreditation as an Australian University as set out in Part B of the standards.
An internal audit of the standards carried out in 2017 suggested some areas where policies relating to education could be strengthened in order to bring greater visibility to the University’s obligations and as one of several mechanisms to ensure quality and compliance. These are set out in the Table below:

<table>
<thead>
<tr>
<th>Section of the HESF</th>
<th>Subsection</th>
<th>Standard</th>
<th>Suggested action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 3 Teaching</td>
<td>3.2 Staffing</td>
<td>(3) Staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study are equipped for their roles, including having: (a) knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice (b) skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and (c) a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience. (4) Teachers who teach specialised components of a course of study, such as experienced practitioners and teachers undergoing training, who may not fully meet the standard for knowledge, skills and qualifications or experience required for teaching of supervision (3.2.3) have their teaching guided and overseen by staff who meet the standard.</td>
<td>A section 24 A be inserted in Part 4 of the Learning and Teaching Policy (Attachment 2) setting out the qualifications of teaching staff</td>
</tr>
<tr>
<td>Section 5 Institutional Quality Assurance</td>
<td>5.3 Monitoring, Review and Improvement</td>
<td>1. All accredited courses of study are subject to periodic (at least every seven years) comprehensive reviews that are overseen by peak academic governance processes and include external referencing or other benchmarking activities. 2. A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students’ achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery</td>
<td>Clause 6 of Section 11, Collegial Governance of the Learning and Teaching Policy (Attachment 2) be reviewed to give guidelines on the scope of reviews of accredited reviews</td>
</tr>
<tr>
<td>Section 5 Institutional Quality Assurance</td>
<td>5.4 Deliver with Other Parties</td>
<td>1. Work-integrated learning, placements, other community-based learning and collaborative research training arrangements are quality</td>
<td>1. The Student Placement Policy (Attachment 3) be reviewed and</td>
</tr>
</tbody>
</table>
Also 5.2 Academic and Research Integrity (4)
Also 6.1 Corporate Governance (3)(c)
Also 7.3 Information Management (1) (j)

assured, including assurance of the quality of supervision of student experiences.

2. When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

expanded to cover provisions for agreements in the case of student project agreements with outside organisations, including industry, professional and community partners, other with other educational institutions. Such provisions should also placements for HDR students.

2. The Guidelines on Inter-Institutional Agreements be replaced by an Collaborative Education and Research Training Agreements Policy (provisional title) (Attachment 1).

CONSULTATION

This memo has been circulated to the UE Research Training Committee (12 July) and the University Executive (20 July).

Policy amendments and proposals will be presented as follows:

1. **Learning and Teaching Policy**
   - Undergraduate Studies Committee/Graduate Studies Committee – 1 August
   - UE Education – 7 August
   - Academic Standards and Policy Committee – 8 August
   - University Executive – 10 August
   - Academic Board – 29 August

2. **Student Placement Policy**
   - Undergraduate Studies Committee/Graduate Studies Committee – 1 August
   - UE Research Education Committee – 2 August
   - UE Education – 7 August
   - Academic Standards and Policy Committee – 8 August
   - University Executive – 10 August
   - Academic Board – 29 August

3. **Collaborative Education and Research Training Agreements Policy** (provisional title)
   - Undergraduate Studies Committee/Graduate Studies Committee – 1 August
   - UE Research Education Committee – 2 August
   - UE Education – 7 August
   - Academic Standards and Policy Committee – 8 August
   - University Executive – 10 August
   - Academic Board – 29 August
Non-Confidential

A working group met on 22 June to review the Guidelines for Inter-Institutional Agreements 1997 and to collect feedback on what should be included in the updated policy (Attachment 1) including the indicative scope, types of agreements covered, delegations, what the agreements must cover, quality assurance and review and renewal of agreements. A second meeting was held on 18 July to review and discuss the draft proposed policy.

ATTACHMENTS

Attachment 1 - Collaborative Education and Research Training Agreements Policy
Attachment 2 - Amendments to the Learning and Teaching Policy
Attachment 3 - Amendments to the Student Placement Policy (new name Student Placement and Projects Policy)
COLLABORATIVE EDUCATION AND RESEARCH TRAINING AGREEMENTS POLICY 2017

The Vice-Chancellor, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated:

Last amended:

Signature:

Position: Vice-Chancellor

CONTENTS

1 Name of policy ........................................................................................................... 1
2 Commencement ........................................................................................................... 1
3 Policy is binding ......................................................................................................... 1
4 Statement of intent ..................................................................................................... 2
5 Application .................................................................................................................. 2
6 Definitions .................................................................................................................... 2
7 Purposes and principles ............................................................................................. 4
8 Types of agreements ................................................................................................... 5
9 Establishing, approving, reviewing and renewing agreements ............................... 6
10 Quality assurance ....................................................................................................... 8
10 Roles and responsibilities ......................................................................................... 8

Notes .............................................................................................................................. 8

Amendment history ....................................................................................................... 9

1 Name of policy

This is the Inter-Institutional Agreements Policy 2017

2 Commencement

This policy commences on [date].

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:

(1) sets out a framework to align education and research training cooperation between the University of Sydney and other institutions with the University’s educational strategy and standards;

(2) describes the framework for establishing, maintaining and reviewing collaborative education and research training agreements, including memoranda of understanding that facilitate such agreements, between the University of Sydney and other academic institutions;

(3) describes the policy framework for situations where any part of an award course or research training activity of the University of Sydney is delivered by another institution or party other than an employee of the University, whether Australian or international;

(4) sets out principles for the approval of collaborative educational and research training agreements in accordance with the University of Sydney (Delegations of Authority – Administrative Functions) Rule; and;

(5) sets out requirements for quality assurance in education and research training when conducted under an inter-institutional agreement.

5 Application

(1) This policy applies to agreements to collaborate with other parties in education, and research training including:
   (a) Memoranda of Understanding;
   (b) Educational agreements;
   (c) Research training agreements;
   (d) Staff Exchange Agreements
   (e) Placement and student project agreements;
   (f) Agreements for the provision of educational services to the University by other parties.

(2) This policy does not apply to:
   (a) funding agreements with government;
   (b) Agreements for the delivery of Educational Services to other parties covered by the Agreements for Educational Services Policy 2011;
   (c) confidentiality agreements
   (d) clinical trials agreements
   (e) student accommodation agreements
   (f) agreements that do not have an educational or research training component
   (g) research agreements

6 Definitions

In this policy:
academic unit has the meaning given in the Learning and Teaching Policy 2015 which, as at the date of this policy, is:

a faculty, University school, board of studies, school, department, centre or interdisciplinary committee of the University.

Academic Board means the academic board established under Section 16 of the Act

Act Means the University of Sydney Act 1989 (as amended)

agreement means a written binding or non-binding agreement between the University of Sydney and another institution authorised by a person or persons within each institution with the delegated authority to enter into the agreement.

agreement sponsor means the person taking responsibility for the monitoring, quality and review of the agreement.

cotutelle agreement Has the meaning given in the University of Sydney (Higher Degree by Research) Rule 2011 which at the time of approval of this policy is:

an agreement between the University and another university or institution that:

(a) permits joint candidature in the Doctor of Philosophy; and
(b) allows a candidate to receive a doctorate from the University and from the other university or institution, each testamur acknowledging the circumstances under which the award was made.

dean includes, where appropriate, a Head of School and Dean of a University school.

delegate Has the meaning given in the University of Sydney (Delegations of Administrative Functions) Rule 2016 which, at the date of approval of this policy is:

an employee, member or committee of Senate or any other person or entity to whom or to which a delegation has been made by Senate

dual degree agreement means an agreement between two degree-awarding institutions whereby students are permitted to enrol concurrently in an award in each institution and receive credit from each institution for a component of learning at the other institution.

educational agreement means an agreement between institutions to cooperate on an educational program as set out in 7 (4) of this policy.

exchange student has the meaning given in the University of Sydney Coursework Policy 2014 which at the time of approval of this policy is:

An Exchange Student means a person who is:

- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study at an overseas institution with which the University has
an exchange agreement; and
- enrolled in one or more units of study at the University.

**faculty**
includes, where appropriate, a University school.

**project**
means a learning experience built around researching solutions to a problem, either individually or in a group.

**student**
has the meaning given the *Coursework Policy 2014*, which at the date of approval of this policy is:
- a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.

**student placement**
has the meaning given in the *Student Placement Policy 2015* which, at the time of approval of this policy is:
- assigning a student to undertake supervised learning at a workplace that is controlled by a placement provider, for the purpose of the student’s practical education. A placement is a vocational placement as provided in the *Fair Work Act 2009 (Cth)*.

**third party**
means a party involved with the University of Sydney in the education of a student which is not the University of Sydney or the student.

**University**
means the University of Sydney

### 7 Purposes and principles

(1) The purpose of education and research training agreements between the University of Sydney and other institutions is to expand knowledge and the dissemination of knowledge through academic collaboration and enhanced educational opportunity.

(2) Education and research training carried out under the terms of collaborative agreements must align with the University’s strategy.

(3) The quality of education and research training carried out under the terms of a collaborative agreements must be assured to equivalent standards to other education and research training carried out at the University.

(4) Agreements must ensure that education and research training carried out with another institution or party under an inter-institutional agreement are governed by University of Sydney policies or by policies by other parties and institutions that achieve similar outcomes and have similar intentions to University of Sydney policies.

(5) Where education or research training that is provided by another party, or carried out under the terms of an agreement with another institution, contributes to a University of Sydney award, the University accepts full accountability for the standards and quality of that education.
(6) Educational and research integrity must be maintained in any education or research training carried out under a collaborative agreement and the operations and activities of partners must consistent with the University’s policies on educational and research integrity.

(7) Agreements must ensure that representations by other parties about the University, its research training, education and courses are not false or misleading.

(8) Activities undertaken under an agreement need to be covered by the terms of that agreement.

8 Limits on collaborative educational and research training agreements

The University will not enter into a collaborative agreement in education or research training unless:

(9) The benefits, desirability and risk of the agreement have been assessed in accordance with this policy;

(10) The agreement is consistent with the University’s obligations under the Higher Education Standards Framework;

(11) The proposed agreement has been approved by the relevant delegate in accordance with this policy and any associated procedure;

(12) The agreement complies with the terms of the Intellectual Property Policy 2016.

8 Agreements

(1) Agreements may have multiple purposes and combine more than one type of agreement.

(2) Titles of agreements may vary from the terms used in this policy in accordance with policy and governance requirements of partner organisation.

(3) Agreements must:
   (a) be appropriate in scope to the activities covered by the agreement
   (b) reflect an assessment of risk and the University’s risk tolerance
   (c) make provisions for termination of the agreement by either party.

(4) Memoranda of understanding
   (a) Memoranda of understanding between the University of Sydney and another institution document an intention to collaborate on education, research training or research or a combination of these
   (b) Memoranda of understanding may establish overarching principles which govern specific education and research training agreements attached to a memorandum.
   (c) Principles contained in a Memorandum of understanding are not binding on either party, unless specifically stated or confirmed in specific education and research training agreements.
   (d) A single Memorandum of understanding with an institution may provide the principles and frameworks for multiple agreements.

(5) Education agreements
(a) Educational agreements are an agreement between the University and another party to cooperate on an educational program

(b) Education agreements should enhance educational opportunity

(c) Educational agreements may include collaborative education agreements, agreements on admission pathways, articulation and credit recognitions, dual degree agreements, joint delivery, dual degree agreements, an agreement by one party to deliver education for another, the sharing of education resources, curricula or academic staff, exchange and study abroad agreements, and agreements on student placements and projects.

(d) Except as specified in the agreement, students participating in education or research training under an inter-institutional agreement are governed by the Rules and Policies of the University of Sydney.

(e) Notwithstanding 3(b) students participating in education under the terms of an educational agreement may appeal results under the terms of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and make complaints under the Resolution of Complaints Policy 2015.

(f) Notwithstanding 3(b) students participating in education under the terms of an education agreement must comply with the University's policies on educational and research integrity and are subject to the terms of those policies.

(6) Research training agreements

(a) Research training agreements should enhance opportunities for research collaboration and may include collaborative research and research training agreements, cotutelle agreements, research exchange agreements and agreements on students placements and projects.

(7) Staff Exchange Agreements

(a) Staff Exchange agreements are an agreement between two institutions for members of staff at each institution to work at the other institution for a period, while retaining the conditions of employment at their original institution

(8) Placement and student project agreements

(a) Placement and student project agreements create opportunities for student placements and projects and may include agreements on clinical and non-clinical placements, preferred placement provider agreements and agreements on student projects.

Note: Placement and student project agreements must be constructed to comply with the Placement and Student Project Policy.

9 Establishing, approving, reviewing and renewing agreements

(9) An education or research agreement must have an agreement sponsor who takes responsibility for monitoring and improving the quality of the educational experience or research collaboration.

(10) Prior to entering into negotiation for an agreement the benefits, desirability and risks of the proposed agreement have been assessed by the delegate responsible for approving the agreement on the basis of an expression of interest submitted by the agreement sponsor.
(11) An Expression of Interest must set out:
   (a) the proposed parties to the agreement;
   (b) the agreement sponsor;
   (c) the strategic purpose and benefits of the agreement;
   (d) the activities to be covered by the agreement
   (e) the goals or benchmarks of success;
   (f) the proposed duration of the agreement;
   (g) a risk assessment that considers the likelihood, impact and mitigating strategies for the following;
   (i) risks to health and safety
   (ii) risks to educational and research standards including education and research integrity
   (iii) risks to the reputation of the University
   (iv) financial risks
   (h) other information required by the approver.

(12) In assessing an expression of interest to enter into an agreement, a delegate must consider:
   (a) the object of the University;
   (b) the strategic purpose and benefits relative to the University and faculty strategic plan;
   (c) the feasibility of achieving the benefits and goals;
   (d) the impact of the agreement on other educational and research activities.
   (e) risks and mitigating strategies in relation to the University’s risk tolerance.

(13) After reviewing an Expression of Interest a delegate may determine that negotiations on the agreement proceed no further.

(14) Agreements must be in a form approved by the Office of General Counsel.

(15) Agreements must specify:
   (a) the duration of the agreement up to a maximum of 5 years;
   (b) The strategic purpose and goal or benchmark for success s;
   (c) activities covered by the agreement

(16) Agreements must be approved by the delegate with authority to approve the agreement under the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

(17) After reviewing a proposed agreement a delegate may determine that the proposed agreement not be approved.

(18) Where the delegate is not a Deputy Vice Chancellor a copy of the approved agreement must be sent as follows:
   (a) for Education agreements and Research Training agreements to the Deputy Vice-Chancellor (Education).
   (b) for International agreements to the Deputy Vice-Chancellor (Registrar).

(19) All agreements must be on the University’s corporate record keeping system.
All agreements must be monitored against University education and research standards.

All agreements must be reviewed against the stated strategic purpose, goals or benchmarks at the conclusion of the agreement.

After review, agreements may be renewed for a period not exceeding 5 years, under the terms of this policy.

9 Quality assurance

(1) Education carried out under an inter-institutional agreement must meet the educational excellence requirements for award courses specified in clause 8 of the Learning and Teaching Policy 2015.

(2) Student experience in education carried out under an inter-institutional agreement must be:
   (a) measured through surveys and other appropriate instruments each time a course is offered;
   (b) reviewed by the Quality Monitor; and
   (c) reported as directed by the Dean or Head of School

(3) The agreement sponsor must provide a report on activity undertaken under the agreement during the previous year to the Dean or Deans in February each year.

(4) The Dean must provide a report on education carried out under inter-institutional agreements to the faculty leadership group and faculty board in March each year;

(5) The faculty board must consider the Dean’s report and forward it, with appropriate comments, to the delegate who approved the agreement.

(6) The delegate who approved the agreement must consider the Deputy Vice-Chancellor’s report and forward it, with appropriate comments, to the Academic Board.

(7) The Academic Board:
   (a) must consider the report; and
   (b) may make recommendations to the Deputy Vice Chancellor (Education), the University Executive, or a relevant Dean or Deputy Vice-Chancellor.

NOTES

Collaborative Education and Research Training Agreements Policy 2017

Date adopted: [This is the date on which the policy is formally signed]

Date commenced: [This is the date on which the policy will commence, suggest at least two weeks from date of adoption/approval]

Administrator: [List the position title of the most senior person responsible for the day to day operation of the policy]

Review date: [This date must be no more than 5 years from the date of commencement.]
Tertiary Education Quality and Standards Act 2011 (Cth)
Higher Education Standards Framework
University of Sydney (Delegations of Authority – Administrative Functions Rule) 2016
Coursework Policy 2014
Agreements for Educational Services Policy 2011
Agreements for Educational Services Procedure 2011
Learning and Teaching Policy 2015
Research Agreements Policy 2011
Resolution of Complaints Policy 2015
University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)

**AMENDMENT HISTORY**

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
</table>


LEARNING AND TEACHING POLICY 2015

The Academic Board, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 2 December 2015

Last amended: 27 October 2016 (administrative amendments only)

Signature:

Position: Chair, Academic Board

CONTENTS

Contents .................................................................................................................................................. 1

Part 1 Preliminary .................................................................................................................................. 2
  1 Name of policy ..................................................................................................................................... 2
  2 Commencement .................................................................................................................................... 2
  3 Policy is binding ................................................................................................................................... 2
  4 Statement of intent ............................................................................................................................... 2
  5 Application .......................................................................................................................................... 2
  6 Definitions ......................................................................................................................................... 2

Part 2 The nature of education at the University ................................................................................... 8
  7 Graduate qualities and learning outcomes ......................................................................................... 8
  8 Educational excellence ....................................................................................................................... 9
  9 Engaged enquiry ............................................................................................................................... 10
 10 Academic integrity ........................................................................................................................... 10
 11 Collegial governance ....................................................................................................................... 11

Part 3 Curriculum structure ................................................................................................................ 12
  12 Statement of intent ........................................................................................................................... 12
  13 Learning outcomes ........................................................................................................................... 12
  14 Award courses ................................................................................................................................. 12
  15 Curricula generally ........................................................................................................................... 13
  16 Curriculum for undergraduate education ......................................................................................... 14
  17 Curriculum for postgraduate coursework education ....................................................................... 15
  18 Components of award courses ......................................................................................................... 17
  19 Assessment framework ................................................................................................................... 21
  20 Academic integrity in the design of curricula ................................................................................. 21
  20A Third party learning technologies ............................................................................................... 22

Part 4 Management of learning and teaching ....................................................................................... 23
  21 Statement of intent ........................................................................................................................... 23
  22 Rescinded ......................................................................................................................................... 23
  23 Roles and responsibilities in managing learning and teaching ....................................................... 23
  24 Documentation and communication ............................................................................................... 29

Part 5 Quality assurance ...................................................................................................................... 31
  25 Quality assurance processes ........................................................................................................... 31
  26 Rescissions, replacements and transitional provisions ................................................................... 33

Schedule one ......................................................................................................................................... 35

Notes...................................................................................................................................................... 41

Amendment history............................................................................................................................... 42
PART 1     PRELIMINARY

1     Name of policy

This is the Learning and Teaching 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, students and affiliates.

4     Statement of intent

This policy:

(a) describes the nature of education at the University;
(b) sets out the manner in which curricula are structured;
(c) provides for the effective management of learning and teaching; and
(d) establishes quality assurance processes for learning and teaching.

5     Application

Except to the extent that a contrary intention is expressed this policy applies to the learning and teaching of coursework award courses.

6     Definitions

(1) In this policy:

academic unit means a faculty, board of studies, school, department, centre or interdisciplinary committee of the University.

assessment means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.
**Associate Dean - Education** means:

- the Associate Dean of a faculty with responsibility for education at the relevant level; or
- the deputy chairperson of a board of studies; or
- a person appointed by the Dean to have responsibility within the faculty for education at the relevant level. This position may have any of a number of different titles, including Associate Dean - Education, Associate Dean - Teaching or Learning, Associate Dean - Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. The responsibilities of the Associate Dean - Education specified in this policy may be shared between more than one Associate Dean position.

**Australian Qualifications Framework (AQF)** means the national framework for recognition and endorsement of education qualifications.

**award course** means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate.

**award course resolutions** means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate.

**Bachelor degree** has the meaning given the [Coursework Policy 2014](#), which at the date of this policy is:

- an undergraduate degree that:
  - achieves at least the outcome specified for level seven of the AQF;
  - is a program of liberal, professional or specialist learning and education; and
  - builds on prior secondary or tertiary study.

The University offers two types of Bachelor degrees:

- Liberal Studies bachelor Degrees; and
- Professional or Specialist Bachelor Degrees

**Note:** See clause 83A of the [Coursework Policy 2014](#).
Bachelor of Advanced Studies has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

the Bachelor degree available as a combined degree with all Liberal Studies Bachelor degrees and specified Specialist or Professional Bachelor degrees, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is a Liberal Studies Bachelor Degree.

capstone experience has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation and intellectual and professional growth.

Note: See clause 18.

combined degree course means a combination of two degree programs structured to enable students to count a specified number of units of study towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course.

Note: See clause 18.

core means a set of units of study that develops required knowledge and skills for an award course.

course means a planned and structured sequence of learning and teaching primarily aimed at the acquisition of knowledge, skills and understanding.

coursework award course means a course approved by the Academic Board and endorsed by the Senate that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, and graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.

curriculum means the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments.

Note: See clauses 15 - 17.

Dean means the Dean of the relevant faculty.

department means an academic disciplinary grouping established within a school.
**double degrees course** means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications. A single testamur or separate testamurs may be issued.

**faculty** means a faculty or board of studies as established in each case by its constitution, and in this policy refers to the faculty or faculties responsible for the relevant award course.

**faculty office** means the professional staff led by a faculty manager that support learning and teaching within a faculty.

**graduate qualities** means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. Part 2 of this policy details the qualities of graduates of undergraduate award courses.

**Group of Eight (Go8)** means the coalition of eight research-intensive Universities, comprising The University of Melbourne, The Australian National University, The University of Sydney, The University of Queensland, The University of Western Australia, The University of Adelaide, Monash University and UNSW Australia.

**Head of Department** means an academic leader within a department who represents the department in school or disciplinary fora. A Head of Department co-ordinates the provision of teaching and the development of curriculum within a department.

**Head of School** means the head of a school within a faculty with responsibility for approving arrangements for teaching and appointment of casual staff within the school. This role may be fulfilled by a position with another title (e.g. Head of Discipline or the chair of a board of studies or interdisciplinary committee.)

**honours units** means advanced units of study at 4000-level specified as requirements to qualify for an award with honours as set out in clause 95 of the [Coursework Policy 2014](https://go8.edu.au/).

**LMS** means learning management system, which is the online learning system used by the University to host unit of study websites.

**learning outcomes** means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, award course, or other curriculum component.

**Liberal Studies Bachelor Degree** has the meaning given in the [Coursework Policy 2014](https://go8.edu.au/), which at the date of this policy is:

a program of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.

**Note:** See [https://go8.edu.au/](https://go8.edu.au/)
**major** means a defined sequence of units of study taken by a student, which develops depth of expertise in a field of study.

**Note:** See clause 18.

**minor** means a defined sequence of units of study taken by a student, which develops expertise in a field of study.

**Note:** See clause 18.

**mode of delivery** means the manner by which courses and units of study are presented to students, and includes:

- face to face classes;
- fully online learning;
- blends of face to face and online learning; and
- on or off campus delivery, including off shore delivery.

**open learning environment** has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

- a shared pool of units of study which are:
  - of zero, two or six credit points value;
  - approved by the Board of Interdisciplinary Studies; and
  - available to all students according to the award course resolutions applicable to the award course in which they are enrolled.

**postgraduate award course** means an award course leading to the award of a Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

**program** means a combination of units of study that develops expertise in a multi-disciplinary domain or professional or specialist field and includes at least one recognised major.

**Note:** See clause 18.

**program co-ordinator** means the designated person responsible, at a program, major or degree level, for managing the curriculum and providing co-ordination and advice to staff and students.

**Professional or Specialist Bachelor Degree** has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

- a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.
shared pool means the list of majors, minors and units of study (including units in the open learning environment or Sydney Research Seminars) that are available to students enrolled in all Liberal Studies Bachelor degrees (including combined degrees with the Bachelor of Advanced Studies).

specialisation means the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor Degree or postgraduate degree.

stream means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree.

Note: See clause 18.

student means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.

Sydney Research Seminars means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem approved by the Board of Interdisciplinary Studies.

supervisor means the member of the academic staff who is appointed to supervise a dissertation, treatise or long essay component of a coursework award program or an undergraduate honours program.

teaching session means, as appropriate, a semester or a summer or winter session.

third party learning technologies means web-based and mobile applications which are not managed through a contract between the University and technology suppliers.

undergraduate award course means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma, Bachelor degree or Bachelor (Honours) degree.

undergraduate degree means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcome specified for Level seven of the AQF.

unit of study means the smallest stand-alone component of an award course that is recordable on a student's transcript. Units of study have an integer credit point value, normally six credit points except where approved by the Academic Board.

Note: See clause 18.

unit of study co-ordinator means the academic staff member appointed by the Dean or Head of Department with overall responsibility for the planning and delivery of a unit of study.
PART 2  THE NATURE OF EDUCATION AT THE UNIVERSITY

7 Graduate qualities and learning outcomes

(1) All undergraduate award courses must be designed to develop and assess the acquisition of the graduate qualities that the University has agreed are necessary to contribute effectively to contemporary society. These are achieved through a structured program, including learning outcomes of specific relevance to the particular award or discipline.

(2) Graduate qualities consist of:
   (a) depth of disciplinary expertise;
   (b) broader skills:
       (i) critical thinking and problem solving;
       (ii) oral and written communication;
       (iii) information and digital literacy; and
       (iv) inventiveness;
   (c) cultural competence;
   (d) interdisciplinary effectiveness;
   (e) an integrated professional, ethical and personal identity; and
   (f) influence.

(3) These qualities should be embedded in the curriculum in a way that enables students to:
   (a) excel at applying and continuing to develop disciplinary expertise;
   (b) learn and respond effectively and creatively to novel problems;
   (c) work productively, collaboratively and openly in diverse groups and across cultural boundaries;
   (d) work effectively in interdisciplinary (including inter-professional) settings;
   (e) build broader perspectives, innovative vision, and more contextualised and systemic forms of understanding;
   (f) build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty; and
   (g) be effective in exercising professional and social responsibility and making a positive contribution to society.

(4) The graduate qualities adopted by the University for undergraduates, and their purposes, are set out in the following table (Table 1):
Table 1

<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></td>
</tr>
<tr>
<td>• Critical thinking and problem solving;</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems.</td>
</tr>
<tr>
<td>• Communication (oral and written);</td>
<td></td>
</tr>
<tr>
<td>• Information/ digital literacy;</td>
<td></td>
</tr>
<tr>
<td>• Inventiveness.</td>
<td></td>
</tr>
<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>
</tr>
<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>

Note: See also Good Practice Guidelines for the Development of Students Academic and Professional Communication Skills and Implementation Guidelines

8 Educational excellence

(1) All award courses must be designed towards the achievement of excellence in outcomes, experience and environment.

(2) Educational programs and the management of learning and teaching must be designed and managed to ensure excellence in:

(a) educational outcomes: at the conclusion of their educational experience, students will demonstrate the graduate qualities to a high standard;

(b) educational experience, as shown through:

(i) the impact of teachers and their capacity to engage students productively in the teaching and learning process; and

(ii) students’ mastery of the meta-cognitive skills that form the basis for self-directed learning;

and

(c) educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:

(i) facilitates excellent outcomes and experience;
(ii) fosters innovation; and
(iii) seeks continuous improvement through systematic monitoring.

(3) To ensure excellent outcomes, faculties must design processes in which:
(a) curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;
(b) students:
   (i) are actively engaged in learning;
   (ii) are challenged, guided and supported to reach a high standard of learning; and
   (iii) become increasingly aware of, and responsible for, their learning;
and
(c) students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.

(4) Learning environments must be accessible to students with disabilities, allow appropriate flexibility and use technology to minimise barriers to learning caused by time constraints, timetables and other artificial rigidities.

9 Engaged enquiry

(1) Learning programs must be designed to:
   (a) enable students to acquire and apply knowledge and skills through engaged enquiry;
   (b) challenge students with novel problems; and
   (c) enable students to demonstrate increasing awareness of, and responsibility for, their learning.

(2) Engaged enquiry is a design principle which is used to develop curricula, create learning experiences, and review courses and units of study.

(3) Engaged enquiry unites learning through the thinking and discovery processes used in research with experiential development of skills and knowledge through application.

(4) Research-enriched enquiry involves the formulation and critical testing of hypotheses on the basis of evidence and prior knowledge.

(5) Engagement arises from the further development of skills and knowledge through application in work, community and interdisciplinary settings.

(6) Research-enriched enquiry and engagement together form a core principle against which learning programs must be assessed.

10 Academic integrity

(1) Academic honesty by staff and students is an underlying ethos of all education.

(2) Policy and procedures relating to academic honesty in coursework are set out in the Academic Honesty in Coursework Policy 2015.
11 Collegial governance

(1) The purpose of collegial governance is to provide a vehicle for:
   (a) continuous improvement and innovation;
   (b) an effective framework to achieve educational excellence; and
   (c) the achievement of graduate qualities and learning outcomes to a high
       standard by each student.

(2) All award course programs must be overseen by a course committee or standing
    committee of the relevant faculty or board of studies.
    
    Note: A standing committee may have oversight of more than one award course, or of a
    category of award courses: for example, all undergraduate awards or all
    postgraduate coursework awards.

(3) All committees with responsibility for oversight of award course programs must
    include:
    (a) representatives of the academic disciplines responsible for teaching;
    (b) representatives of students enrolled in the award course program; and
    (c) the relevant Associate Dean - Education.

(4) Committees responsible for award courses may:
    (a) make recommendations to the faculty, Heads of School and Dean on:
        (i) learning outcomes;
        (ii) curricula;
        (iii) units of study;
        (iv) assessment;
        (v) educational excellence;
        (vi) academic integrity; and
        (vii) program review;
    
    and
    
    (b) take such decisions on these and other matters related to learning and
        teaching within award courses as delegated by the faculty,
        provided that the faculty retains oversight and responsibility for the outcomes,
        quality and review of award courses.

(5) Faculties, or their relevant standing committees, may also establish such other
    program committees (including, if appropriate, unit of study committees) as are
    necessary for ensuring excellence in outcomes, experience and environment.
    Program committees must include:
    (a) representatives of teachers within the program; and
    (b) students enrolled in the program.

(6) Faculties, or their relevant standing committees, must ensure that award courses
    receive a comprehensive review including external referencing or other
    benchmarking at least every seven years and must forward a report of the review
    to the Academic Board.
(7) Award course review committees must include:
   (a) representatives of the academic disciplines responsible for teaching in the
       award course;
   (b) students enrolled in, or recently graduated from the award course; and
   (c) relevant stakeholders from professions or industry, as determined by the
       committee responsible for oversight of the award course.

(8) The faculty and award course committees are responsible for obtaining approval of
    units of study, programs and award courses consistently with Part 4.

(9) Learning programs must be developed and managed through a collegial process
    which must:
    (a) be evidence based (using academic expertise, research, benchmarking,
        and, where appropriate, market appraisal); and
    (b) build on consultation with stakeholders listed in subclause 11(7).

Note: See clause 23 for specific authorities, roles and responsibilities for the
management of learning and teaching.

PART 3 CURRICULUM STRUCTURE

12 Statement of intent
This part:
   (a) prescribes the structure of the curriculum for award courses and units of
       study; and
   (b) articulates the components of award courses and the broad structure of
       undergraduate, postgraduate and combined coursework awards.

13 Learning outcomes
(1) Learning outcomes articulate the specific achievements in skill, knowledge and
    application necessary to demonstrate graduate qualities in a particular discipline.
    They must be aligned with graduate qualities and must be assessed as part of the
    curriculum.
(2) Learning outcomes should be specified for award courses and for each of their
    components, including as relevant units of study, majors, programs and
    specialisations.
(3) Learning outcomes specified for the components of an award course should be
    aligned with each other and with the learning outcomes of the award course.

14 Award courses
(1) An award course must enable students to demonstrate graduate qualities through
    defined learning outcomes.
(2) Titles for awards in the Australian Qualifications Framework (AQF) must be
    consistent with the AQF Issuance Policy.
(3) **The title of an award course must include:**
   
   (a) **the qualification type; and**
   
   **Note:** See section 1.3 of the *University of Sydney (Coursework) Rule 2014* and section 1.03 of the *University of Sydney (Higher Degree by Research) Rule 2011*.

   (b) **the discipline.**

(4) The title of an award course may include one or more optional components, such as a stream.

(5) **Award courses must follow an orderly and flexible program of learning experiences in a curriculum designed and approved consistently with this policy.**

(6) **Award courses must have defined outcomes which:**
   
   (a) specify the relevant graduate qualities;

   (b) specify the learning outcomes that must be achieved to demonstrate those graduate qualities for a particular discipline; and

   (c) demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and level in the AQF.

(7) **Award courses must follow a curriculum which:**
   
   (a) takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;

   (b) is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and

   **Note** See clause 11.

   (c) incorporates the components of the curriculum framework set out in clauses 15 - 20.

15 **Curricula generally**

(1) **Curricula must enable students to achieve the graduate qualities and learning outcomes of an award course or component of an award course. A curriculum sets out, in a progressive and cumulative manner:**
   
   (a) specified knowledge and skills, expressed as learning outcomes;

   (b) the learning experiences and inquiry processes by which they are acquired;

   (c) how they are applied; and

   (d) an orderly and methodical assessment process through which they are demonstrated to a high standard.

(2) **Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.**

   (a) Disciplinary depth enables students to achieve command and understanding of a discipline area and can be achieved through focussed study in a program, major, through the completion of components, or through the completion of a stream.
(b) Disciplinary breadth enables students to contextualise their learning in the context of related studies and other disciplines, apply it to new contexts and augment it according to their learning needs and interests. Disciplinary breadth is achieved through electives, minors, additional majors, studies in other disciplines, interdisciplinary projects and the open learning environment.

(3) A curriculum framework is a broad structure for the constituent educational experiences offered by each degree. It comprises components that are essential for every student to reach an agreed standard, and enrichment opportunities that enable students to extend learning according to individual needs and interests, but are not required or relevant for every student.

16 Curriculum framework for undergraduate education

(1) The curriculum framework for new and revised undergraduate awards must include the following components:

(a) a program, major, stream or specialisation in at least one field of study;
(b) a structured approach to the development of knowledge and skills;
(c) collaborative and group-based learning activities and assessments;
(d) interdisciplinary and inter-professional learning experiences;
(e) authentic problems and assessments;
(f) an open learning environment for the extension of knowledge and skills; and
(g) project-based learning.

(2) If an undergraduate degree is offered exclusively as part of combined or double degree courses, the components may be in either award course and need not be in both individually.

(3) The following table (Table 2) sets out the graduate qualities associated with each of these components.

Note: The curricula for award courses developed prior to 1 January 2016 must include these components when reviewed in line with clause 11(6)

Table 2

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major or specialisation in at least one field of study</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A structured approach to the development of knowledge and skills</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td>Collaborative and group-based learning activities and assessments</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Component</td>
<td>Graduate qualities</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning experiences</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>An open learning environment for extension of knowledge and skills</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
</tbody>
</table>

17 Curriculum framework for postgraduate coursework education

(1) The curriculum framework for postgraduate coursework awards must include:
   (a) advanced specialisation in a field of knowledge;
   (b) research skills;
   (c) a structured approach to the development of knowledge and skills;
   (d) a capstone experience in research, scholarship or professional project.

(2) The curriculum framework for postgraduate coursework units may include one or more of the following:
   (a) a major;
   (b) a minor;
   (c) interdisciplinary study;
   (d) exchange and work based projects;
   (e) professional or industry experience;
   (f) authentic problems and assessments;
   (g) elective units; and
   (h) project-based learning.

(3) The following table (Table 3) sets out the graduate qualities associated with each of the above components of a coursework postgraduate award course.
Table 3

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation in a discipline area</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A capstone experience</td>
<td></td>
</tr>
<tr>
<td>A major</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary study</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td>Exchange and work based projects</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning</td>
<td>• Broader skills</td>
</tr>
<tr>
<td>experiences</td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Professional or industry experience</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Cultural competence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
<tr>
<td>Research</td>
<td>• Broader skills</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
</tbody>
</table>

Note: See Part 17 of the Coursework Policy 2014 for the requirements for different postgraduate award types.
18 Components of award courses

Note: See Clause 26 (2) for commencement dates of sub clauses 18 (1) - (8) inclusive.

(1) Streams:
(a) can be conceptualised as separate pathways within an award course;
(b) are versions of a degree that are separated for admission purposes but are linked to other streams of the degree through shared nomenclature, shared course components and shared rules;
(c) consist of a combination of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field;
(d) are identified by the name of the stream of the award in parentheses after the name of the award course of which they are a stream;
(e) are recorded on the student’s transcript;
(f) apply to 1000-, 2000-, 3000- and, where applicable, 4000-level units, as specified in the award course resolutions; and
(g) are not restricted to a specific number of credit points.

(2) Programs:
(a) are a combination of units of study that develop expertise in a multi-disciplinary domain or a professional or specialist field and include a recognised major in a field of study;
(b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13; and
(c) in undergraduate degrees, comprise:
   (i) a minimum of 12 and a maximum of 24 credit points at 1000-level;
   (ii) a minimum of 12 and a maximum of 24 credit points at 2000-level;
   (iii) a minimum of 18 and a maximum of 24 credit points at 3000-level units of study;

   Note: Three year programs (available in degrees of 144 credit points) must not, when combined with the requirements of the degree core, require more than 84 credit points (72+12).

   (iv) in degrees and combined degrees requiring 192 credit points, up to 48 credit points at 4000 level;

   Note: Four year programs (available in degrees of 192 credit points) must not, when combined with the requirements of the degree core, require more than 132 credit points (120+12).

   (v) an embedded major;

   (vi) at least 12 credit points of the degree core, if a degree core is specified for the degree; and

   (d) are recorded on the student’s transcript.
(3) **Majors:**
   
   (a) comprise a defined sequence of units taken by a student that develop depth of expertise in a field of study;
   
   (b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13;
   
   (c) in undergraduate degrees, must require exactly 48 credit points; as specified in this sub clause;
   
   (d) in undergraduate degrees, must include:
      
      (i) exactly 12 credit points at 1000-level units of study;
      
      (ii) a minimum of 12 and a maximum of 18 credit points at 2000-level; and
      
      (iii) a minimum of 18 and a maximum of 24 credit points at 3000-level (or, higher for degrees requiring more than 144 credit points);
   
   (e) in undergraduate degrees, must include at the 3000-level:
      
      (i) 1 x 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and
      
      (ii) 1 x 6 credit point unit requiring the application of disciplinary skills and knowledge in an interdisciplinary context; and
   
   (f) are recorded on the student transcript.

   **Note:** the requirements of sub clauses (3)(e)(i) and (3)(e)(ii) may both be met through a single unit. Where a student takes two majors, and a single unit or units of study exists such that the requirement for (3)(e)(i) or (3)(e)(ii) can be met in both majors, that or those units may be used in fulfilment of requirement 3(e)(i) or 3(e)(ii) in both majors, provided that all other requirements in 18(3) are met for each major.

(4) **Minors:**
   
   (a) comprise a defined sequence of units of study taken by a student that develops expertise in a field of study;
   
   (b) in undergraduate degrees, comprise units to the value of exactly 36 credit points including:
      
      (i) exactly 12 credit points at 1000-level;
      
      (ii) a minimum of 12 and a maximum of 18 credit points at 2000-level;
      
      (iii) a minimum of 6 and a maximum of 12 credit points at 3000-level;
   
   and
   
   (c) are recorded on the student’s transcript.

(5) **A degree core:**
   
   (a) is a set of units of study that develops required knowledge and skills for the degree and which is required to be completed by all students within an award course or a stream or specialisation within an award course;
   
   (b) in Liberal Studies Degrees, comprises no more than 24 credit points at 1000- or 2000-level.

(6) **A capstone experience** should be integrative, foster student autonomy and, where appropriate, include a cross-disciplinary perspective.

   **Note:** See [Coursework Policy 2014](#)
(7) **Combined degrees and double degrees** must meet the learning outcomes of both component award courses.

(a) All Liberal Studies and specified Specialist or Professional Bachelor Degrees may be combined with the Bachelor of Advanced Studies as set out in the applicable award course resolutions.

(8) Award courses may achieve depth and breadth of learning by the specification of core units and elective units.

(a) Units of study may be specified as core units if the faculty determines them to be essential to achieve the learning outcomes of the award course, stream, program, major, minor or specialisation. Core units must be completed by all students enrolled in the award course or relevant curriculum component or specialisation.

(b) Elective units are units chosen by students in order to extend their degree requirements according to their need or interests and contribute to graduate qualities. Electives are chosen from a list defined by the faculty and approved by the Academic Board.

(9) **Units of study**

(a) Units of study:

(i) follow a programmed set of coherent learning experiences and assessments that lead progressively to the achievement of the learning outcomes for the unit; and

(ii) must be completed over one or two teaching sessions.

(b) Faculties must define learning outcomes for each unit of study which are aligned with those of the award courses in which the unit of study is offered and those of other components of award courses of which it is a part.

(c) Except in the case of ‘shell’ units used for students undertaking study at another institution and other purposes, the learning outcomes, requirements and assessment framework and standards of a unit of study must be the same for all students taking that unit of study, regardless of the award course in which they are enrolled.

(d) Student transcripts and student record files must record a single result and a single credit point value for each unit of study attempted by a student.

(e) Units of study must be identified by an eight character alpha-numeric code, of which the first four are letters identifying the relevant school, department or discipline and the final four are integers identifying the unit of study and the level at which it is offered.

(f) The integers in the unit of study alpha-numeric code must commence with a number which indicates the level, in the generic form ****1xxx (for 1000-level units), ****2xxx (for 2000-level units) and so on.

(g) 1000-level units of study have learning outcomes of a foundational or introductory nature and are designed for students in the first year of a bachelor degree.

(h) 2000-level units of study have learning outcomes which assume prior foundational or introductory study and are designed for students who have completed the first year of a bachelor degree.
(i) 3000-level units of study have learning outcomes designed for students in the third year of a bachelor degree. In 144 credit point bachelor degrees, such units should enable students to demonstrate learning outcomes at a level expected for those completing a bachelor degree at AQF level 7.

(j) 4000-level units of study have learning outcomes at the advanced or honours level and are designed for students who have already achieved learning outcomes for a 144 credit point pass-level bachelor degree or who are completing the final year of a 192 credit point bachelor degree.

(k) 5000-, 6000- and higher level units of study have learning outcomes designed for postgraduate award courses.

(10) **Credit points and student workload**

(a) Credit points measure the relative quantitative contribution of a unit of study to an award course.

(b) The full time credit point load for undergraduate and postgraduate coursework award courses is 24 credit points per semester, or 12 credit points for summer session and six credit points for the winter session. A full time credit point load for a year is 48 credit points equating to a student workload of 1350 – 1800 hours per year including class time, private study, assessment and assessment preparation.

(c) The normal credit point load for a unit of study is six credit points, except where otherwise approved by the Academic Board.

(d) The credit point load for a unit of study in the open learning environment must be zero, two or six credit points.

(e) Units of study shared across different award courses and between different faculties must have the same credit point value in every course.

(f) Where units of study are core units in more than one award course or shared individually or as part of a major or minor in the shared pool, faculties must design units of study to meet the learning needs of students in all award courses and components for which the unit is a core unit.

(g) The relationship between the level of student effort in a unit of study and the credit point value of that unit must take account of all courses sharing that unit of study.

(h) Faculties must consider overall student workload in assigning credit point value as follows:

(i) 24 credit points equates to the effort expected of a full-time student, studying 36 – 48 hours per week or pro-rata for part-time students.

(ii) A single credit point should therefore equate notionally to a minimum expectation of 1.5 – 2 hours of student effort per week for units of study offered over a semester.

(iii) Flexibility between different units may be exercised in the allocation of credit point value to accommodate any tensions between the duration of core learning experiences and their perceived importance in achieving learning outcomes for the award course.

(i) Faculties introducing new units of study with a credit point value other than six must inform the Academic Board, explaining the rationale for deviating from the standard and addressing issues of compatibility.
(11) On academic grounds, a faculty may propose to the Undergraduate or Graduate Studies Committee of the Academic Board units of study with zero, one or two credit points.

(12) **Teaching sessions**

(a) Teaching and learning in award courses must take place in standard teaching sessions, or in special teaching sessions determined by faculties in a faculty calendar and approved by the Academic Board.

(b) The standard teaching sessions are first semester, second semester summer session and winter session.

(c) A semester comprises 13 weeks of programmed learning, one study week and one to two weeks for examination and assignment preparation.

(13) University semester dates, and dates for summer and winter sessions and teaching blocks must be approved by the Academic Board.

### 19 Assessment framework

(1) Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a unit of study and in an award course.

(2) Learning outcomes for units of study must be assessed either within the unit of study or within an assessment framework for the award course or a component of an award course.

(3) The assessment framework of award courses and units of study must promote student learning and engaged enquiry, and be designed to ensure that key milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.

(4) Faculties must design the assessment framework of an award course to ensure that all students who successfully complete the award course demonstrate the graduate qualities and specified learning outcomes for the award.

(5) Unit of study co-ordinators must design the assessment framework of a unit of study to ensure that all students who successfully complete the unit of study demonstrate the graduate qualities and learning outcomes of the unit of study and are assessed to the same standard.

(6) The University’s policy and procedures on assessment are set out in Part 14 of the [Coursework Policy 2014](https://www.usyd.edu.au) and in the [Assessment Procedures 2011](https://www.usyd.edu.au).

### 20 Academic integrity in the design of curricula

(1) Learning experiences, programs and curricula must be designed to educate students early in the first year about academic integrity, appropriate acknowledgement, academic honesty and avoiding plagiarism.

(a) This education must include an online module endorsed by the Office of Educational Integrity and should also include tutorials work and scaffolding writing tasks as appropriate.

(2) The assessment framework of award courses and the assessment matrix within each unit of study must be designed and reviewed each time the unit is offered to ensure academic integrity.
Faculties must manage the risk to academic integrity within the assessment framework for each unit of study consistently with the Academic Honesty in Coursework Policy 2015 and associated procedures.

Note: See clause 12 of the Academic Honesty in Coursework Policy 2015.

20A Third party learning technologies

(1) All use of third party learning technologies must be consistent with relevant University policies, including in particular:
   (a) Policy on the Use of University Information Communications Technology Resources;
   (b) Privacy Policy 2013; and
   (c) University Recordkeeping Policy.

(2) Staff members and academic units:
   (a) are responsible for identifying and managing any risks associated with third party learning technologies which they introduce and use in association with their teaching; and
   (b) must register the use of such technologies with the office of the Deputy Vice-Chancellor (Education).

(3) Third party learning technologies must not be used for assessment purposes without the permission of the Deputy Vice Chancellor (Education).

(4) Where a third party learning technology is introduced by the University, the University must:
   (a) develop and communicate an appropriate strategy for support of the technology; and
   (b) establish and implement appropriate mechanisms for:
      (i) retrieving and storing records of student activity generated by the technology; and
      (ii) trialling and evaluating the use of the technology.

(5) Where a third party learning technology is introduced by a staff member or academic unit, the person or unit introducing it must:
   (a) develop and communicate an appropriate strategy for support of the technology; and
   (b) establish and implement appropriate mechanisms for:
      (i) retrieving and storing records of student activity generated by the technology; and
      (ii) trialling and evaluating the use of the technology.
PART 4 MANAGEMENT OF LEARNING AND TEACHING

21 Statement of intent

The purpose of this part of the policy is to set out the framework, and specific responsibilities, for the management and evaluation of learning and teaching at unit of study, degree and University level. This includes academic governance authorities, roles and responsibilities, and quality assurance processes.

22 Rescinded

23 Roles and responsibilities in managing learning and teaching

(1) Delegations of authority for the management of learning and teaching are set out in:
   (a) Delegations of Authority – Academic Functions;
   (b) Supplementary Delegations of Authority – Academic Functions; and
   (c) University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended).

(2) The Academic Board
   (a) subject to endorsement by Senate, approves the award course level curriculum which is developed, implemented and monitored by the faculty;
   (b) approves requirements and other elements of award courses as set out in the Coursework Policy 2014, award course resolutions and tables of units of study, including:
      (i) determining the type of degree;
          Note: types are: for bachelor degrees - liberal studies or specialist or professional; for masters degrees - advanced learning by coursework, professional by coursework, or research.
      (ii) the inclusion of degree core, programs, majors and minors in award course requirements;
      (iii) the inclusion of mandatory units, and barrier assessments;
      (iv) the table of units of study for an award course;
      (v) the curriculum of streams within an award course;
   (c) approves faculty resolutions;
   (d) approves admission requirements and pre-requisites for award courses;
   (e) approves, on the recommendation of the relevant faculty or Board of Interdisciplinary Studies:
      (i) addition and deletion of award courses, streams, programs, majors, minors; and
      (ii) changes to the degree core;
(f) approves the list of majors, minors and units of study available in the shared pool for Liberal Studies degrees and the Bachelor of Advanced Studies, on the recommendation of the Board of Interdisciplinary Studies;

(g) approves changes to the mode of delivery of a course or unit of study;

(h) determines deadlines for submitting proposals for new, amended and deleted award courses;

(i) determines teaching periods and commencement and conclusion dates of the academic year and, if appropriate, variations from standard teaching sessions requested by faculties;

(j) is responsible for:

   (i) aligning the range of the University's academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard;

   (ii) reviewing education programs within faculties in a seven year cycle;

   (iii) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2;

   (iv) monitoring processes within faculties to support the academic integrity of the University's programs and assessment;

   (v) monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action;

   (vi) considering and, if appropriate, approving the name and abbreviation used for each award course; and

   (vii) developing and maintaining quality and educational excellence as set out in Part 5.

(3) **The Deputy Vice-Chancellor (Education)** is responsible for strategic leadership of educational excellence and educational innovation throughout the University. The Deputy Vice-Chancellor (Education):

   (a) develops and maintains institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience; and

   (b) develops and maintains quality and educational excellence as set out in Part 5.

(4) **The Deputy Vice-Chancellor (Registrar)** is responsible for the institutional systems and processes that support educational excellence. The Deputy Vice-Chancellor (Registrar) develops and maintains institutional systems and strategy in order to achieve excellence in admission, student recruitment, and administration processes.

(5) The **University Executive Curriculum and Course Planning Committee**:

   (a) reviews the business case for new course proposals from faculties; and

   (b) advises the University Executive and its relevant committees in their deliberations over whether to endorse a proposed course or change for consideration by the Academic Board.
(6) The **Board of Interdisciplinary Studies** approves:

(a) units of study under a faculty’s direction which are included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

(b) units of study that are not under a faculty’s direction;

(c) the inclusion of units of study that are not under a faculty’s direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

(d) units of study in the open learning environment, Sydney Research Seminars, and interdisciplinary units of study offered to students in any degree.

(7) **Faculties**

(a) Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculties:

(i) establish a standing committee or committees with responsibility for excellence in outcomes and experience in award courses;

(ii) consider and, if appropriate, approve curriculum for all units of study, minors, and majors and programs in an award course;

(iii) approve learning outcomes for units of study, majors and programs;

(iv) approve assessment for units of study and other curriculum components as appropriate;

(v) approve pre-requisites and co-requisites for units of study and honours components;

(vi) determine the curriculum and learning outcomes for streams for recommendation to the Academic Board;

(vii) determine integration between units of study to meet the learning outcomes of majors, programs, streams or award courses and to achieve graduate qualities;

(viii) determine faculty resolutions relating to award courses of the faculty;

(ix) develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;

(x) where appropriate, monitor alignment with standards set by professional and accrediting bodies;

(xi) advise the Academic Board of any changes to degree level curricula. This includes creation, variation and deletion of courses and changes to tables of units of study;

**Note:** Course proposal and amendment requirements can be found on the [Academic Board website](#).

(xii) ratify assessment results;

(xiii) monitor and maintain standards in the quality of assessment practices and academic integrity;

**Note:** See the [Coursework Policy 2014](#), the [Assessment Procedures 2011](#) and the [Academic Honesty in Coursework Policy 2015](#).

(xiv) review and act on educational quality data each semester as set out in Part 5;

(xv) monitor breaches of academic integrity within the faculty;
(xvi) review the assessment framework of units of study and other
curriculum components to eliminate or minimise the possibility of such
breaches;

(xvii) report breaches of academic integrity to the Academic Board as
required by the Academic Honesty in Coursework Policy 2015; and

(xviii) monitor the framework for the management of learning and teaching
within the faculty and the processes for ensuring educational
excellence in all programs as set out in Part 5.

Note: See clause 11. Responsibilities for standards and operational
matters in connection with programs may be undertaken by relevant
committees.

(8) Deans

(a) Deans have overarching responsibility for standards, quality, strategic
leadership and resource allocation to achieve educational excellence within
faculties. Deans:

(i) exercise strategic oversight of faculties and their committees, the
Associate Dean - Education and Heads of School to develop and
maintain alignment with faculty strategy and operations;

(ii) consistently with the Coursework Policy 2014, set operational
parameters for teaching and curricula, including teaching workloads,
staff profile, fees and student numbers;

(iii) make appropriate arrangements for quality assurance of teaching and
learning within the faculty as set out in Parts 4 and 5;

(iv) direct the appropriate allocation of resources for educational
excellence;

(v) direct that student representatives be elected or appointed as
members of education, undergraduate, postgraduate studies
committees and program committees;

(vi) direct faculty or school offices to keep current and available relevant
documentation relating to the faculty’s academic programs, including
documentation for units of study;

(vii) appoint an Educational Integrity Co-ordinator and, if appropriate,
additional nominated academics to act as decision makers in relation
to alleged breaches of academic integrity in line with the Academic
Honesty in Coursework Policy 2015; and

(viii) consider and, if appropriate, approve requests by unit of study co-
ordinators to opt out of the recording of lectures in University-
managed lecture theatres, or delegate this authority to a Head of
School.

(9) Associate Deans - Education

(a) Associate Deans - Education lead and co-ordinate strategies for educational
excellence, improvement and innovation across the faculty and, on behalf of
the Dean, monitor the effectiveness of processes for achieving graduate
outcomes through engaged enquiry. Associate Deans – Education:

(i) co-ordinate teaching across the faculty to deliver excellent educational
outcomes and experience;

(ii) review and act on data on educational quality;
(iii) monitor and direct alignment of educational standards and quality in the faculty with University policy and strategy;
(iv) implement collegial governance in the creation and review of educational programs within the faculty; and

Note: See clause 11.

(v) support quality of teaching and learning across the faculty as set out in Part 5.

(10) Supervisors

(a) Supervisors provide leadership, guidance and mentorship to students undertaking research projects, and provide academic advice to students on reporting of research findings. Supervisors:

(i) support the student in the research project, including providing timely feedback and advice;
(ii) monitor progress within the context of the overall research project;
(iii) develop in the student the necessary skills to complete the project; and
(iv) educate students about the University’s policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.

(11) Heads of School

(a) Heads of School lead strategies and allocate resources for educational excellence within the school. Heads of School:

(i) assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school as specified in Section 24A;
(ii) review reports and data on educational quality in consultation with unit of study co-ordinators and program committees;
(iii) act in relation to staff performance and effective allocation of quality resources; and
(iv) if requested to do so by the Dean, consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres.

(v) appoint a unit of study co-ordinator for each unit of study for which the department is responsible;

(vi) make appropriate alternative arrangements if a unit of study co-ordinator is or will be absent; and

(vii) appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

Note: In faculties without a school structure, the roles and responsibilities of a Head of School may be taken by the Associate Dean – Education.

(12) Heads of Department

(a) appoint a unit of study co-ordinator for each unit of study for which the department is responsible;
(b) make appropriate alternative arrangements if a unit of study co-ordinator is or will be absent; and
(c) appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

(13) **Unit of study co-ordinators**

(a) Each unit of study must have a named unit of study co-ordinator, appointed by the relevant Head of Department.

(b) The Unit of study co-ordinator:
   (i) is appointed for the whole of a teaching period during which a unit of study is being provided;
   (ii) should inform the relevant head of department of any intended or foreseeable absence, at least four weeks in advance;
   (iii) develop, implement and monitor unit of study curricula, learning activities and assessment, subject to approval by the faculty;
   (iv) align learning outcomes between a unit of study and an award course, and implement, at the unit study level, strategies and policies for educational excellence;
   (v) review unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, align with program learning goals and graduate qualities;
   (vi) document and communicate the unit of study curriculum as a unit of study outline in the LMS, and make a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;
   (vii) review assessment tasks and standards in relation to policy and report to the faculty and the program committee;
   (viii) review the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the risk of breaches of academic integrity;
   (ix) design the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the *Academic Honesty in Coursework Policy 2015*;
   (x) report incidents of potential academic dishonesty or plagiarism in line with university policy;
   (xi) gather, review and act on data on educational quality, in consultation with the unit of study team and the Head of School;
   (xii) administer surveys of educational experience and provide reports to students and the faculty on the quality of the student experience as set out in Part 5;
   (xiii) make recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a unit of study; and
   (xiv) manage access to lecture recordings and, where necessary, submit applications to opt out of recordings in University-managed lecture spaces to the Dean or Dean's nominee.
(14) Individual teachers

(a) Educational excellence exists when teachers engage students in their learning. To this end, individual teachers:

(i) support and lead student learning of the curriculum, as specified and to the agreed standards;
(ii) prepare the educational content of units of study;
(iii) design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;
(iv) monitor and act to support academic standards and academic integrity; and
(v) where there is more than one teacher in a unit, participate as part of the unit of study team to support the unit of study co-ordinator in his or her role and responsibilities.

(15) Students

(a) An essential component of educational excellence is that students gain increasing understanding of, and take responsibility for, their learning. To this end, students must:

(i) be familiar with the degree resolutions, relevant policies and other requirements for the course as set out in the faculty handbook, unit of study outline and other published guidelines; and
(ii) satisfy attendance and assessment requirements.

(b) In addition, students should participate in any evaluations of their experience, so that educational excellence is monitored and improved.

24 Documentation and communication

(1) This part of the policy sets out appropriate standards for:

(a) communicating with students and staff;
(b) managing the development of units of study, curricula and award courses; and
(c) institutional record keeping.

Note: See University Recordkeeping Policy and Recordkeeping Manual

(2) Unit of study co-ordinators, together with the faculty, must provide a unit of study website on the LMS which contains, at a minimum:

(a) the unit of study outline;
(b) relevant curriculum resources; and
(c) any other material specified in the Learning and Teaching Procedures 2016.

Note: See clause 11 of those procedures.

(3) Unit of study outlines and the LMS website must be available to students enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered.

(4) After publication of the unit of study outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances.
(5) Each faculty must publish an annual handbook, containing the minimum information specified in the Learning and Teaching Procedures 2016.

Note: See clause 9 of those procedures.

(6) The Academic Board may make award course resolutions, which must contain at least the minimum information specified in the Learning and Teaching Procedures 2016.

Note: See clause 8 of those procedures.

(7) Subject to Academic Board approval, faculties may make resolutions applying to all degrees within a certain category awarded by the faculty.

(8) Upon each student’s graduation the University will provide each of the following documents, which will provide the information required by the Learning and Teaching Procedures 2016:

(a) an Australian Higher Education Graduation Statement;

(b) a transcript;

(c) a certificate of graduate status; and

(d) a testamur.

Note: See clause 12 of those procedures.

(9) The Australian Higher Education Graduation Statement must contain, at a minimum:

(a) a description of the award;

(b) any industry or professional accreditation; and

(c) other relevant outcomes.

24A STAFFING

(1) Except as allowed for in 24a (2), a Head of School must only appoint a unit of study coordinator or teacher with appropriate knowledge skills and qualifications including:

a. up to date knowledge of field or discipline informed by ongoing research, scholarship or contemporary professional practice;

b. relevant skills in learning, teaching and assessment; and

c. except for staff teaching, coordinating or supervising award courses at level 10 of the Australian Qualifications Framework (AQF), a qualification at least one level higher in the AQF than the award course into which the teacher or coordinator teaches, coordinates or supervises, or equivalent academic attainment or professional experience.

d. for teachers, coordinators or supervisors in AQF level 10 awards, a relevant qualification at AQF level 10;

(2) a. Subject to approval of an Associate Dean, a Head of School may appoint a teacher who does not possess qualifications at the level specified in 24A (1) (c) above, but who does possess equivalent academic attainment or professional experience provided that:

   i. the academic attainment or professional experience that is deemed to be the equivalent of the required qualification is documented and approved in writing by the Associate Dean;

   ii. the approval, documentation and a CV of the teacher or coordinator is stored on the University’s central record keeping system; and

   iii. the teacher is under the oversight or supervision of a coordinator.
b. Subject to the approval of an Associate Dean, a Head of School may appoint a teacher to teach a specialized component who is undergoing training in tertiary teaching but who does not possess the qualification specified in 24A (1) (c), provided that:
   i. the approval, reason for approval and a CV of the teacher is stored on the University’s central record keeping system; and
   ii. the teaching is guided or coordinated by another staff member teaching or coordinating the unit who does possess that qualification.

PART 5 QUALITY ASSURANCE

25 Quality assurance processes

(1) Quality assurance ensures that learning outcomes at the required standards are demonstrated by students in appropriate tasks and assures that, for each learning activity, a quality learning environment exists. Quality assurance processes must be:
   (a) standards driven;
   (b) evidence based; and
   (c) institutionally aligned.

(2) Quality is measured in terms of excellence in:
   (a) educational outcomes;
   (b) educational experience;
   (c) educational environment.

   Note: See Part 2.

(3) Excellence in educational outcomes is measured through systematic assessment which ensures that students achieve course learning outcomes at a high standard, and through the assessment of graduate qualities.
   (a) Faculties and their Associate Deans - Education must arrange for assessments to be subject to peer feedback and periodic benchmarking.

(4) Excellence in educational experience is measured through students’ reports of their experience. Feedback should be formal and informal and captured at unit of study, major, program or degree level. University, national and international surveys should be used to collect formal feedback.
   (a) Unit of study co-ordinators and Associate Deans - Education must administer surveys of educational experience each time a unit of study is offered.
   (b) The Deputy Vice-Chancellor (Education) must implement surveys of students’ experience of their learning at a University-wide level at least annually.

(5) Excellence in educational environment is measured through students’ responses to University, national and international surveys, and targeted ad hoc assessments of learning spaces.
(a) The Deputy Vice-Chancellor (Education) must implement surveys of educational environment at a University-wide level at least annually.

(6) **At unit of study level**

(a) Standards for educational outcomes must be determined by the faculty with reference to the discipline.

(i) These standards must be easily visible at faculty level, generated through scrutiny of results data, and align with awards.

(ii) The unit of study co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity.

(b) Standards for educational experience include the student experience of learning and teaching, information about which is obtained through relevant student surveys and peer observation of teaching where appropriate.

(i) The unit of study co-ordinator must provide annual reports on students' experience in a unit of study and feedback from surveys to students and the faculty.

(c) Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:

(i) accepted learning space standards; and

(ii) student and teacher evaluations, including the effective use of existing resources for teaching units of study.

(7) **At the curriculum level**

(a) Educational outcomes must:

(i) contribute to student qualifications;

(ii) meet accreditation requirements; and

(iii) be aligned with institutional, industry, professional and community expectations.

(b) Standards and outcomes must be determined by the faculty and managed by the faculty or its relevant committee.

(i) Student survey results must be used to set standards and targets.

(ii) Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.

(c) Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, reports from accrediting bodies, and Go8 Standards Verification reports.

(i) The Associate Dean - Education must provide annual reports on students' educational experience to the faculty.

(ii) Faculties must provide copies of formal benchmarking reports to the Academic Board.

(iii) Deans must provide copies of accreditation reports from external organisations to the Academic Board on receipt.

(iv) The Deputy Vice Chancellor (Education) must provide Go8 Standards Verification reports to the Academic Board on receipt.
(d) The quality of the educational environment is measured by the provision of formal and informal learning spaces, where students belong to a community of scholars within discipline and degree programs. Physical learning spaces are measured against:

(i) accepted learning space standards; and
(ii) student and teacher evaluations, including the effective use of existing resources.

(8) **At the University level**

(a) Educational outcomes prepare the student for learning, life and work experiences, including success in accessing further study opportunities, rewarding career paths, and contribution to the community.

(b) Educational experience is acquired through engagement and enquiry which challenges students with novel problems and issues at every stage of the educational process.

(c) Educational environment is measured in terms of the provision of physical spaces and equipment, and virtual learning environments. The environment should support working together to achieve excellence.

(d) The University must evaluate the quality of outcomes, experience and environment using methods which include:

(i) using study survey results to set targets and benchmarks at faculty and University level;
(ii) accreditation reports;
(iii) meeting Group of Eight (Go8), AQF, Higher Education Standards, and professional regulatory body requirements; and
(iv) Academic Board and UE faculty reviews.

(e) The Deputy Vice-Chancellor (Education) must monitor evaluations of the standards of educational experience and education environments and provide reports to the University Executive and the Academic Board.

(f) The Academic Board must monitor educational excellence and, where appropriate, provide advice to the Deputy Vice Chancellor (Education), the Vice Chancellor and the Senate.

(g) The Academic Board and the UE must provide reports of faculty reviews to the Senate.

### 26 Rescissions, replacements and transitional provisions

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:

(a) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001

(b) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001

(c) Academic Board Policy on Consultation with Students which commenced in 2008

(d) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997
(e) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy

(f) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999

(g) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005

(h) Principles for First Year Orientation and Transition Policy which commenced in 2001

(i) Quality Assurance and Learning Management Systems Policy which commenced in 2005

(j) Research-Enhanced Learning and Teaching Policy which commenced in 2007

(k) Written and Oral Communication Skills of Students Policy which commenced in 2002

(l) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004

(2) Sub clauses 18(1)-(8) apply to all undergraduate degrees approved or reviewed after 25 July 2016.
## SCHEDULE ONE

### Roles and responsibilities for curriculum (standards) and operational aspects

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines. Satisfy attendance and assessment requirements.</td>
<td>Participate in evaluations of their experience, to ensure that educational excellence is achieved. Encouraged to participate in the development and review of courses and units of study.</td>
</tr>
<tr>
<td>Individual teachers</td>
<td>Support and lead student learning of the curriculum as specified, and to the agreed standard. Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy. Monitor and implement academic standards. Educate students on academic integrity and report any breaches of academic integrity.</td>
<td>Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study co-ordinator.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Unit of study co-ordinators | Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities.  
Document and communicate the unit of study curriculum as a unit of study outline in the LMS, and ensure its availability in the faculty handbook.  
Review assessment tasks and standards in relation to policy and report to the faculty and program committee.  
Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015.  
Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches.  
Recommend student assessment tasks to the faculty and program committee.  
In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality. | Lead and co-ordinate the unit of study team to deliver quality teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study.                                                                                                                                                                                                                      |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisors</td>
<td>Provide leadership, guidance and mentorship to students undertaking research projects.</td>
<td>Support the student in the research project, including providing timely feedback and advice.</td>
</tr>
<tr>
<td></td>
<td>Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay.</td>
<td>Monitor progress within the context of the overall research plan.</td>
</tr>
<tr>
<td></td>
<td>Educate students on, and monitor the project for compliance with, the University’s policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.</td>
<td>Provide the student with the necessary skills to complete the project.</td>
</tr>
<tr>
<td>Heads of department</td>
<td></td>
<td>Appoint a unit of study co-ordinator for each unit of study within the department.</td>
</tr>
<tr>
<td>Heads of school</td>
<td></td>
<td>Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In consultation with the heads of departments, unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Associate Dean - Education | Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty.  
On behalf of the Dean establish effective processes for achieving graduate outcomes through engaged enquiry.  
Align educational standards and quality within the faculty with the University policy and strategy. | Co-ordinate teaching across the faculty to deliver excellence in educational outcomes and experience.  
Review and act on data on educational quality.  
Establish and implement collegial governance, as set out in Clause 11, in the creation and review of educational programs within the faculty.  
Support quality of learning and teaching across the faculty as set out in Part 5. |
| Dean                 |                                                                                                                                                                                                                                                                                                                                                                                                     | Have strategic oversight of faculties, the Associate Dean - Education and heads of school and heads of departments to ensure alignment with faculty strategy and operations (resources).  
Review and act on data relating to educational quality.  
Consistently with the Coursework Policy 2014, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.)  
Make arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5.  
Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation.  
Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty’s academic programs, including documentation for units of study. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculties</td>
<td>Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will establish ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices. (See the Coursework Policy 2014 and the Assessment Procedures 2011).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review and act on data on educational quality and ensure educational excellence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrench academic integrity within the assessment framework of each award course at each stage of the program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the Academic Honesty in Coursework Policy 2015</td>
<td>Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs.</td>
</tr>
<tr>
<td></td>
<td>May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators.</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Deputy Vice Chancellor</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience). Deliver quality assurance measures as set out in Part 5..</td>
<td></td>
</tr>
<tr>
<td>Chancellor Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Vice Chancellor</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in relation to admission, recruitment, and administration processes.</td>
<td></td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| University                  | Through faculties, the Academic Board and the University Executive (UE) Education Committee, review and act on:                                                                                                                                  | • reports of program committees, including curriculum review and assessment standards;  
• data on educational quality; and  
• academic integrity.                                                                                                                   |
NOTES

Learning and Teaching Policy 2015

Date registered: 10 December 2015
Date amended: 29 June 2016
26 July 2016
27 October 2016
Date commenced: 1 January 2016
Administrator: Deputy Vice-Chancellor (Education)
Review date: 2 December 2020

Rescinded documents:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
(2) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001
(3) Academic Board Policy on Consultation with Students which commenced in 2008
(4) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997
(5) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy
(6) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999
(7) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005
(8) Principles for First Year Orientation and Transition Policy which commenced in 2001
(9) Quality Assurance and Learning Management Systems Policy which commenced in 2005
(10) Research-Enhanced Learning and Teaching Policy which commenced in 2007
(11) Written and Oral Communication Skills of Students Policy which commenced in 2002
(12) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004

Related documents:

University of Sydney (Coursework) Rule 2014
University of Sydney (Policies Development and Review) Rule 2011
### AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Correction of typographical errors and updating of hyperlinks (administrative amendments only)</td>
<td>20 January 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Various definitions amended to reflect curriculum framework and the introduction of new Bachelor degrees</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definitions clarified: course changed to award course; course resolutions to award course resolutions.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of graduate attributes amended.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of faculty board deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>14(6)(a)</td>
<td>Amended to refer to graduate qualities.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(a); 17(3), Table 2</td>
<td>Reference to specialisation changed to stream. References to core components changed to components.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(b)</td>
<td>Reference to open learning environment added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>16(1)(a); 17(3). Table 2</td>
<td>References to program and specialisation added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>16(3); Table 2; 17(3).</td>
<td>References to core deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>11(2); 11(5); 11(6); 11(8); 23(7); 25(3); 25(7);</td>
<td>References to faculty board changed to faculty.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>13(2);</td>
<td>Reference to programs deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>18</td>
<td>Clause deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>20(3)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>20A</td>
<td>New clause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>22</td>
<td>Clause deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23</td>
<td>Heading amended: “in managing learning and teaching” added. Subclauses (b)(i) to (b)(iv) added. Subclauses 23(2)(c)-(d) deleted. New subclauses 23(2)(c)-(h) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23(5); 23(6)</td>
<td>New subclauses added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23(7)</td>
<td>Subclause (a) deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23(8)</td>
<td>New subclause (a)(viii) added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23(12)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>23(13)</td>
<td>Subclause (a) deleted and replaced. New subclauses (b)(i) and (b)(ii) added and remaining subclauses renumbered.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>24</td>
<td>Subclauses (1) to (10) deleted and replaced.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>25(9)</td>
<td>Subclause deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>26(2)</td>
<td>New subclause added.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Schedule One</td>
<td>Amended to reflect changes to clause 23.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Schedule Two</td>
<td>Deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>24(2); 24(5);</td>
<td>Correction to sub-clause cross references in the Learning and Teaching</td>
<td>26 July 2016</td>
</tr>
<tr>
<td>24(6) 24(12)</td>
<td>Procedures 2016</td>
<td></td>
</tr>
<tr>
<td>Schedule One</td>
<td>Correction of typographical error in Operational responsibilities for</td>
<td>26 July 2016</td>
</tr>
<tr>
<td></td>
<td>Head of Department</td>
<td></td>
</tr>
<tr>
<td>23(5); 23(5)(b);</td>
<td>References to Senior Executive Group (SEG) changed to University Executive</td>
<td>27 October 2016</td>
</tr>
<tr>
<td>25(8)(d)(iv);</td>
<td>(UE)</td>
<td></td>
</tr>
<tr>
<td>25(8)(e); 25(8)(g);</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule One</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT PLACEMENT AND PROJECTS INVOLVING EXTERNAL PARTNERS
POLICY 2015

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

Dated: 10 December 2015

Last amended: 8 June 2017 (administrative amendments only)

Signature: 

Name: Professor Philippa Pattison

CONTENTS

1 Name of policy .................................................................................................................. 1
2 Commencement .................................................................................................................. 1
3 Policy is binding .................................................................................................................. 1
4 Statement of intent .............................................................................................................. 2
5 Application .......................................................................................................................... 2
6 Definitions ............................................................................................................................ 2
7 Principles for placements and projects involving external partners .............................. 3
8 Engagement with placement providers ............................................................................. 3
9 Placement and project agreements .................................................................................... 4
10 Communication with students prior to placement or project ........................................ 4
11 Communication with students while on placement or while undertaking a project .......... 5
12 Work health and safety of students on placement or while undertaking a project .......... 5
13 Feedback after placements and projects ......................................................................... 6
14 Transitional provisions ...................................................................................................... 6

1 Name of policy

This is the Student Placement and Project 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, students and affiliates.
4 Statement of intent

This policy:

(a) provides for students to be properly supported while undertaking professional placement programs and projects with external partners; and

(b) sets out the framework for student projects involving external partners; and

(c) sets out the University’s requirements for the development and management of such programs.

5 Application

(1) This policy applies to placement and projects involving external partners undertaken by students as a required part of a coursework award course.

(2) This policy does not apply to other placements, but may be used as a guide to practice in relation to such placements.

(3) This policy does not apply to student projects which do not involve external partners.

6 Definitions

coursework award course has the meaning given in the University of Sydney (Coursework) Rule 2014, which at the date of this policy is:

a course approved by the Senate, on the recommendation of Academic Board, that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, graduate certificates, graduate diplomas and those master’s degrees that comprise less than 66% research are coursework award courses.

external partner means a person or organisation with whom or with which the University has established a partnership to provide an educational experience based on a placement or project, as defined in this policy.

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

placement means assigning a student to undertake supervised learning at a workplace that is controlled by a placement provider, for the purpose of the student’s practical education. A placement is a vocational placement as provided in the Fair Work Act 2009 (Cth).

placement co-ordinator means a member of staff of a Faculty with responsibilities as set out in this policy. The placement co-ordinator may be the unit of study co-ordinator.
Means a member of staff with responsibilities as set out in this policy. The project co-ordinator may be a unit of study co-ordinator for project units of study.

Means an individual or organisation with whom a student is undertaking a placement under this policy.

Means the placement provider (if an individual) or an employee of the placement provider who is responsible for the work based supervision of a student on placement. The University may also employ supervisors who visit the workplace. In this policy the placement supervisor refers to the person employed by the placement provider.

Has the meaning in the Education and Research Agreements Policy which, at the time of approval of this policy is:

- a learning experience built around researching solutions to a problem, either individually or in a group.

7 Principles for placements and projects involving external partners

(1) Placements and projects involving external partners are intended to provide students with authentic experiential learning.

(2) In order to maximise their learning, students working on a placement or a project involving external partners should:

(a) be given a clear explanation of the professional and academic expectations and learning outcomes of the placement or project;

(b) have access to quality supervision;

(c) be given work related responsibilities relevant to the intended learning outcomes; and

(d) have structured opportunities for critical reflection.

(3) The requirements for assessment of a placement or a project involving external partner must be set out in the unit of study outline.

(a) The final assessment mark for each student on placement must be determined by the relevant member of the faculty’s academic staff, consistently with the requirements of the Coursework Policy 2014 and the Assessment Procedures 2011.

(b) Where a placement or project involves group work, students should be assessed according to their individual achievement of the learning outcomes and graduate qualities.

(4) For each student placement or project involving an external partner there must be an identified placement or project co-ordinator.

8 Engagement with placement providers and external project partners

Placement and project co-ordinators are responsible for:

(a) in the case of placements, informing placement providers of the objectives and learning outcome including the attendance requirements, of the placement;

(b) in the case of both placements and projects involving external partners, establishing appropriate plans for managing any conflict of interests which may arise from any pre-existing relationships between the placement...
provider (or relevant member of the placement provider’s staff) and any student proposed for placement with that provider.

**Note:** The details of any such plan will depend on the particular circumstances of each case. If no appropriate plan can be developed, the student should be placed with another placement provider or project partner.

## 9 Placement and project agreements

(1) Students must not be assigned to a placement provider or to a project involving an external partner without an overarching written agreement between the University and the placement provider or external partner which sets out:

(a) the responsibilities of each of the University and the placement provider or partner;

(b) the insurance requirements for each of the University and the placement provider;

(c) the level of supervision which will be provided to students on placement or to students undertaking a project; and

(d) intellectual property, confidentiality and privacy obligations applicable to placement or project.

(2) Placement and project co-ordinators are responsible for ensuring placement providers or project partners are aware of any reasonable adjustments agreed between the University and the placement provider to accommodate a student with a disability.

**Note:** The University will only be able to make or agree to any such adjustments if the student has disclosed the disability and consented to the release of necessary information to the placement provider or project partner. See clause 12 of this policy.

(3) Before approving an agreement between the University and a placement provider or project partner, the relevant delegate must consider:

(a) the placement provider’s ability to meet objectives of placements or project;

(b) the appropriateness of the learning environment and the proposed learning experience.

(c) compliance with the Educational and Research Agreements Policy 2017.

(d) the University’s obligations under the Higher Education Standards Framework, particularly in relation to delivery with other parties.

**Note:** The intent of placement and project agreements is that the University should have a clear, documented agreement with each provider of student placements or project. This does not mean a separate agreement for each student, or necessarily each cohort, but a document to which each party has formally agreed which sets out the terms of the relationship.

## 10 Communication with students prior to placement or project

(1) Placement and project co-ordinators must inform students of the following before the student commences a placement or project with external partner:

(a) the objectives of the placement, including:

(i) learning outcomes;

(ii) assessment requirements; and

(iii) attendance requirements.

(b) how to apply for special consideration or special arrangements in relation to the placement or project;
Note: See Coursework Policy 2014 and Assessment Procedures 2011.

(c) what other University policies or procedures apply to a particular placement or project;

Note: For example, the Travel Policy and Travel Procedures will apply to international placements.

(d) whom to contact in the Faculty if the student should have any concerns while on placement or undertaking the project, and how contact may be made; and

(e) the circumstances under which a placement or project may be terminated by either the placement or project supervisor or the placement or unit of study co-ordinator or when a student would be considered to have failed any assessment relating to the placement or project.

Note: Requirements to complete placements and projects are specified in the relevant course resolutions.

(2) If a placement project is terminated early for reasons beyond a student's control, the placement or unit of study co-ordinator must:

(a) arrange for the student to be assessed on the basis of the completed component of the placement or project; and

(b) inform the student as soon as possible of any remaining requirements to be met in order to complete the placement or project requirement of their course.

(i) If a placement or project is terminated because the placement or project provider or facilities provided are determined to be unsuitable, the placement or project co-ordinator must work with the student to provide options for the student to meet the placement or project requirements of their course without penalty.

(3) Placement or project co-ordinators must request from students details of any pre-existing relationships between the placement project provider (or relevant member of the placement or project provider’s staff) and any student proposed for placement or project with that provider.

(4) Faculties should develop and register local provisions setting out any requirements for placements in addition to those specified in University policy and procedures.

Note: All University policies and procedures, and registered local provisions, are available from the Policy Register.

11 Communication with students while on placement or while undertaking a project away from the University

(1) Placement or project co-ordinators must establish and maintain mechanisms for communication between the faculty and students on placement or undertaking a project, including in relation to:

(a) the quality of the placement or project experience;

(b) the student’s progress; and

(c) potential or actual problems with the placement or project.

(2) Communication mechanisms must be available to students at all time while on placement or while undertaking a project away from the University.

12 Work health and safety of students on placement or while undertaking a project involving an external partner

(1) Placement or project co-ordinators must:
(a) take all reasonable steps to identify and record where students are undertaking placements and projects at any given time;

(b) in the case of placements and projects undertaken on the project partner’s premises, inform placement and project providers of the requirement to provide a work health and safety induction to all students on placement or undertaking a project on the provider’s premises;

(c) in the case of placements and projects undertaken on the project partner’s premises, notify placement and project providers that the placement or project co-ordinator needs to be informed of any work health or safety concern during a placement or project;

(d) in the case of placements and projects undertaken on the project partner’s premises, inform students of relevant work health and safety issues before they go on placement or commence the project; and

(e) notify students of the contact details for relevant faculty staff who should be informed of any work health or safety concern during a placement or project.

(2) Placement and project co-ordinators are responsible for recording reported work health and safety incidents occurring during placements on the University’s work health and safety reporting system, Riskware.

(3) Placement and project co-ordinators must request students to disclose health issues that have a work health and safety significance for placement before going on placement, so that student safety can be optimised.

Note: Such information must be handled consistently with the Privacy Policy 2013, Privacy Management Plan, University Recordkeeping Policy and Recordkeeping Manual.

13 Feedback after placements and projects

(1) Placement, project and unit of study co-ordinators must establish and maintain robust mechanisms to obtain feedback from:

(a) students, particularly in relation to:
   (i) the quality of the supervision; and
   (ii) the overall value of the placement or project; and
(b) placement or project providers, particularly in relation to:
   (i) the educational design of the placement or project;
   (ii) the preparedness of students on placement or project; and
   (iii) the performance of students on placement or projects.

14 Transitional provisions

(1) Faculties are required to achieve compliance with the requirements of this policy by 1 January 2017.

(2) In particular, by 1 January 2017 each faculty must:

(a) develop and register appropriate local provisions for implementation of this policy in the faculty’s circumstances; and
(b) develop and be ready to implement standard template agreements for student placements and projects involving external partners.
NOTES

Student Placement Policy 2015

Date adopted: 10 December 2015
Date commenced: 1 January 2016
Date amended: 19 May 2016
Date amendment commenced: 1 June 2016
Date amended: 8 June 2017 (administrative amendments only)
Administrator: Deputy Vice-Chancellor (Education)
Review date: 10 December 2020

Rescinded documents:

Related documents:

Fair Work Act 2009 (Cth)
Health Records and Information Privacy Act 2002 (NSW)

Privacy and Personal Information Protection Act 1998 (NSW)

Work Health and Safety Act 2011 (NSW)

University of Sydney (Coursework) Rule 2014

University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016

Coursework Policy 2014

Education and Research Agreements Policy 2017

Privacy Policy 2013

Travel Policy

University Recordkeeping Policy

Assessment Procedures 2011

Privacy Management Plan

Recordkeeping Manual

Travel Procedures

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Transitional provisions clause added</td>
<td>1 June 2016</td>
</tr>
<tr>
<td>6</td>
<td>Amendments relating to organisational design changes</td>
<td>8 June 2017</td>
</tr>
<tr>
<td>Related</td>
<td>Updated references to University of Sydney</td>
<td>8 June 2017</td>
</tr>
<tr>
<td>documents</td>
<td>(Delegations of Authority – Administrative Functions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rule 2016</td>
<td></td>
</tr>
</tbody>
</table>