UNDERGRADUATE STUDIES COMMITTEE
10:00AM-12:00PM TUESDAY 19 SEPTEMBER 2017

Chair: Associate Professor Wendy Davis
Committee Officer: Dr Glenys Eddy
University Secretariat | Office of the Vice-Chancellor
Quad (A14) glenys.eddy@sydney.edu.au

NOTICE OF MEETING

Meeting 2017/7 of the Undergraduate Studies Committee will be held at 10 am on Tuesday 19 September in the Senate Room, Quadrangle. The agenda for the meeting is attached.

Glenys Eddy
Committee Officer

AGENDA

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Respect is a core value of the Academic Board
4.3 **Conservatorium of Music**: Bachelor of Music  
James Humberstone  
attached

4.4 **Arts and Social Sciences**: Bachelor of Arts/Doctor of Medicine  
Melissa Hardie  
attached

4.5 **Faculty of Dentistry**: Bachelor of Oral Health  
Kimberly Coulton  
attached

4.6 **Faculty of Engineering and Information Technologies**: Bachelor of Engineering Honours  
Alan Fekete  
attached

4.7 **Sydney Medical School**: Bachelor of Medicine and Bachelor of Surgery  
Deborah O’Mara  
attached

4.8 **Faculty of Nursing and Midwifery**: Bachelor of Nursing (Post-Registration)  
Lisa Conlon  
attached

4.9 **Faculty of Nursing and Midwifery**: Bachelor of Nursing (Advanced Studies)  
Lisa Conlon  
attached

4.10 **Faculty of Nursing and Midwifery**: Bachelor of Nursing (Honours)  
Lisa Conlon  
attached

4.11 **Faculty of Pharmacy**: Bachelor of Pharmacy; Bachelor of Pharmacy and Management  
Stephen Carter  
attached

4.12 **Faculty of Science**: Bachelor of Science: Table 2 Geoarcheology Major.  
TBC  
attached

4.13 **Faculty of Science**: Bachelor of Science; Bachelor of Science (Advanced); Bachelor of Science (Advanced Mathematics); Bachelor of Science (Honours); Bachelor of Science (Honours) (Advanced); Bachelor of Science (Honours) (Advanced Mathematics); Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Medical Science; Bachelor of Liberal Arts and Science; Bachelor of Science/Bachelor of Arts; Bachelor of Science/Bachelor of Laws: Applied Medical Science (Honours) table.  
TBC  
attached

4.14 **Faculty of Science**: Bachelor of Science/Doctor of Medicine  
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4.15 **Faculty of Science**: Bachelor of Science/Doctor of Dental Medicine  
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5 **ITEMS FOR NOTING**

5.1 **DVCE Portfolio**: Education Integrity Trend Report, Semester 1 2017  
Peter McCallum  
attached

5.2 **Faculty of Arts and Social Sciences**: FASS Dalyell Stream Units  
Peter McCallum  
attached

6 **OTHER BUSINESS**

6.1 Any Other Business  
Chair

Next meeting – 10:00am-12:00pm, Tuesday 7 November 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 1 August 2017
Senate Room, Quadrangle

Members Present: Associate Professor Wendy Davis (Chair); Isabella Brook (President of the SRC); Dr Stephen Carter (Pharmacy); Dr Lisa Conlon (Nursing and Midwifery); Associate Professor Rae Cooper (Business); Dr Wayne Cotton (Education and Social Work); Professor Alan Fekete (Engineering and Information Technologies); Anne Fernandez (Deputy Registrar Nominee); Associate Professor Jamie Glister (Law); Dr Mark Halaki (Health Sciences); Dr Melissa Hardie (Arts and Social Sciences); Dr James Humberstone (Sydney Conservatorium of Music); Associate Professor Tony Masters (Chair of the Academic Board); Dr Gary Muscatello (Veterinary Science).

Attendees: Dr Matthew Charet (Executive Officer to Academic Board); Dr Glenys Eddy (Committee Officer), Edwina Grose (Student Administration Services); Associate Professor Peter McCallum (DVC Education Portfolio); Professor Pauline Ross (Associate Dean Education, Science).

Apologies: Associate Professor Tina Bell (Agriculture, Food and Natural Resources); Dr Kimberly Mathieu Coulton (Dentistry); Dr Jenny Saleeba (Science); Associate Professor Tim Wilkinson (Chair, Admissions Committee).

2017/04

UNCONFIRMED MINUTES

1  WELCOME AND APOLOGIES

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

Resolution UGSC2017/4-1

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 2017/3 (4 July 2017)

With reference to Item 4.4.1 of the previous meeting, Professor Cooper reported that the removal of the strike at 6.1.B of the course resolutions had not been carried out, as it had been deemed not necessary. The Chair instructed that any necessary corrections to proposals were to be submitted to Glenys Eddy within the next two days.

The minutes of the meeting held on the 4th of July 2017 were accepted as a true record of that meeting.

Resolution UGSC2017/4-2

The Undergraduate Studies Committee resolve that the minutes of meeting 2017/2 on 23 May 2017 be confirmed as a true record.

2.2 Actions Arising

Respect is a core value of the Academic Board
Please see Item 3.1 below, Report of the Chair.

**Resolution UGSC2017/4-3**

The Undergraduate Studies Committee resolve to note that there were no outstanding actions from the previous meeting.

### 3 STANDING ITEMS

#### 3.1 Report of the Chair

The Chair thanked committee members, the DVCE Portfolio, and substitutes for absent members, particularly Professor Phil Poronnik and Oliver Smith, for their contributions at the last meeting, work on checking proposals for compliance, and for implementing corrections since the last USC meeting in preparation for their submission to the Academic Board for its meeting on the 25th of July.

The Chair reported that staff from the School of Chemical and Biomolecular Engineering have met with the DVCE Portfolio with respect to the development of the new Chemical Engineering majors for the Bachelor of Engineering (Honours). At the last meeting, the decision had been taken to develop these new majors for a 2019 implementation, for which a proposal will be submitted to the next meeting.

**Resolution UGSC2017/4-4**

That the Undergraduate Studies Committee resolve to note the report of the Chair.

#### 3.2 Report of the Academic Board meeting 25 July 2017

At its recent meeting, the Board resolved that ex-officio members will be able to vote for the Chair of Academic Board. Under normal circumstances, this matter would have been circulated to various committees, but as the Academic Board Rule needed to be approved in time for elections to occur in Semester 2, this is being brought directly to the attention of those committees that would have normally received this in their agendas.

**Resolution UGSC2017/4-5**

That the Undergraduate Studies Committee resolve to note the report of the Academic Board meeting of the 25th of July 2017.

### 4 ITEMS FOR APPROVAL

#### Minor Course Proposals

##### 4.1 DVC Education Portfolio: proposed use of AAM for Dalyell stream

Leah Schwartz reported that, when the Dalyell scheme was incorporated into many of the resolutions, the use of the Weighted Average Mark (WAM) in the first year was retained, though the Academic Model team had expressed a preference for the use of the Annual Average Mark (AAM). The AAM is weighted by credit point values, but not the year level as the WAM is. No difference exists between the two for the first 48 credit points of a student’s enrolment. Associate Professor McCallum confirmed that this change can be implemented in the system for 2018, as the diets have been constructed with this in mind. He and Matthew Charet will liaise with the relevant stakeholders concerning the execution of the necessary course resolution amendments. This will include updating the preamble, which currently refers to an outdated policy.
The Committee approved the proposal for submission to the Academic Board.

Resolution UGSC2017/4-6

That the Undergraduate Studies Committee recommend that the Academic Board:
1. approve the proposal from the Deputy Vice Chancellor Education Portfolio; and
2. approve the minor amendment to the progression and entry requirements for the Dalyell Stream in course resolutions and unit tables to replace references to the terms, “Weighted Average Mark,” “WAM,” and “Weighted Average Mark over each 48 credit point block” with “Annual Average Mark” and “AAM” in accordance with the current practice for measuring progression requirements.

4.2 Faculty of Science: Bachelor of Liberal Arts and Sciences

Dr Muscatello presented the proposal to the Committee, which consisted of the addition of new Science, Engineering and Arts units of study for 2018 and the deletion of those no longer available for 2018. The need for consistency with respect to description of prerequisites was noted. It had been stated at the previous meeting that, whilst changes to first-year units were made to ensure that students could enrol in the new first year curriculum, changes to prerequisites for second year units should be avoided. Associate Professor McCallum recommended consultation with the Academic Model team to ensure that these changes could be made for 2018.

With the proviso that the changes may not be able to be implemented for 2018, the Committee approved the proposal for submission to the Academic Board.

Resolution UGSC2017/4-7

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 Arts and Sciences; and
2. approve the amendment of the table of units of study arising from the proposal, with effect from 1 January 2018.

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

Dr Muscatello presented the proposal, which reflected changes in unit offerings for 2018.

For the first-year chemistry and biology units, units being replaced were listed as prohibitions against the new units, to avoid ‘double-taking’ of equivalent units.

With the proviso that a consistent nomenclature is implemented where necessary, the Committee approved the proposal for submission to the Academic Board.

Resolution UGSC2017/4-8

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.

4.4 Faculty of Science: Bachelor of Science (pre-2018) – Neuroscience Table 1
Dr Muscatello informed the committee that the proposal arose from the need to replace core units of study in the Neuroscience Major Table 1 with those being offered in 2018 for the new curriculum.

With the proviso that the changes may not be able to be implemented for 2018, the Committee approved the proposal for submission to the Academic Board.

**Resolution UGSC2017/4-9**

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.

5 **ITEMS FOR NOTING**

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

Associate Professor McCallum reported that a review of the Higher Education Standards Framework, carried out in preparation for the TEQSA re-registration visit, by some University portfolios at the beginning of the 2017 had revealed the need for the University to address policy and practice with respect to staff qualifications and educational arrangements with other parties. As the latter still refers to an older set of institutional agreement guidelines, it is proposed to replace the old guidelines with a new policy and the existing policy from 2011 concerning research agreements.

Where external agencies provide education to the University’s students, the University maintains an agreement with the other party, and still has the responsibility for the quality of education provided. Where there is high risk, this needs to be identified and mitigated through the agreement review process.

Associate Professor Glister drew the meeting’s attention to a potential problem with staff qualifications, using the Law School as an example, where professors without a PhD but with an AQF 9 qualification and 30 years of experience would fail to meet the qualification standard of having a qualification a level higher than the standard being taught. Two types of exceptions to this rule are possible: the possession of experience deemed equivalent, as some teachers are noted to have experience valuable to student, and those undergoing teacher training and engaged in teaching assistant work.

Associate Professor Glister highlighted the importance of the contribution of these teachers and the need for them to be able to coordinate their own units. It was observed that a definition of teacher would aid the separation of the coordination and teaching or guiding roles, so that coordination and oversight roles were not limited by the qualification rule.

A corrected version of the Student Placement Policy developed in 2015 reflects a more substantive change insofar as the policy is to apply to all projects and not just to those involving external partners. It was suggested that the Policy needs to cover both external agencies and students undertaking external projects. Professor Fekete raised two matters to do with assessment, the first being that assessment must be determined by academic members of staff (although this should not prohibit a component of the assessment being awarded by an external party) as external parties have no calibration to the internal context. Associate Professor McCallum agreed to craft the appropriate wording to embody this. The second related to the assessment of group projects, where each member was awarded the same mark regardless of the quality of their individual contribution. It was noted that group marks can be a source of resentment among students. Associate Professor McCallum agreed to review and revise the wording. It was suggested that the term group work be defined for the purpose as it is often used but the Policy is worded in terms of ‘project’.
Associate Professor McCallum expressed his appreciation for the feedback offered by the Committee and requested that any further feedback be submitted to him after the meeting. This paper has been submitted to ASPC and UE Education for further discussion and feedback.

Resolution UGSC2017/4-10

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); and
3. amendments to the Student Placement Policy (new name Student Placement and Projects Policy) (Attachment 3).

6 OTHER BUSINESS

6.1 Any Other Business

There being no other business, the meeting closed at 11.00 am.

Next meeting – 10:00am-12:00pm, Tuesday 19 September 2017, Senate Room, Quadrangle
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Author | Matthew Charet, Executive Officer to Academic Board
Reviewer/Approver | Associate Professor Tony Masters, Chair of the Academic Board
Paper title | Report of the Academic Board meeting
Purpose | To advise the Committee of the outcomes of the Academic Board meeting held on 29 August 2017

RECOMMENDATION

That the Undergraduate Studies Committee note the report of the Academic Board meeting held on 29 August 2017.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Academic Standards and Policy Committee
The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on 8 August 2017; and

- did not approve the proposed amendment of the Assessment Procedures 2011 but referred the proposal to the Academic Standards and Policy Committee for further discussion;
- recommended to the Vice-Chancellor the rescission of the Guidelines for Inter-Institutional Agreements 1997;
- noted the Election Candidates' Conduct Procedures 2017; and
- noted the 2016 Consolidated Summary of the Student Experience and Graduate Outcomes report.

Items related to the Admissions Committee
The Academic Board noted that the Admissions Committee had not met since the previous meeting of the Academic Board.

Items related to the Graduate Studies Committee
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 1 August 2017 and:

- approved the proposal from the Faculty of Engineering and Information Technologies to introduce the Graduate Certificate in Computing and amend the Graduate Diploma in Computing; 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 Engineering and Information Technologies, approved the implementation or amendment of course resolutions arising from the proposal; and approved the implementation or amendment of the tables of units of study arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Development Studies and approved the amendment of the course resolutions and table of units of study arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Political Economy and approved the amendment of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Human Rights, Master of International Relations, Master of International Security, Master of International Studies, Master of Public Policy, Master of Political Economy, Master of Development Studies and Master of United States Studies and approved the amendment of course resolutions and unit of study tables arising from the proposal; with effect from 1 January 2018;
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- approved the proposal from the Faculty of Dentistry to amend the Doctor of Dental Medicine; recommended that Senate approve the amendment of the University of Sydney (Coursework) Rule 2014; and approve the amendment of the faculty resolutions arising from the proposal, with effect from 1 January 2018;
- approved the proposed amendments to the Thesis and Examination of Higher Degrees by Research Procedures 2015 and approved the proposed workflow for appointment of examiners and adopt the modified appointment of examiners form to reflect the new process;
- approved the proposed amendments to the Thesis and Examination of Higher Degrees by Research Guidelines for Examiners 2015 and approved the proposed amendments to the Higher Degrees by Research Examiner's Report on Thesis form;
- approved the proposal from the Sydney Medical School to amend the Master of Medicine / Master of Science in Medicine (Infection and Immunity) and approved the amendment of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Doctor of Veterinary Medicine and approved the amendment of the course resolutions arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Master of Clinical Psychology and approved the amendment of the course resolutions arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Master of Nutrition and Dietetics and approved the amendment of the course resolutions arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the DVC Education Portfolio to amend the procedure for the implementation of R to the award of HDR scholarships; and
- noted the proposal from Sydney Medical School to amend the Master of Medicine/Science in Medicine (Clinical Epidemiology) (Metabolic Health), Master of International Public Health, Master of Health Policy, Master of Public Health, Master of Public Health (Professional Practice) and Master of Surgery and related embedded programs and noted the changes to unit of study tables arising from this proposal, with effect from 1 January 2018.

Items related to the Undergraduate Studies Committee

The Academic Board noted the report from meeting 2017/02 of the Undergraduate Studies Committee held on 1 August 2017 and:

- approved the proposal from the Deputy Vice Chancellor Education Portfolio to make a minor amendment to the progression and entry requirements for the Dalyell Stream in course resolutions and unit of study tables;
- approved the proposal from the Faculty of Science to amend the Bachelor of Liberal Arts and Sciences and approved the amendment of the table of units of study arising from the proposal, with effect from 1 January 2018;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science / Master of Nutrition and Dietetics and approved the amendment of the table of units of study arising from the proposal, with effect from 1 January 2018; and
- approved the proposal from the Faculty of Science to amend the Bachelor of Science and approve the amendment of the table of units of study arising from the proposal (Neuroscience Major Table 1), with effect from 1 January 2018.

Other matters

The Academic Board also:

- reaffirmed its approval and endorsement of the Charter of Academic Freedom and its commitment to the University's values of courage and creativity, respect and integrity, inclusion and diversity and openness and engagement, and referred the Charter to the Culture Taskforce for discussion;
- noted the set of Graduate Qualities and consider potential changes to the PhD student experience;
- approved changes to the membership of the Board and its committees;
- noted the timeline for Academic Board elections for terms of office commencing 1 January 2018;
- noted the 2018 meeting schedule;
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- noted the verbal report from the Chair of the Academic Board on matters considered by Senate at its 23 August 2017 meeting;
- noted the report of the student members of the Academic Board;
- noted the verbal report from the Vice-Chancellor and Principal on matters considered by Senate at its 23 August 2017 meeting, including a presentation on the University’s presence in Western Sydney; and
- approved the 2018 Academic Calendar for Sydney Nursing School.

Author: Kate Small, University Quality Manager
Reviewer/Approver: Pip Pattison, DVC Education and Tony Masters, Chair Academic Board
Paper title: Course review process and template (draft)
Purpose: To propose the development of a University-wide course review process to improve quality assurance and ensure compliance with the Higher Education Standards Framework, and to circulate the initial draft of a proposed Course Review Template for consultation/feedback.

RECOMMENDATIONS
That the Undergraduate Studies Committee recommends that the Academic Board approves the proposal for a University-wide course review process and draft course review template.

EXECUTIVE SUMMARY
A seven-year cycle of comprehensive course reviews is a core standard of the new Higher Education Standards Framework (5.3.1-5.3.3) ("the Standards") and is also a requirement of the University’s Learning and Teaching Policy 2015 ("the Policy"). The Standards and the Policy both require that the review process is overseen by the Academic Board, and respectively establish a number of requirements for the content of reviews and composition of review panels.

Both the University’s TEQSA Working Group and the University’s external adviser on the TEQSA project, ex-TEQSA Commissioner Michael Wells, have identified Standard 5.3 as a current compliance gap for the University. To date, the University has not had a regular schedule for course reviews, and does not provide faculties with templates or guidelines for the conduct and content of reviews. Recent consultation with faculties has indicated a desire for more guidance from the Academic Board and/or central coordination and support for the course review process.

Three related pieces of work are currently being undertaken to improve the University’s compliance with Standard 5.3:
1) The Academic Board and the University Quality Manager are working with faculties to establish a formal course review schedule detailing completed and planned reviews for the period 2011-2023 (2017-+ 7 years). Approximately 240 courses or course “families” have been identified as in scope for review.
2) The University Quality Manager has developed an initial proposal for an enhanced and formalised course review process, in which faculties will be prompted to conduct course reviews and will be provided with relevant data in advance of scheduled reviews.
3) The University Quality Manager has developed a draft Course Review Template to establish consistent parameters for the conduct and reporting of course reviews.

The purpose of this document is to seek input and feedback on the initial proposal for an enhanced course review process and the draft Course Review Template prior to the development of a formal proposal to the Academic Board and University Executive.

BACKGROUND / CONTEXT

TEQSA requirements and registration process
- As of 1 January 2017, the University is required to be compliant with the new Higher Education Standards Framework. TEQSA can require that the University provide evidence of compliance with any standard at any time.
- The University of Sydney’s current registration under the TEQSA Act expires on 31 August 2018, and the University must submit an application for re-registration no later than 180 days (6 months approx.) before that date (end of February 2018 approx.).
The University has appointed a University Quality Manager who reports to the Provost and is responsible for coordinating the University’s application to TEQSA.

A University-level TEQSA working group comprising the DVC(E), the Chair of the Academic Board, the University Quality Manager, Higher Education Policy and Projects and a group of representatives of portfolios, PSUs and faculties has meet monthly since 2016 and has prepared a draft TEQSA Compliance Framework.

This group has conducted an analysis of compliance gaps, and has identified Standard 5.3 as a critical gap.

Higher Education Standards Framework - Standard 5.3

Standard 5.3 is a core standard, meaning that the University must provide TEQSA with evidence of compliance with this standard as part of its application for reregistration in 2018. It is a new standard in this version of the Framework, and establishes the seven-year timeline for reviews. Sections of Standard 5.3 with which the University is not currently compliant are:

5.3.1 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.

5.3.2 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, the changing needs of students and identified risks to the quality of the course of study.

The complete text of Standard 5.3 is provided for reference as Attachment 1.

Current practice

Section 11.6 of the Learning and Teaching Policy 2015 requires that: ‘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.’

Faculties currently self-monitor compliance with this aspect of the Policy. The Academic Board has recently undertaken a process to develop a course review schedule, but does not currently specify review guidelines, provide a standard review template or prompt faculties to complete reviews. Advice from the Secretariat has indicated that the Board is provided with the outcome of course reviews on an ad-hoc basis, usually as part of a formal course amendment proposal. Board minutes do not provide any indication that the Board or its committees have considered any course reviews not associated with a course amendment proposal over the past 12 months.

Course reviews are also within the remit of the University Executive’s Curriculum and Course Planning Committee (CCPC), the terms of reference for which include provision for CCPC to “Review degree programs and make recommendations to SEG [UE] for appropriate reform and improvement”. The CCPC does not currently maintain a schedule for the review of individual courses.

ISSUES

Compliance with Standard 5.3 will require that the University adopts a systematic and consistent approach to the scheduling, conduct and reporting of course reviews. The establishment of a course review process is also an opportunity for the University to implement quality assurance processes which exceed the minimum compliance requirements of the Standards, and provide an effective mechanism for the monitoring and improvement of courses across a broad range of educational and sustainability considerations.

Scale and resourcing

The first version of the Academic Board’s course review schedule identified approximately 240 courses or embedded course “families” that will be subject to the course review process, although this number is expected to gradually decline as the new undergraduate curriculum takes effect. For now, this would equate to approximately 35 individual course reviews each year over a seven year cycle. This has clear implications for workload, particularly for the Academic Board and faculties and potentially Institutional Analytics and Planning and CCPC. The course review process will therefore need to be designed to efficiently support
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meaningful review and oversight of courses at this volume, and to minimise the administrative impost of the review process on academic units, governance bodies and the portfolios.

Ways in which the administrative impost of the course review process can be minimised include:

- Conducting reviews of portfolios of courses (e.g. Business School postgraduate coursework; non-accredited Nursing courses) rather than individual courses in order to minimise the number of review panels required and identify and consider common issues across programs.
- Aligning course reviews with external and professional accreditation reviews where applicable. While TEQSA does not regard professional accreditation reviews (generally focused on inputs rather than student outcomes) as sufficient for compliance with Standard 5.3, faculties could add any additional student-focused criteria to accreditation processes rather than conducting multiple reviews.
- Using existing reports and forms throughout the process where possible, for example by using professional accreditation reports in course review submissions, and alignment between or acceptance of course review documents as justification for course amendment proposals.
- The development of a standard course information pack/report (“Know Your Course”), available to faculties either on a regular schedule or as required so that course review panels can direct their attention to analysis rather than data gathering.

Feedback from interested parties is sought on two related issues:

Proposed course review process
The draft course review process detailed in Attachment 2 proposes that the newly formed University Quality team support the course review process by maintaining course review schedules and action logs, coordinating the provision of data and input from portfolios to faculties and serving as a central point of contact for the review process. Faculties will retain responsibility for establishing review panels and conducting course reviews. The Academic Board will retain responsibility for oversight of the process overall, review of the content of individual course reviews, monitoring implementation of review recommendations, and for establishing and maintaining an appropriate channel for the reporting of course review outcomes to the Senate, possibly via the Senate Education and Research Committee. CCPC could be incorporated in the review or reporting process on either a routine or an as-required basis.

The role of the University Quality team in this process would be limited to supporting the administrative aspects of the course review process, analogous to the role played by the Provost’s office in preparing the schedule, templates and data for the joint Academic Board-UE Reviews of Faculties. It is anticipated that the resource implications for the University Quality Office could be met from within the existing staff budget for this office.

Proposed course review template
An initial draft course review template is provided for feedback as Attachment 3. This draft draws on the current Course Management Template in order to reduce duplication if faculties need to submit course review and course amendment requests simultaneously. It also draws on a previous Academic Board course review template circa 2004, responds to the requirements of the HESF and addresses issues commonly included in previous course reviews submitted to the Board. The draft template does not currently include detailed financial or market analysis, which is beyond the requirements of the HESF and the remit of the Academic Board, but could be incorporated in future versions of the draft template for CCPC purposes.

The attached template has been designed to support establishment of a course review process to meet the requirements of the HESF as an immediate priority in 2017. In the longer term, there are significant opportunities for process improvements such as streamlining and/or integrating course proposal, course amendment and course review templates; the use of online forms, data verification and workflow processes; and greater collaboration between faculties, portfolios and PSUs at various stages of the review process.

ATTACHMENTS
Attachment 1: Higher Education Standards Framework - Standard 5.3 Review, Monitoring and Improvement (pg. 4)
Attachment 2: Proposed course review process (pg. 5)
Attachment 3: Draft Course Review Template (pg. 7)
### Attachment 1: Higher Education Standards Framework - Standard 5.3 Review, Monitoring and Improvement

<table>
<thead>
<tr>
<th>5.3.1</th>
<th>Monitoring, Review and Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| 5.3.2 | 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, the changing needs of students and identified risks to the quality of the course of study. |

| 5.3.3 | Comprehensive reviews of courses of study are informed and supported by regular interim monitoring of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study. |

<table>
<thead>
<tr>
<th>5.3.4</th>
<th>Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and</td>
</tr>
<tr>
<td>b.</td>
<td>the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.</td>
</tr>
</tbody>
</table>

| 5.3.5 | All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities. |

| 5.3.6 | All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities. |

| 5.3.7 | The results of regular monitoring, comprehensive reviews and external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support. |
Attachment 2: Proposed course review process

1. Scheduling and preparation
   • Establish and maintain review schedule (UQM)
   • Confirm scheduled reviews with faculties 6 months in advance (UQM)
   • Ensure that faculties receive/have access to the course information pack (UQM)
   • Provide faculties with any other relevant information or input from portfolios (UQM)

2. Course review
   • Appoint course review panel (faculty)
   • Conduct course review (faculty)
   • Complete course review template and submit to relevant AB subcommittee [and CCPC?] (faculty)

3. AB/CCPC review
   • Note and discuss course review [AB (CCPC?)]
   • Request additional information from faculty if required (AB [CCPC?]?)
   • Advise UQM when review is finalised so review schedule and action logs can be updated.

4. Report to Senate and ongoing monitoring
   • Include summary of course reviews and key issues in reports to Senate [Education and Research Committee?] (AB)
   • Annual report on implementation of recommendations to relevant AB committee (faculty)

Notes:
1. AB = Academic Board, UQM = University Quality Manager, IAP = Institutional Analytics and Planning, Ed = Education Portfolio, CCPC = Course and Curriculum Planning Committee, faculty = faculty or University School
2. Providing faculties/University schools with a standard suite of relevant data upfront would:
   a) minimise the need for and workload implications of ad-hoc requests for data to IAP, the Education portfolio and other parts of the University,
   b) ensure that data are consistent and comparable across faculties,
   c) provide faculties with access to essential data and data they might not otherwise consider and
   d) allow faculties to direct resources for the review towards analysis and planning rather than background research and information gathering.

   The UQM will work with IAP and the Education portfolio to develop a standard data pack which can be efficiently generated for multiple reviews. Subject to availability at course level, this could include data such as student demand, load, demographics, retention, mobility, success, progression and completion rates, Go8 benchmarking including the QVS, surveys such as the USS, CEQ and other QILT surveys, educational integrity stats, graduate quality outcomes (when finalised) and key strategy metrics.

3. An evaluation template including background information or guidance notes on specific standards or parts of the course review template could be prepared to support discussion at AB.
Attachment 3: Draft course review template

Course Review Template

It is a requirement of the Learning and Teaching Policy 2015 that faculties ensure that award courses receive a comprehensive review including external referencing or other benchmarking at least every seven years and forward a report of the review to the Academic Board. In accordance with the Higher Education Standards Framework, this review must include 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 take account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study. These comprehensive reviews must be informed and supported by regular interim monitoring of the quality of teaching and supervision of research students, student progress and the overall delivery of units within each course of study.

Course review panels should be comprised of at least six members including:

- A Chair who is an academic member of staff of the faculty/University school responsible for the award course;
- At least two representatives from the academic disciplines responsible for teaching in the award course;
- At least two academic staff members from two different faculties/University schools other than the faculty/University school responsible for the award course (for undergraduate courses)/one academic staff member from a different faculty/University school (postgraduate courses);
- At least one student enrolled in, or recently graduated from the award course; and
- Relevant stakeholders from professions or industry, as determined by the committee responsible for oversight of the award course.

All academic members of the course review panel should be selected on the basis of recognised educational excellence.

Where a course has been reviewed or accredited by an external professional body, the faculty may choose to complete some sections of this template by referring to the relevant sections or pages of the accreditation report, which should be attached to the completed template.

Faculties/University schools will be provided with a course data pack [to be developed] including key statistics, benchmarking data and information from the portfolios at least 3 months in advance of scheduled reviews as per the Course Review Schedule [currently under development -- to be posted on intranet/AB pages when complete].

Completed course review templates should be submitted to the Undergraduate Studies Committee or Graduate Studies Committee of the Academic Board. The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/secretariat/academic-board-committees/academic-board/index.shtml
Faculties/University schools are required to report to USC or GSC on the implementation of the recommendations of the review on an annual basis until all recommended actions have been taken.

Enquiries about this template may be submitted to [contact TBC].
PART 1: COURSE DETAILS (PART 1 IS AN EXTRACT FROM THE CURRENT COURSE MANAGEMENT TEMPLATE)

| 1.1 | Course name: | e.g., Master of Social Studies (International) |
| 1.2 | Course abbreviation: | e.g., MSocStud |
| 1.3 | Combined degree? | ☐ Yes ☐ No |
| 1.4 | Combined type: (if applicable) |
| | ☐ Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions |
| | ☐ Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards |
| | ☐ Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions |
| 1.5 | Honours offered? | ☐ Yes ☐ No |
| 1.6 | Honours type: (if applicable) |
| | ☐ Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year |
| | ☐ Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course |
| 1.7 | Course group: |
| | ☐ Undergraduate ☐ Postgraduate coursework ☐ Postgraduate research |
| 1.8 | Course AQF Level |
| | ☐ Level 5: Diploma |
| | ☐ Level 6: Advanced diploma/Associate degree |
| | ☐ Level 7: Bachelor degree |
| | ☐ Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma |
| | ☐ Level 9: Masters degree (research, coursework and extended) |
| | ☐ Level 10: Doctoral degree |
| 1.9 | Short course description: (for the UAC Guide, Good Universities Guide) Limit 40 words |
| 1.10 | Full course description: (for Sydney Courses) Limit 200 words |
| 1.11 | Expected normal length of candidature: |
| | Full-time | Min: | Max: |
| | Part-time | Min: | Max: |
| 1.12 | Minimum credit points for completion: |
| 1.13 | Location/campus for student attendance: |
| | ☐ Camperdown and Darlington ☐ Camden ☐ Cumberland |
| | ☐ Rozelle ☐ Conservatorium ☐ Mallett Street |
| | ☐ Fully online |
| | ☐ Offshore (please specify): |
| | ☐ Other (please specify): |
| | ☐ Hospital (Clinic) (please specify): |
| 1.14 | Mode of delivery: |
| | Face-to-face teaching ☐ Yes ☐ No ___% |
| | Will international students be able to study in 'face-to-face' mode for at least 75% of the time each semester? ☐ Yes ☐ No ___% |
| | Distance education ☐ Yes ☐ No ___% |
| | Offshore delivery ☐ Yes ☐ No ___% |
| 1.15 | Timetabling: |
| | ☐ Standard ☐ Non-standard (e.g. Summer or Winter School) |
| 1.16 | Does the course involve clinical or industrial placement/experience? ☐ Yes ☐ No |
| | If yes, please provide details, including a list of the Units of Study, and advise whether or not appropriate clinical/internship partnerships are in place |
| 1.17 | Does the course involve internships or overseas study? ☐ Yes ☐ No |
| | If yes, please provide details, including a list of the Units of Study and location (city/region) |
1.18 Is this a course which provides entry to a profession i.e. needs professional accreditation? Please provide name of agency or agencies and current accreditation status for each ☐ Yes ☐ No

PART 2: REVIEW DETAILS

2.1 REVIEW COMMITTEE MEMBERSHIP

<table>
<thead>
<tr>
<th>Name</th>
<th>Position title and organisation (if applicable)</th>
<th>Student or recent graduate (Y/N)</th>
<th>External to University (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2.2 SUMMARY OF CONSULTATION

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

PART 3: COURSE CONTEXT

3.1 STRATEGIC AND ACADEMIC RATIONALE

Explain the purpose and value of the course and describe its alignment with University and Faculty strategy. Comment on any specific issues raised by the portfolios in the course data pack (if applicable).

3.2 ACADEMIC OBJECTIVES AND LEARNING OUTCOMES

Describe the overall academic aims of the course and specify the learning outcomes that graduates will demonstrate and achieve by the conclusion of the course. Note if these have changed since course approval / the previous course review (whichever is more recent). Relate these outcomes to the University’s Graduate Qualities and the outcomes specified at the appropriate course level in the Australian Qualifications Framework (AQF).

3.3 MARKET ANALYSIS

Describe the general level of demand, competition, pricing etc for the course in the market, emphasising changes since course establishment/previous review (whichever is more recent).
3.4 DOMESTIC AND INTERNATIONAL COMPETITORS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Domestic Fees/ EFTSL</th>
<th>International Fees/ EFTSL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

3.5 COURSE HISTORY
Describe any major changes to the course since course approval / the previous course review (whichever is more recent). If the learning outcomes have changed, show how the new outcomes map to AQF learning outcomes (in terms of knowledge, skills and application of knowledge and skills descriptions of learning outcomes) at the appropriate course level.

3.6 DEVELOPMENTS IN FIELD OF EDUCATION
Describe recent or emerging developments in the field of education e.g. changing content, student demographics, course delivery methods or emerging issues in the field.

PART 4. STUDENT COHORT
Data related to questions 4.1 and 4.2 are provided in the Course Review Pack.

4.1 STUDENT PROFILE
Indicate the optimal size and composition of the student cohort for this course. Has the cohort been achieved, and if not, how is this being addressed?

4.2 STUDENT DEMAND
Describe any significant trends or changes in student demand for the course or specific majors (if applicable) within the course since the last review. Indicate if student demand is sufficient to sustain the desired enrolment profile for the course.
4.3 ADMISSIONS
Specify the major admissions methods/pathways for this course. Evaluate the effectiveness of admissions criteria, pathways and processes.

PART 5. LEARNING AND TEACHING

5.1 COURSE STRUCTURE
Briefly describe the overall structure of the course. Specify any core, barrier or capstone units, and list available majors. Evaluate the overall structure of the course. Consider questions such as: is the course structure current and relevant? Does the content in the core and the majors reflect recent developments in the field of education? Do the core and majors (if available) provide a coherent sequence of learning aligned to learning outcomes and supporting the achievement and evaluation of graduate qualities?

5.2 PEDAGOGICAL APPROACH
Describe the pedagogical approach adopted within core units and across the award course as a whole (lectures and tutorials, laboratory-based learning, one-to-one instruction, experience-based learning in professional placement, etc). Do the chosen modes of delivery facilitate student learning; for example, what is the purpose of the use of lectures/tutorials/online units/laboratory work/studio or performance experience in terms of achieving the stated learning outcomes? Provide details of any mandatory placements or fieldwork.

5.3 ASSESSMENT PROCEDURES
Specify the assessment regime in each core, barrier and capstone unit of study i.e. the proportion of coursework to practical components and examinations. Indicate whether external assessors are used and describe the benchmarking or reporting role of such assessors.

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Assessment (%)</th>
<th>Use of external assessors/examiners (Yes/No) (if yes, please provide details)</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.4 ASSURANCE OF LEARNING
Evaluate if the assessment regime in 5.3 ensures that the learning outcomes and graduate qualities have been achieved. This section should address the issue of how assessments provide an assurance of learning in terms of the learning outcomes of the course described at 3.2 above.
5.5 QUALITY ASSURANCE
What quality assurance processes are used in the assessment of students’ work, and measuring the extent of students achieving learning outcomes? Have any subject areas within the course been evaluated through the Group of Eight’s Quality Verification System, a similar external benchmarking process or a professional body and with what outcome?

5.6 ACCESSIBILITY AND SUPPORT
Describe and evaluate the teaching strategies and delivery modes used in this course to ensure the needs of students with different learning styles and/or from culturally diverse backgrounds and/or with disability are addressed.

5.7 TEACHING QUALITY
Describe how teaching quality is monitored, including how feedback from Unit of Study surveys and any other formal and/or informal feedback on teaching has been used to improve teaching quality in this course.

5.8 BENCHMARKING
Evaluate the content and quality of the course in relation to similar courses at other universities. Describe any examples of good practice that could be adopted from other universities. (Some benchmarking data are provided in the course review pack, course review committees may also consider other sources of information such as course outlines from similar courses or feedback from advisory panels, graduate employers, industry groups or peers at other institutions).

PART 6. STUDENT OUTCOMES
Data related to questions in Part 6 are provided in the Course Review Pack.

6.1 STUDENT RETENTION
Is the retention rate (percentage of students who have either re-enrolled in or completed the course year-on-year) both a) similar to that of comparable internal and external courses and b) satisfactory in terms of course and University objectives? Describe any plans or current initiatives designed to improve retention rates (if applicable).
6.2 STUDENT SUCCESS AND COMPLETION
Are success (unit of study pass rates), and completion (percentage of students who complete course requirements) rates both a) similar to that of comparable internal and external courses and b) satisfactory in terms of course and University objectives? Are there any specific areas of concern regarding student success or completion? Describe any plans or current initiatives designed to improve student success and completion rates within the course (if applicable).

6.3 ACHIEVEMENT OF LEARNING OUTCOMES
Describe the outcomes of the assurance of learning processes described at 3.2. Indicate to what extent students are achieving course learning outcomes. Evaluate if the assessment regime provides valid and reliable data about student achievement of learning outcomes. Describe any plans or current initiatives designed to support or improve achievement of learning outcomes (if applicable).

6.4 ACHIEVEMENT OF GRADUATE QUALITIES
For courses where graduate outcomes are currently tracked: Indicate to what extent graduates demonstrate achievement of graduate qualities. Evaluate if the assessment regime provides valid and reliable data about student achievement of graduate qualities. Describe any plans or current initiatives designed to support or improve achievement of graduate qualities (if applicable).

6.5 STUDENT MOBILITY
Is the level of study mobility within the course satisfactory? Does the course structure provide opportunities for students to undertake international mobility experience/s?

6.6 STUDENT FEEDBACK
Indicate how students are involved in course governance and the mechanisms available for students to provide feedback on their educational experience in this course. Describe any changes made in response to student feedback.
6.7 GRADUATE DESTINATIONS
What are the graduate destinations of students who have completed this course? What action to ensure successful graduate outcomes is planned or underway?

6.8 GRADUATE SURVEYS
Does the course perform substantially better or worse on any specific aspects of the Course Experience Questionnaire and the Graduate Outcomes Survey than comparable programs? Describe any plans or current initiatives designed to improve graduate outcomes overall or in relation to specific elements of the CEQ or GOS.

PART 7: RESOURCES

7.1 RESOURCE SUFFICIENCY
Are adequate resources for the delivery of the program currently available in each of the following areas:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Available? Y/N (if no, specify any plans to address unmet resource need)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and support staff</td>
<td></td>
</tr>
<tr>
<td>Teaching spaces</td>
<td></td>
</tr>
<tr>
<td>Professional placement locations</td>
<td></td>
</tr>
<tr>
<td>IT requirements</td>
<td></td>
</tr>
<tr>
<td>Library resources</td>
<td></td>
</tr>
<tr>
<td>Other resources (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

PART 8: OUTCOMES OF REVIEW

8.1 SUMMARY
Summarise the overall findings/conclusions and recommendations of the course review committee.

8.2 SWOT ANALYSIS
Identify the major strengths of the course and any opportunities for improvement.

8.3 RECOMMENDATIONS
List of the recommendations of the review panel in order of priority, where 1 is the
8.4 IMPLEMENTATION PLAN
Provide an action plan specifying how each recommendation will be implemented, who is responsible, the due date and how it will be reviewed. The faculty/University school should report to the Academic Board on the progress of implementation on an annual basis, with the first update due 12 months after the submission of this initial review report.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Responsibility</th>
<th>Date</th>
<th>KPI/Measure of success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

8.5 REVIEW SCHEDULE
Courses must be reviewed at least every seven years, but may be reviewed more frequently.

<table>
<thead>
<tr>
<th>Date of next review (month/year)</th>
<th>Full or Partial Review? (for partial review, please detail)</th>
<th>Purpose of review (internal / external / accreditation (include name of accrediting body) /other)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Sarah Vandepeer, Senior Policy and Project Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Peter McCallum, Director Education Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>DALYELL STREAM COMPENDIUM PAPER</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide background on the Dalyell stream.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

It is recommended that the Undergraduate Studies Committee note the compendium paper summarising the design of the Dalyell stream and format of components.

**EXECUTIVE SUMMARY**

The purpose of the Dalyell compendium paper (Attachment 1) is to outline the components of the Dalyell stream which will be implemented across the University as part of the new undergraduate curriculum in 2018.

The paper collates decisions made by the Dalyell Working Group (DWG) which operated during 2016 to assist with the design of the Dalyell stream. Since that time, additional decisions have been taken in 2017 by the Curriculum Transformation Implementation Subgroup (CTI), Degree Advisory Working Group (DAWG), University Executive Education Committee (UE Ed), the Academic Board and Board of Interdisciplinary Studies (BIS) and the compendium has been updated accordingly. Further decisions as to the educational approach and format of Dalyell stream activities as recommended by the Dalyell subcommittee to the BIS will be included in future iterations.

The summary paper sets out stream features including: the degrees in which the stream is available; degree structures; Dalyell units of study; and other academic enrichment opportunities such as access to Dalyell-specific programs in some disciplines, early access to advanced units of study and a global mobility experience scholarship. The paper also summarises the format of co-curricular activities which have been discussed at the information-sharing Dalyell Coordinators Group (DCG), including tailored mentoring and cohort-building activities. Faculty coordination of the stream is set out under sections stating the roles and responsibilities of the Dalyell Faculty Leads and Dalyell Coordinators.

The paper is generally available on the Education portfolio intranet pages here and is updated as new material is added.

**ATTACHMENTS**

Attachment 1 – Dalyell stream summary paper
The Dalyell stream for high-achieving students
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1. Introduction

The Dalyell stream is a stream targeted at high achievers. Students who participate in the Dalyell stream are known as the ‘Dalyell Scholars’ and students graduating from the Dalyell stream will have the words ‘Dalyell Scholar’ recorded on their transcript.

The Dalyell stream is named after a distinguished alumna of the University, Elsie Jean Dalyell (pronounced “Dee-el”). Elsie Jean Dalyell (1881-1948) was a distinguished medical graduate from the University of Sydney, and was also the first full-time female academic in our Faculty of Medicine. A pioneer resident medical officer at Royal Prince Alfred Hospital, Elsie subsequently travelled to London on a scholarship and, after serving in the First World War, worked as a senior clinician in a Vienna-based research team studying deficiency diseases in children.

The Dalyell stream offers outstanding students the opportunity to engage in experiences that challenge them to gain greater breadth and/or depth of learning in their degree and achieve the graduate qualities to a high level; providing foundations for a global career. The Dalyell stream will offer broad choice for talented students seeking to develop expertise in several distinct disciplines. With a focus on self-awareness, community contribution and leadership skills, the program will seek to develop vision, adaptability, breadth of perspective, and a high level of capability in operating across disciplinary and cultural boundaries.

The Dalyell stream has been approved for offer in undergraduate single and combined degrees including the Bachelor of Advanced Computing; Bachelor of Advanced Studies; Bachelor of Arts; Bachelor of Commerce; Bachelor of Economics; Bachelor of Engineering Honours; and Bachelor of Science.

All Dalyell Scholars will complete 12 credit points in units that are distinctive to the Dalyell stream. The Dalyell units of study will be open to all students in the Dalyell stream and will be designed to take advantage of the intellectual depth and reach of the cohort. With a strong focus on scholarly enquiry and/or major societal challenges, Dalyell units will provide an interactive, collaborative and challenging learning experience tailored to a cohort with high aspirations. A number of units will be project-based and include research, entrepreneurship, industry and/or community projects. Students will have the capacity to choose freely among Dalyell units, and all units will be offered to Dalyell scholars through the shared pool. It follows that no Dalyell unit can be a core unit in any degree, stream, program or major.

Dalyell Scholars will also have the opportunity to select a tailored suite of additional enrichment opportunities that offer depth or breadth of learning. Included in the latter suite are:

- Opportunities for talented students who make an early choice of preferred specialisation to undertake an intensive and challenging set of experiences to prepare them to a high level for further study or a specialist career. This includes access from Arts, Commerce and Science to a proposed accelerated, vertically integrated Bachelor/Master program of 216 credit points that can be completed in 4 calendar years with manageable acceleration;
- Opportunities to build capacity for leadership in a global career, developing the University’s graduate qualities to the highest level and hence gaining outstanding skills for intellectual agility and future leadership; and
- Opportunities to develop self-awareness and exercise different forms of potential leadership.
2. Entry and Progression Criteria

Entry to the Dalyell stream is on the basis of demonstrated academic achievement, either in Year 12 of high school, or in the first two semesters of a Bachelor degree. The academic criterion for entry is:

- an ATAR of at least 98.00 or equivalent, as approved by the Board of Interdisciplinary Studies or through an approved Special Admission Program as set out in Part 7 of the Coursework Policy 2014 on achieving a standard approved by the Board of Interdisciplinary Studies (BIS); or

- a first-year average mark (AAM) of 80 or more.

Standards set by the Board of Interdisciplinary Studies for Special Admission Pathways are at least 95+ for Broadway, E12 and Future Leaders applicants and at least 90+ for the Cadigal Scheme (Aboriginal and Torres Strait Islander) applicants.

For applicants whose first language is not English, English language requirements must be met through sufficient qualifications taught in English or accepted English language tests.

Entry to the Dalyell stream will be through an invitation issued by student recruitment, or by application after the first year of study. There are only two entry points to the stream, either via invitation at entry to the University, before or during first year; or at the end of the first year of study or after completion of equivalent number of credit points (48 credit points).

Students are required to maintain an average mark of 75 to remain in the stream. The Board of Interdisciplinary Studies will set entrance and progression thresholds on an ongoing basis, including, where appropriate, separate thresholds for students who have suffered educational disadvantage. A faculty's Associate Dean will have discretion to approve exceptional circumstances that may have affected a student's ability to meet progression requirements, and give the student permission to remain in the stream. If students are obliged to leave the Dalyell Stream due to failure to meet progression requirements, they will not be permitted to re-enter.
3. Stream Features

Since the Dalyell stream will develop the graduate qualities to a high degree, it will include the requirement to complete a small suite of distinctive Dalyell units of study. It will also offer additional enrichment opportunities identified in the University’s new undergraduate curriculum framework.

Dalyell units of study

Dalyell Scholars must complete 12 credit points from a pool of designated Dalyell units of study (which are open only to Dalyell Scholars). Dalyell units of study are intended to challenge high achieving students and develop the graduate qualities to a high level.

Dalyell units of study may be either two credit points or six credit points, but not four credit points as two credit points should be a set of three, making up six credit points. These units may be either disciplinary or interdisciplinary units of study. The units will be predominantly run by faculties but open to Dalyell students in other faculties as appropriate. There is also potential to offer intensive units in the summer or winter teaching periods, and hence contribute to building a strong cohort of like-minded students. Dalyell units of study cannot be core units within degrees, streams, programs or majors, and may not be counted towards the Open Learning Environment (OLE) requirements of a degree. Additional Dalyell units can be taken by Dalyell scholars as electives once they have completed the required 12 credit points of Dalyell units.

Dalyell units will aim to engage students in experiences that extend them to gain greater breadth of learning and depth of understanding. Emphasising societal contribution and a high level of capability in operating across disciplinary and cultural boundaries, the Dalyell units aim to cultivate the vision, adaptability and perspective that will equip the Dalyell scholars to tackle the global challenges of the future.¹

Example Dalyell unit of study: Year 1 - ENG1000 – Building a sustainable world (6cp) - 2018

The Engineers Without Borders Challenge is used to provide a project framework to introduce students to the key competencies of leadership, teamwork, communication, project management, creative engineering design, time management, meeting management, negotiation, WHS and ethics.

Accelerated enrolment and substitution

There are two ways in which Dalyell students might accelerate their learning in their major area of study: by enrolling early in units offered at a higher level than the current year of enrolment, or by substituting units in the curriculum with units offering enriched disciplinary content, advanced understanding or research. Both types of units are intended to enhance the depth of Dalyell stream degrees. Accelerated enrolment and substitution would be subject to appropriateness for the discipline concerned and the approval of the Dalyell coordinator and relevant major and unit of study coordinators. Accelerated enrolment will be via special permission. Academic mentors may have a role in advising students of acceleration opportunities relevant to their area of major study. Acceleration approvals will be under the oversight of the Associate Dean Education to ensure decisions are taken according to approved academic delegations. Accelerated enrolment in units of study may include access to units of study usually offered at masters level.

3000-level and 4000-level enrichment units of study

Additional early enrolment in a range of 3000-level and 4000-level units outside of a student’s area of major study. Units of study are approved as enrichment units within the Dalyell stream by faculties offering the units and the BIS Dalyell Subcommittee and the pre-requisites for these units are waived for Dalyell Scholars. Enrolment in enrichment units is via special permission from the relevant Dalyell Faculty Lead. These units are intended to enhance the breadth of Dalyell stream degrees. These units also create a range of opportunities to participate in research and entrepreneurship experiences and undertake projects in industry.

¹ For a preliminary list of approved Dalyell units of study, please see Appendix 2.
and community settings.\textsuperscript{2} Such units would normally be taken as electives. Enrichment units will not appear in Dalyell Scholars’ diets in the Sydney Student System in 2018 and faculties will need to provide Dalyell Scholars with an approved list of enrichment units that are available to them.

\textbf{Access to an accelerated, integrated 4-year Bachelor/Master degree}
Subject to approval of the relevant courses by the Academic Board, access to an accelerated 4-year version of an integrated Bachelor/Master programs for some Bachelor programs (see possible course structure presented in Table 2).

\textbf{Global mobility experience}
A winter or summer semester (at least six credit points) or a regular semester (24 credit points) abroad, with the possibility of a mobility scholarship as a contribution to cost (e.g. $2000).

\textbf{Access to Dalyell-specific programs in designated disciplines}
Access to the Dalyell-specific Mathematical Sciences program is available to Dalyell Scholars enrolled in a Bachelor of Science or a Bachelor of Science combined or double degree\textsuperscript{3}.

Access to the Dalyell-specific program in Languages is available to Dalyell Scholars undertaking a Bachelor of Arts/Bachelor of Advanced Studies combined degree.

\textsuperscript{2} For a preliminary list of proposed 3000-level and 4000-level enrichment units of study, please see Appendix 3.
\textsuperscript{3} Bachelor of Science combined degrees which are compatible with the Mathematical Science Program include: Bachelor of Advanced Computing and Bachelor of Science; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Laws; Bachelor of Science and Master of Nursing. Bachelor of Science double degrees which are compatible with the Mathematical Science Program are Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine. Bachelor of Education (Secondary: Mathematics) and Bachelor of Science; Bachelor of Education (Secondary: Science) and Bachelor of Science combined degrees may require special permission to over-enrol if students wish to complete the Mathematical Sciences Program as a part of the Dalyell Stream. The Bachelor of Science and Master of Nutrition and Dietetics is not compatible with the Mathematical Science Program because this combined degree incorporates the program in Nutrition and Dietetics and there are insufficient credit points available to complete both programs.
4. Mentoring and professional skills development

A literature review conducted on mentoring programs suggests three main types of mentoring relationships may benefit high achieving students: peer-to-peer mentoring; staff-student mentoring; and alumni/professional-student mentoring. The Dalyell stream will endeavour to provide each of these opportunities, with a focus on peer-to-peer mentoring to support cohort building and transition to University in first year, academic mentoring to support progression and degree planning (including, where appropriate, acceleration) in second year, and alumni/professional mentoring to develop employability and career pathways in third and fourth year. However, this broad structure may be adapted as appropriate to suit faculty imperatives. Mentoring and professional skills development will also aim to focus on self-awareness, community contribution, and leadership development. It is not required that students participate in mentoring but it should be made available to all students by hosting faculties.

Suggested mentoring format

The following broad structure is proposed, however, it may be adapted as appropriate to suit faculties.

- First year: Peer-to-peer to support cohort building and transitions in first year.
- Second year: Staff-student academic mentoring to support profession and degree planning.
- Third year: Alumni/professional/research-student to develop employability, career and research pathways.

Objectives

Dalyell mentoring aims to:

- Develop the graduate qualities (to a greater degree) among the Dalyell Stream scholars.
- Develop leadership skills among Dalyell scholars. Such skills can include self-awareness, and community contribution.

Role of the Dalyell Coordinator in managing Dalyell mentoring in their Faculty

- Develop faculty-level mechanisms to contextualise the three-stage mentoring program.
- Oversee student registration and participation in the program across all years.
- Evaluate the mentoring program participation, retention and feedback for continuous improvement.
- Emphasise cohort building via peer-to-peer mentoring and extra-curricular events in first year.
- Arranging engagement with academic stakeholders for second year mentorship.
- Arranging engagement with professional/alumni stakeholders for third year mentorship.

Delivery of First Year Mentoring

Within each faculty, a senior high-achieving student (second year or higher) may mentor first year students to help them transition to university, such as, during the transition period, a TSP student mentoring a new Dalyell student in the Faculty of Science.

- Aims for first year students: Cohort building, emotional support, introduction to leadership opportunities
- Aims for senior students: role modelling, teamwork skills, leadership and communication.

Methods and Frequency

- Workshops to facilitate peer-to-peer networking interactions and provide orientation.
- (prior to O-week and towards the end of semester)

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4 To read this literature review, please see Appendix 4.

5 For details about the Dalyell coordinator, please see Section 7.
- LMS Community or other moderated online environment to promote sense of belonging and forge connections between students outside of the classroom; exchange ideas and build rapport between students of different year groups. (ongoing)
- Social opportunities to build confidence, social skills and informally foster a relationship with a mentor as a trusted friend to enable emotional support;
- to assist students who are transitioning from high school where they may have been the brightest student and who may feel challenged by being placed in a cohort of other high-achieving students.
- to imbue emotional resilience in dealing with the pressures of maintaining a high level of achievement.
- (weekly at the start of the semester)

Considerations
- This is a provisional format and further work is being undertaken with Dalyell coordinators and the Educational Innovation portfolio to clarify the format of Dalyell stream mentoring.

Delivery of Second Year Mentoring
Aims for second year students: Learning coaching to develop academic skills and study strategies, planning study pathway.

Methods and Frequency
- Opportunities for academic coaching may include attendance at conferences. (once per year)
- In person meetings with staff to point students towards relevant resources/opportunities available to them, or map out a study pathway tailored towards their ambitions. (3 per semester).

Considerations
- Matching students to academic staff with similar interests or from the same discipline, whom they can communicate freely with and feel nurtured and inspired by their projects.
- Scheduling of meetings and record of attendance.
- Time available for students to work on extra-curricular projects such as presenting at a conference or funding for them to attend the conference.

Delivery of Third Year Mentoring
Aims for third year students: to support transition to the workplace, develop leadership skills.

Format
- Meetings with high-achieving professionals/alumni and opportunities, including at least one workplace visit to set an understanding of the field and employer expectations or;
- Meetings with high-achieving researchers for bright future researchers.
- (3 or more meetings over the course of a semester)
- Inviting students to professional events for the purposes of helping them network professionally and develop confidence in communicating effectively and appropriate demeanour in professional situations.
- (1 event, or more if available)
- Assistance preparing industry-specific professional documentation such as a resume.
- (one or more online communications)

Considerations
- Development of a pool of alumni to participate in the program.
- Matching of alumni to students and how applications indicating preferences to work with a particular alumnus are managed in a competitive pool.
5. Degree Structures

Tables 1, 2 and 3 set out illustrative indicative course structures for Bachelor degrees, Bachelor/Bachelor of Advanced Studies combined degrees and for an accelerated vertically integrated Bachelor/Masters degree for a student undertaking the Dalyell stream. The actual semesters in which Dalyell, OLE, core and elective units may vary depending on the structure of the major, program or stream, and student choice.

Students will have the option of completing the combined Bachelor/Bachelor of Advanced Studies degree or of transferring at the end of the third year to a postgraduate award for which they are eligible. The potential vertical integration of a Masters degree with a Bachelor degree for a Dalyell scholar is set out in Table 2 below.

Table 1. Illustrative course structure options for a 144cp Bachelor degree for a Dalyell scholar*

<table>
<thead>
<tr>
<th>Year</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Core / Elective</th>
<th>Core / Elective</th>
<th>Dalyell unit(s)</th>
<th>OLE</th>
<th>Minor / Major 2</th>
<th>Minor / Major 2</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Major 1 (project)</td>
<td>Major 1 (interdisc)</td>
<td>Core / Elective</td>
<td>Elective / Major 2 (Project)</td>
<td>Dalyell unit(s)</td>
<td>OLE</td>
<td>Minor / Major 2</td>
<td>Minor / Major 2</td>
</tr>
</tbody>
</table>

*The eight right-most columns indicate units of study; OLE = Open Learning Environment units; Dalyell unit(s) = cohort-specific disciplinary or interdisciplinary units of study.

Table 2. Illustrative course structure options for a 192cp Bachelor/Bachelor Advanced Studies degree for a Dalyell scholar*

<table>
<thead>
<tr>
<th>Year</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Core / Elective</th>
<th>Core / Elective</th>
<th>Dalyell unit(s)</th>
<th>OLE</th>
<th>Major 2</th>
<th>Major 2</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Major 1 (project)</td>
<td>Major 1 (interdisc)</td>
<td>Major 1</td>
<td>Major 2 (interdisc)</td>
<td>Major 2</td>
<td>Major 2</td>
<td>Minor / Major 2</td>
<td>Minor / Major 2</td>
<td></td>
</tr>
</tbody>
</table>

*The eight right-most columns indicate units of study; AdvCW = 4000- or 5000-level and may include professional skills; OLE = Open Learning Environment units; Dalyell unit(s) = cohort-specific disciplinary or interdisciplinary units of study.

Table 3. Illustrative course structure for an accelerated 216cp Bachelor/Master degree*

<table>
<thead>
<tr>
<th>Year</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Major 1</th>
<th>Core / Elective</th>
<th>Core / Elective</th>
<th>Dalyell unit(s)</th>
<th>OLE</th>
<th>Minor</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Project</td>
<td>Project</td>
<td>Project/ AdvCW</td>
<td>Project/ AdvCW</td>
<td>Project/ AdvCW</td>
<td>Project/ AdvCW</td>
<td>AdvCW</td>
<td>AdvCW</td>
<td></td>
</tr>
</tbody>
</table>

*The nine right-most columns indicate units of study; AdvCW = 4000- or 5000-level and may include professional skills; OLE = Open Learning Environment units; Dalyell unit(s) = cohort-specific disciplinary or interdisciplinary units of study.

The structure shown in Table 3 is for the proposed accelerated Bachelor/Master model. It affords completion of a major as well as 72 credit points of 4000-level and 5000-level course and project work. It also includes an extra 6 credit points of study in each year; this requirement could be completed in the summer semester and will be offered to all students in the accelerated program. Students who complete the first year with a WAM of 80 or more...
could be offered the opportunity to transfer laterally into the program. The distribution of credit points in the fourth year between 4000-level and 5000-level coursework and project work could be varied, but at least 12 points and, ideally, no more than 36 credit points should be allocated to project work. The requirements for the Masters degree are set out in Table 3.

Table 4. Master’s degree requirements

<table>
<thead>
<tr>
<th>Course requirements for a Masters degree</th>
<th>Every student should complete a total of at least 72 credit points at level 4000 or higher including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- the degree’s core units offered at 4000-level or higher</td>
</tr>
<tr>
<td></td>
<td>- elective units at 4000-level or higher</td>
</tr>
<tr>
<td></td>
<td>- a minimum of 36-48 credit points (to be determined) at 5000 level</td>
</tr>
<tr>
<td></td>
<td>- a 5000-level capstone project of at least 12 and no more than 48 credit points</td>
</tr>
<tr>
<td></td>
<td>- The degree must meet the requirements of an AQF level 9 degree</td>
</tr>
</tbody>
</table>
5. BIS Dalyell Subcommittee

Management of the Dalyell stream requires University-wide coordination due to its unique position as a stream shared among multiple degrees and faculties. A Dalyell Subcommittee\(^7\) has been convened to assist the Board of Interdisciplinary Studies in its role in governing all aspects the implementation of the Dalyell stream and to ensure coherence of faculty offerings across the University. Membership of the Dalyell Subcommittee comprises the Dalyell faculty leads, as nominated by the Associate Dean Education in each relevant faculty, as well as faculty representatives on the Board of Interdisciplinary Studies.

Expert advice from Dalyell faculty leads via the subcommittee will support the BIS in monitoring and on the strategic fit of individual Dalyell units of study in the shared pool (Table S) and on the balance of the offering as a whole, in keeping with the distinctive, interdisciplinary intention of the stream and the aim of developing the graduate qualities to a high level in Dalyell scholars.

\(^7\) For terms of reference, please see Appendix 6.
6. The Dalyell Faculty Lead

A Dalyell Faculty Lead means the nominated academic to whom the relevant Associate Dean (Education) has given responsibility for coordinating and reporting on implementation of the Dalyell stream on behalf of a faculty. This academic role is necessary to provide a single point of accountability in larger faculties where multiple Dalyell coordinators may be necessary to distribute the workload of managing an expected high number of Dalyell scholars and look after the mentoring and enrichment needs of Dalyell students in particular disciplines.

Responsibilities

Specific responsibilities of the Dalyell Faculty Lead will include:

Coordinate University-wide communication
- Represent their faculty in governance of the Dalyell stream via membership of the BIS Dalyell Subcommittee
- Recommend changes to, and respond to requests from, senior University committees as required to enhance the Dalyell stream in collaboration with other faculties
- Provide consistent advice to Student Administration Services and Global Student Recruitment and Mobility
- Respond to enquiries about the Dalyell Stream or provide referral to relevant school Dalyell Coordinator
- Maintain regular contact with other faculties to coordinate inter-faculty activities and provide interdisciplinary enrichment opportunities and Dalyell units of study
- Share evaluation results with the faculty board and Associate Dean Education and with other faculties to identify whole-of-University strategies for stream development

Oversee faculty implementation
- Advise Associate Deans on allowing students to accelerate and participate in advanced units of study
- Maintain regular contact with faculty Dalyell Coordinators to ensure consistency of practice and standards and ensure maximum benefit to students
7. The Dalyell Coordinator

One or more Dalyell Coordinators will be appointed in each faculty to administer the Dalyell program, with multiple coordinators necessary in larger faculties to share workload associated with an anticipated high number of Dalyell scholars. This role is necessary to coordinate the Dalyell co-curricular activities, coordinate activities between faculties to create interdisciplinary effectiveness, manage the Dalyell mentoring program, and to administer, guide and communicate with Dalyell students and relevant staff and other stakeholders at the faculty level. It may be possible for a number of staff to share the responsibilities of the role of the Dalyell Coordinator, with determination of any such divisions at faculty discretion.

Responsibilities

Specific responsibilities of the Dalyell Coordinator will include:

Coordinate co-curricular activities
- Establish an annual schedule of events for Dalyell students with a focus on developing leadership, self-awareness and the graduate qualities to a high level, and a particular emphasis on supporting cohort-building in first year
- Manage or oversee management of events
- Engage with appropriate stakeholders and guest speakers, both internal and external, to maximize co-curricular activity impact
- Evaluate Dalyell co-curricular activities to identify and act upon opportunities for continuous improvement

Manage the Dalyell mentoring program
- Develop faculty-level mechanisms to appropriately contextualise the broadly structured three-stage mentoring program:
  - First year: peer-to-peer mentoring
  - Second year: academic mentoring
  - Third/fourth year: alumni/professional mentoring
- Oversee student registration and participation in the mentoring program across all years of the program
- Engage with academic and professional stakeholders to facilitate implementation of second and third/fourth year mentoring programs
- Evaluate the mentoring program participation, retention and feedback to determine effectiveness and to identify and act upon opportunities for continuous improvement

Facilitate student administration and communication
- Conduct an annual review of student progression in Dalyell at a faculty level to inform planning and stream development
- Coordinate and escalate requests for discretionary approvals to the faculty’s Associate Dean
- Approve accelerated progress in a major, minor or program as appropriate
- Develop register of 3000-level and 4000-level enrichment units at faculty level and ensure these are reflected in Sydney Student (if relevant)
- Coordinate the development of Dalyell units of study at a faculty level
- Communicate with faculty Dalyell students to advise of co-curricular events, mentoring program opportunities, mobility experiences, enrichment units, Dalyell units of study, and to address any other issues arising
8. Combined Degrees

**Dalyell units**
- All combined degrees with Dalyell stream options share the 12 credit points required for Dalyell program, rather than requiring 24 credit points across the combined degree.
- To enable the above, it is necessary that the decision to share Dalyell Units across degrees is applied to all degrees with Dalyell programs.

**Testamurs**
- Participation in the Dalyell Scholar stream is reflected on both testamurs, where separate testamurs are required under degree resolutions and both degrees offer the Dalyell stream. In cases where only one of the degrees offers the Dalyell stream and two testamurs are issued, the term Dalyell Scholar will appear only on the testamur of the relevant degree.
## Appendix 1: Degrees in which the Dalyell stream is available

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Dalyell Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Advanced Computing</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Advanced Computing and Bachelor of Commerce</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Advanced Computing and Bachelor of Science</td>
<td>MS</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
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<tr>
<td>Bachelor of Arts and Bachelor of Advanced Studies</td>
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<tr>
<td>Bachelor of Arts and Bachelor of Laws</td>
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<tr>
<td>Bachelor of Arts and Bachelor of Social Work</td>
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</tr>
<tr>
<td>Bachelor of Arts and Doctor of Medicine</td>
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<tr>
<td>Bachelor of Arts and Master of Nursing</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Commerce</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Commerce and Bachelor of Advanced Studies</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Commerce and Bachelor of Laws</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Design Computing and Bachelor of Advanced Studies</td>
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<tr>
<td>Bachelor of Economics</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Economics and Bachelor of Advanced Studies</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Economics and Bachelor of Laws</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Mathematics) and Bachelor of Science</td>
<td>MS*</td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Science) and Bachelor of Science</td>
<td>MS*</td>
</tr>
<tr>
<td>Bachelor of Engineering Honours</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours and Bachelor of Arts</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours and Bachelor of Commerce</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours and Bachelor of Design in Architecture</td>
<td></td>
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<tr>
<td>Bachelor of Engineering Honours and Bachelor of Laws</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours and Bachelor of Project Management</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering Honours and Bachelor of Science</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>MS</td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Advanced Studies</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Laws</td>
<td>MS</td>
</tr>
<tr>
<td>Bachelor of Science and Doctor of Dental Medicine</td>
<td>MS</td>
</tr>
<tr>
<td>Bachelor of Science and Doctor of Medicine</td>
<td>MS</td>
</tr>
<tr>
<td>Bachelor of Science and Master of Nursing</td>
<td>MS</td>
</tr>
<tr>
<td>Bachelor of Science and Master of Nutrition and Dietetics</td>
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</tr>
</tbody>
</table>

L – Languages Program available  
MS – Mathematical Sciences Program available  
* - May require over-enrolment or special permission
Appendix 2: Table S - Dalyell Units of Study Approved for 2018

Achievement of the Dalyell stream requires 12 credit points of Dalyell units from this table.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FASS units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASS2100 Ideas and Movements that Changed the World</td>
<td>6</td>
<td>P must be in the Dalyell stream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASS2200 Great Books that Changed the World)</td>
<td>6</td>
<td>P must be in the Dalyell stream</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engineering units of study</strong></td>
<td></td>
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</tr>
<tr>
<td>ENGD1000 - Building a Sustainable World</td>
<td>6</td>
<td>A HSC Mathematics Extension 1 and HSC studies in one or more Science subjects</td>
<td>S1C S2C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>P ATAR equivalent score of at least 98 and faculty permission</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>N ENGG1111</td>
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<td></td>
</tr>
<tr>
<td>ENGD2000 Innovation and Entrepreneurship</td>
<td>2</td>
<td>P ENGD1000 OR ENGG1111. Distinction average WAM and department permission</td>
<td>S1C S2C</td>
<td></td>
</tr>
<tr>
<td><strong>Science units of study</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Dalyell Research Methods</td>
<td>6</td>
<td>P must be in the Dalyell stream</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be offered in 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCDL1991Science Dalyell Showcase</td>
<td>6</td>
<td>A Completion of a science subject at HSC level; strong understanding of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business School units of study</td>
<td></td>
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<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>3XXX Dalyell Research Project</strong></td>
<td>6</td>
<td><strong>P must be in the Dalyell stream</strong></td>
<td></td>
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<tr>
<td><strong>3XXX Dalyell Consulting Project</strong></td>
<td>6</td>
<td><strong>P must be in the Dalyell stream</strong></td>
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</tr>
</tbody>
</table>
### Appendix 3: Proposed 3000-level and 4000-level enrichment units

#### Business

<table>
<thead>
<tr>
<th>UoS code / Proposed code</th>
<th>UoS title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSS2503</td>
<td>Community Placement</td>
</tr>
<tr>
<td>CLAW2208</td>
<td>Business Regulation, Risk and Compliance</td>
</tr>
<tr>
<td>CLAW2209</td>
<td>Intellectual Property for Business</td>
</tr>
<tr>
<td>CLAW2210</td>
<td>Chinese Tax</td>
</tr>
<tr>
<td>CLAW2211</td>
<td>Commercial Practice in China</td>
</tr>
<tr>
<td>CLAW2212</td>
<td>Franchising</td>
</tr>
<tr>
<td>CLAW2213</td>
<td>Legal Regulation of International Business</td>
</tr>
<tr>
<td>CLAW3209</td>
<td>The Environment, Law and Business</td>
</tr>
<tr>
<td>IBUS2101</td>
<td>International Business Strategy</td>
</tr>
<tr>
<td>IBUS3103</td>
<td>Entrepreneurship and Innovation</td>
</tr>
<tr>
<td>IBUS3104</td>
<td>Ethical International Business Decisions</td>
</tr>
<tr>
<td>IBUS3107</td>
<td>Business Negotiations</td>
</tr>
<tr>
<td>IBUS3108</td>
<td>Social Entrepreneurship</td>
</tr>
<tr>
<td>ITLS2000</td>
<td>Managing Food and Beverage Supply Chains</td>
</tr>
<tr>
<td>WORK2203</td>
<td>IR Policy and Processes</td>
</tr>
<tr>
<td>WORK2205</td>
<td>HR Processes and Strategies</td>
</tr>
<tr>
<td>WORK2210</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>WORK2218</td>
<td>Managing Organisational Behaviour</td>
</tr>
<tr>
<td>WORK3201</td>
<td>International Human Resource Management</td>
</tr>
<tr>
<td>WORK3202</td>
<td>Leadership</td>
</tr>
<tr>
<td>WORK3203</td>
<td>Managing Diversity at Work</td>
</tr>
<tr>
<td>WORK3204</td>
<td>Managing Organisational Sustainability</td>
</tr>
<tr>
<td>WORK3205</td>
<td>Organisational Communication</td>
</tr>
<tr>
<td>WORK3206</td>
<td>Regulation at Work</td>
</tr>
<tr>
<td>WORK3207</td>
<td>Work and Social Change</td>
</tr>
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</table>

#### Engineering and IT

<table>
<thead>
<tr>
<th>UoS code / Proposed code</th>
<th>UoS title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL4810</td>
<td>Management of People, Quality and Risk in PE</td>
</tr>
<tr>
<td>ENGG4061</td>
<td>Innovation/Technology Commercialisation</td>
</tr>
<tr>
<td>PMGT3856</td>
<td>Sustainable Project Management</td>
</tr>
<tr>
<td>PMGT3857</td>
<td>International Project Management</td>
</tr>
<tr>
<td>PMGT5873</td>
<td>Project Economics and Finance</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>UoS code / Proposed code</th>
<th>UoS title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH3061</td>
<td>Geometry and Topology</td>
</tr>
<tr>
<td>MATH3066</td>
<td>Logic and Algebra</td>
</tr>
<tr>
<td>MATH30XX</td>
<td>Number Theory and Cryptography</td>
</tr>
</tbody>
</table>
Appendix 4: Mentoring literature review

Student peer mentoring in higher education
Preliminary literature review
Amani Bell, Educational Innovation, 25.10.2016 (updated 19.11.16)

Definitions

Mentoring:
There is a lack of an agreed definition / different definitions of what mentoring is, however there are several aspects of mentoring that most scholars agree on:

- Mentoring relationships are helping relationships usually focused on achievement. Mentoring provides any, or all, of 15 diverse functions. These functions reflect three components of the mentoring relationship: (a) emotional and psychological support, (b) direct assistance with career and professional development, and (c) role modelling.
- Mentoring relationships are reciprocal – both mentors and mentees contribute to the relationship, and receive (non-financial) benefits.
- Mentoring relationships are personal – they require direct interaction between mentor and mentee.
- Relative to their mentees, mentors have greater experience, influence, and achievement within a particular organisation or environment. (Jacobi, 1991, 513)

Peer-to-peer mentoring:
Peer mentoring is defined as ‘a helping relationship in which two individuals of similar age and / or experience come together, either informally or through formal mentoring schemes, in the pursuit of fulfilling some combination of functions.’ (Terrion & Leonard, 2007, 150).

Peer-to-peer mentoring in higher education often involves a more senior student mentoring one or more first year students, to help them navigate their transition to university and the ‘hidden curriculum’ (Collings et al., 2016).

A study by Colvin and Ashman (2010) found five overall roles for student mentors in higher education: connecting link, peer leader, learning coach, student advocate, and trusted friend.

Time period:
There is lack of agreement about how long a mentoring relationship should last, ranging from a single encounter to years, though a one year time period is commonly used in higher education (Jacobi, 1991).

Benefits
Although there is a lack of empirical studies on the association between mentoring and academic outcomes, there are many studies that have found benefits for student mentors and mentees in higher education.

For mentees:
- Assist first year transition, retention and belonging (Glaser, Hall & Halperin, 2006).
- Assist first year students to develop communication and organisational skills (Glaser, Hall & Halperin, 2006).
- Programs with an academic focus have positively influenced achievement and approaches to learning (Dearlove et al., 2007; Fox et al., 2010)
- Socio-emotional support (Collings et al., 2016)
- Help to make connections between students in the classroom and other resources on campus (Colvin, 2015)
In general, students perform better academically and are more likely to persist in higher education when, “those students who possess broader, well-connected networks ... are able to more easily make connections with others due to the multitude of paths reaching to many parts of the overall network” (Thomas 2000, 10–11).

For mentors
- Benefits for mentors fall into four areas: altruistic, cognitive, social and personal growth. Particular benefits include:
  - Sense of achievement and satisfaction in their role of assisting new students
  - Development of graduate qualities
  - Opportunity for leadership experience and development
  - Gain knowledge of about resources and services available in their university that they were not aware of previously
  - Opportunity to get to know and interact with new students in their field, thus building rapport between students from different years
  - Ongoing networks / friendships with mentees, other mentors
  - Gain confidence & social skills
  - Reapply concepts in their own lives
(Beltman & Schaeben, 2012; Colvin, 2015)

Risks
There are risks involved in mentoring programs, especially due to lack of time, insufficient planning, poor matching, and the failure to fully understand and appreciate the process of mentoring, all of which can be detrimental to the mentor, mentee or both (Long, 1997). Risks associated with poorly designed and supported programs include:
- Mentees become too attached to / too dependent on their mentor
- Mentor doesn’t fulfil their role (e.g. doesn’t show up, not dedicated enough), or conversely tries to do too much, becomes anxious about role
- Mentors might find it challenging if they are allocated a large group of mentees
- Mentees might not commit to the program (e.g. lack of response to emails)
- Lack of free time, and time on campus for mentors and mentees to engage in program
- Mentors may struggle not to take on others’ problems
- Time-consuming to select, train & support mentors
- Confusion about roles and responsibilities
(Colvin, 2015; Dearlove et al., 2007)

Many of the risks associated with mentoring can be prevented by providing a well-designed and supported program.

Considerations for mentoring programs for high-achieving students
There are only a few papers about mentoring for high-achieving university students. However, it is very likely that the points discussed above also apply, with mentoring having the additional benefit of helping high-achieving students deal with the pressure of constantly performing at a high level.

The following issues should also be considered:
- Student who have excelled in high school are often considered not to need mentoring programs in university (Freeman, 1999), however there are benefits for these students.
- Mentoring should begin as soon as possible after a student is in contact with the university (Freeman, 1999)
- If high-achieving students are mentored by staff, they should be matched with staff with similar interests, with whom they can communicate freely, and who will be supportive and nurturing (Freeman, 1999)
- Mentors might be high achieving professionals / alumni (Lopatto, 2010)
Mentoring for high-achieving students could involve challenging activities e.g. could be based around research projects, with opportunities to present at conferences (Lopatto 2010)

Working with other undergraduates on research is evaluated as either moderately or significantly enhancing the research experience by almost 80% of students who work in teams. The teams could include an undergraduate student peer mentor (a senior high achieving student could take this role), alongside a research supervisor. These mentors report gaining confidence as researchers, increased motivation to work on the research, deepened understanding of the research project, and improved communication skills (Lopatto, 2010)

Some web-based examples
Mentoring for high-achieving students often matches them with professionals e.g. http://www.uts.edu.au/future-students/law/essential-information/student-support-and-mentoring

High-achieving students are commonly recruited as mentors for other UG students or for high school students. Sometimes these are paid positions e.g. https://www.vu.edu.au/student-life/campus-life/student-support-services/academic-support/student-mentors/student-rovers


References

Appendix 5: Guidelines for approving Dalyell units of study

The following guidelines were agreed by the Board of Interdisciplinary Studies.

1. Dalyell units support development of the suite of graduate qualities to a high level by;
   a. drawing on the best available expertise in the University and challenging students to gain greater depth of understanding and breadth of learning;
   b. emphasising societal contribution and/or a high level of capability in operating across disciplinary and cultural boundaries; and
   c. cultivating the vision, adaptability and perspective that will equip the Dalyell scholars to tackle the global challenges of the future.

2. Dalyell units should:
   a. be unique to the Dalyell stream;
   b. be interdisciplinary in nature; or have broad appeal across degree programs where the Dalyell stream is offered;
   c. be open to all Dalyell students, regardless of their degree, though BIS approval may be sought to allow restrictions on the basis of prior knowledge (ie: enrolment in an appropriate major); and
   d. be 6 credit points or a set of 3 units offered as 2 credit points each.

3. Dalyell units must not:
   a. be offered as part of a degree core, major, minor or program; or
   b. have prohibitions or prerequisites.
Appendix 6: Board of Interdisciplinary Studies Dalyell Subcommittee Terms of Reference

The Board of Interdisciplinary Studies Dalyell Subcommittee will assist the BIS to oversee the Dalyell stream in all degrees in which it is offered by:

- providing strategic advice to the BIS and Dalyell Faculty Leads on oversight of all aspects of the Dalyell stream, including curricular and co-curricular, to ensure that a consistent, high-quality experience is offered to Dalyell scholars across the University and;
- maintaining the University-wide Dalyell reputation in the implementation of the stream and making any recommendations for change;
- recommending to the BIS the composition of the Dalyell units of study in the shared pool (Table S), monitoring and advising on the strategic fit of individual units of study and on the balance of the offering as a whole, in keeping with the interdisciplinary intention of the stream and the aim of developing the graduate qualities to a high level in Dalyell scholars;
- monitoring and coordinating the enrichment opportunities proposed by faculties and University schools to be available within the Dalyell stream including but not limited to: global mobility experiences, professional and leadership skills development, projects and placements, events and masterclasses and early access to 3000 and 4000 level units;
- identifying strategic opportunities for inter-disciplinary collaboration, monitoring risks and advising on the educational approach and format of co-curricular opportunities available within the Dalyell stream including but not limited to cohort, academic and professional mentoring.
### Appendix 7: Summary of Dalyell Stream Decisions

<table>
<thead>
<tr>
<th>Decision</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalyell will be referred to as a stream due to its selective entry criteria.</td>
<td>14 July 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>The Dalyell stream will give students access to a range of opportunities, including: mobility experiences; faculty mentoring programs; accelerated study options; specific Dalyell units of study; and additional co-curricular opportunities.</td>
<td>14 July 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>Students may enter Dalyell either at admission with a qualifying ATAR, or after first year if an appropriate average mark is attained.</td>
<td>11 August 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>A Dalyell Coordinator will be appointed in each faculty.</td>
<td>11 August 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>The stream will require completion of 12 cp of Dalyell units of study, which will be run by faculties. Dalyell students will be permitted to enrol in Dalyell units of study offered by different faculties.</td>
<td>25 August 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>To enter the stream, a 98 ATAR or equivalent will be required. To transfer into the stream, an average mark of 80 will be required. To remain in the stream, an average mark of 75 will be required. The Board of Interdisciplinary Studies will have authority to vary these requirements.</td>
<td>25 August 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>Students will be invited to participate in the Dalyell stream by Student Recruitment, so the Dalyell stream will not require a UAC code.</td>
<td>21 September 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>Dalyell units of study will be specified in Table S and approved by the Board of Interdisciplinary Studies.</td>
<td>21 September 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>When Sydney Student calculates the average mark to remain in Dalyell, Annual Average Mark (AAM) will be the approach used for entry and progression in the stream.</td>
<td>27 October 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>Students may only enter the Dalyell stream at the start of first year or second year. If students are exited from the Dalyell stream, they will not be permitted to re-enter.</td>
<td>27 October 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>A faculty’s Associate Dean will have discretion to make exceptions to Dalyell requirements.</td>
<td>27 October 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>Dalyell units of study cannot be counted towards an Open Learning Environment (OLE) requirement in a degree.</td>
<td>27 October 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>Mentoring programs for Dalyell students should incorporate a variety of mentoring opportunities, which may include peer-to-peer, academic and alumni relationships.</td>
<td>10 November 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>The Dalyell stream will provide access to an accelerated, integrated 4 year Bachelor/Master degree.</td>
<td>10 November 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>Dalyell students will be permitted to complete 3000-level and 4000-level units of study in a different discipline from their own if these units are approved for offer to Dalyell students by faculties.</td>
<td>10 November 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>If faculties approve 3000-level and 4000-level units for offer to Dalyell students who are in a different discipline, these units will be called ‘enrichment opportunities’. Enrichment opportunities will not count towards the 12 cp Dalyell unit of study requirement.</td>
<td>23 November 2016 (Dalyell WG minutes)</td>
</tr>
<tr>
<td>The Dalyell stream will have two stream-specific programs: Mathematical Sciences, and Languages.</td>
<td>2 November 2016, and 7 December 2016 respectively (Academic Board endorsement of resolutions)</td>
</tr>
<tr>
<td>Invitations to the Dalyell stream will only be issued to new students who meet entry criteria, and choose a degree where Dalyell is available with a first or second preference.</td>
<td>29 November 2016 (Curriculum Transformation Implementation Subgroup minutes)</td>
</tr>
</tbody>
</table>
All combined degrees with Dalyell stream options share the 12 credit points required for Dalyell program, rather than requiring 24 credit points across the combined degree. Participation in the Dalyell Scholar stream is reflected on both testamurs, where separate testamurs are required under degree resolutions. To enable the above, it is necessary that the decision to share Dalyell Units across degrees is applied to all degrees with Dalyell programs.

| Dalyell Faculty Leads instated                                                                 | 10 July 2017                                          |
|                                                                                               | University Executive Education Committee (endorsed)   |

| Dalyell unit guidelines developed                                                             | 14 August 2017 BIS                                    |
|                                                                                               | Dalyell subcommittee (recommended to BIS)             |
|                                                                                               | 7 September 2017                                      |
|                                                                                               | Board of Interdisciplinary Studies (endorsed)         |
Confidential OR Non-Confidential

Author: Adrienne Sach, School General Manager
Reviewer/Approver: USC
Paper title: Minor Course Amendment for Bachelor of Music
Purpose: To update unit of study collection for minors within the new Bachelor of Music degree 2018

RECOMMENDATION

That the Undergraduate Studies Committee approve amendments to the tables of units of study for a suite of minors available within the new Bachelor of Music degree, 2018.

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music; and
2. approve the amendment to the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

EXECUTIVE SUMMARY

A group of six unit of study collections has been updated for applicants within the new Bachelor of Music degree to undertake as 'minors' if chosen in the following areas:


The minors will be available for the following Programs and Major within the degree as follows:

**Contemporary Music Practice**: Indigenous Music, Ethnomusicology, Creative Music, Digital Music and Media, Performance and Ensembles, Performance Science

**Creative Music**: Indigenous Music, Ethnomusicology, Digital Music and Media, Performance and Ensembles, Performance Science


**Digital Music and Media**: Indigenous Music, Ethnomusicology, Creative Music, Performance and Ensembles, Performance Science

**Musicology major**: Creative Music, Digital Music and Media, Performance and Ensembles, Performance Science

ATTACHMENTS

Attachment 1: Minor course amendment including the new minor unit tables.
Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

1. **Name of award course**
   Bachelor of Music

2. **Purpose of proposal**
   To amend the table of units for the minor pathways in the Bachelor of Music degree.

3. **Details of amendment**
   The proposal for the new Bachelor of Music degree created in 2016, did not include the full range of available minors or units of study. This proposal is to confirm the unit of study pathways for the following minors:
   Indigenous Music; Ethnomusicology; Creative Music; Digital Music and Media; Performance and Ensembles; Performance Science.

**INDIGENOUS MUSIC MINOR**

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>12</td>
<td>MCGY1013 Musical Worlds of Today, MUED1004 Aboriginal and Torres Strait Music, MUED1010 Key Issues in Music Education</td>
</tr>
<tr>
<td>2000</td>
<td>12</td>
<td>MUSC2672 That Certain Beat: Popular Music in Australia, MUSC2637 Aboriginal Song and Country</td>
</tr>
<tr>
<td>3000</td>
<td>12</td>
<td>MUSC3610 Musical Traditions and Globalisation; plus one of the following units: KOGR3602 Race, Racism and Indigenous Australia, KOGR3607 Re-awakening Australian Languages, KOGR3605 Writing Country: Indigenous Ecopoetics</td>
</tr>
</tbody>
</table>

**ETHNOMUSICOCOLOGY MINOR**

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>12</td>
<td>MCGY1013 Musical Worlds of Today; plus 6 credit points from the following units: MUED1004 Aboriginal and Torres Strait Music, MUED1004 Non-Western Music, MUSC1300 Popular Music Ensemble</td>
</tr>
<tr>
<td>2000</td>
<td>12</td>
<td>12 credit points from the following units: MUSC2672 Australian Popular Music, MUSC2637 Aboriginal Song and Country, MUSC2666 A Global Sound: African American Music, PERF2604 Chinese Music Ensemble 1, PERF2605 Chinese Music Ensemble 2</td>
</tr>
</tbody>
</table>
## CREATIVE MUSIC MINOR

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
</table>
| 1000  | 12            | CMPN1331 Concepts of Music Through Composition 1  
CMPN1332 Concepts of Music Through Composition 2 |
| 2000  | 12            | MUSC2614 Composition Workshop  
CMPN2510 Scoring & Arranging for the Screen or CMPN2320 Music Notation & Publishing |
| 3000  | 12            | 12cp in 3000 level Composition Electives |

## DIGITAL MUSIC AND MEDIA MINOR

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
</table>
| 1000  | 12            | CMPN1220 Foundations of Digital Music  
CMPN1631 Electroacoustic Music or CMPN1632 Computer Music Fundamentals |
| 2000  | 12            | MUSC2653 Introduction to Digital Music Techniques or CMPN2007 Sound Recording Advanced  
CMPN2633 Computer Music Advanced |
| 3000  | 12            | 12 cps from the following units:  
CMPN3635 Writing Music for the Moving Image; MUSC3603 Advanced Digital Music Techniques; CMPN3634 Interactive Media and Sound Installations |

## PERFORMANCE AND ENSEMBLES MINOR

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>12</td>
<td>12cp of 1000 level performance or ensembles units</td>
</tr>
</tbody>
</table>
| 2000  | 12            | 6cp of 2000 level performance or ensembles units  
MUSC2601 Perception of Music Performance |
| 3000  | 12            | 12cp of 3000 level performance or ensembles units |

## PERFORMANCE SCIENCE MINOR

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit points</th>
<th>Minimum level of achievement</th>
</tr>
</thead>
</table>
| 1000  | 12            | MUED1009 Psychology of Learning and Instruction  
MUED1008 Fundamentals of Learning and Teaching  
MUSC1604 Health and Well-Being for Musicians |
| 2000  | 12            | MUSC2645 Psychology of Music  
MUSC2601 Perception of Music Performance |
| 3000  | 12            | MCGY5603 Music as Social Science  
6cp of 3000 level Performance or Ensembles units of study |

4. **Transitional arrangements**
   N/A

5. **Other relevant information**

6. **Signature of Dean**

![Signature]
The purpose of the proposal is to update the resolutions for the Bachelor of Arts/Doctor of Medicine.

RECOMMENDATION

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 Bachelor of Arts/Doctor of Medicine; and
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

EXECUTIVE SUMMARY

The resolutions of the Bachelor of Arts/Doctor of Medicine have been updated for 2018. The purpose of the changes are as follows:

- To update the admission requirements for both courses and to ensure that current admission practices are codified within the course resolutions. This follows extensive consultation across the Medicine, FASS and Science as well as advice from OGC regarding appropriate wording of the amendment. The proposal has been approved by the Double Degree Medicine Program (DDMP) Committee for recommendation to the UGSC.

- To correct the progression requirement of the DDDP to require the higher level of achievement of the Dalyell stream than a previously required credit average.

- To consistent with the BSc/MD resolutions.

- To correct typographic errors and inconsistent wording in the transitional arrangements section of the course resolutions and also noting that no credit for prior study is granted in these courses.

ATTACHMENTS

Attachment 1: Course resolution amendment.
Bachelor of Arts/Doctor of Medicine

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

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts/Doctor of Medicine</td>
<td></td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time only.

3. Streams

(1) The Bachelor of Arts in this combined degree is available in the following streams: (a) Dalyell.
(2) Completion of a stream is not a requirement of the Bachelor of Arts. The requirements for the Dalyell stream are specified in these resolutions and in Table S of the Shared Pool for Undergraduate Degrees.

4. Cross faculty management

(1) Candidates in this double degree program will be under the general supervision of the Faculty of Arts and Social Sciences until the end of the semester in which they complete the requirements for the Bachelor of Arts. They will then be under the supervision of the University of Sydney Medical School.
(2) The Faculty of Arts and Social Sciences and the University of Sydney Medical School shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5. Admission to candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy.
(2) In addition, admission to this course requires the applicant to participate in a semi-structured interview and an assessment process, including a written assessment and a panel discussion session. The results of this interview/assessment will form part of the ranking of applicants.
(3) Applicants are only eligible for admission to the first available course intake following receipt of their final results. Applicants are ineligible for admission to the course in subsequent years.
(4) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or above in or equivalent standard.

6. Requirements for award

(1) The units of study that may be taken for the course are set out in;
(a) Table A for the Bachelor of Arts and Bachelor of Arts/Bachelor of Advanced;
(b) Table S from the Shared Pool for Undergraduate Degrees;
(c) Table O from the Shared Pool for Undergraduate Degrees; and
(d) The Table of units for the Bachelor of Arts/Doctor of Medicine from the University of Sydney Medical School.
(2) In these resolutions, Table A, Table S and Table O mean Table A, Table S and Table O as specified here.
(3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
(a) 144 credit points to qualify for the award of the Bachelor of Arts as specified in the resolutions for the Bachelor of Arts, including;
(i) A major (48 credit points) as listed and defined in Section 7 below and specified in Table A; and
(ii) A minor (36 credit points) or 2nd major (48 credit points) as defined in Table A or Table S; and
(b) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
(c) 18 credit points of foundational knowledge units of study for medicine offered by the Faculty of Science comprising ENGG1100, BIOL1107, PHAV1007, PHYS1007 or MATH2001, ANAT2011 or MEDS2005 and one zero credit point unit:

SMPT3007 or SMPT3007; and
(v) if enrolled in a stream, complete the requirements for the stream as specified in Table S; and
(b) 192 credit points specified by the resolutions for the Doctor of Medicine from the University of Sydney Medical School.

7. Programs, majors and minors

(1) Completion of a major from Table A is a requirement for this double degree.
(2) Completion of a minor or 2nd major from Table A or Table S is a requirement for this double degree.
(3) Candidates have the option of completing a program with an embedded major from Table A.
(4) The programs and majors available as first majors in the Bachelor of Arts are as specified in the resolutions for the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and in Table A.
(5) The minors and majors available as second majors in the Bachelor of Arts are as specified in Table A and Table S.
8. Progression rules

1. Progression within a major, program or minor:
   (a) Except with the permission of the relevant program, major or minor coordinator, candidates must pass two 1000-level units of study within a major (except a language major), program or minor, before proceeding to 2000-level units within that major, program or minor, or else undertake those 1000-level units concurrently with the 2000-level units. Except with the permission of the relevant program, major or minor coordinator, candidates must pass the required number of 2000-level units of study within a major (except a language major), program or minor, before proceeding to 3000-level units or else undertake those 2000-level units concurrently with the 3000-level units.
   (b) Candidates in a language major commence a major at a level commensurate with their previous ability as determined by the Faculty and must complete lower level units before completing the next higher level or else undertake those lower level units concurrently with the next higher level.

2. Progression within the Bachelor of Arts:
   (a) Candidates must complete all requirements for the degree of Bachelor of Arts, including the designated foundational knowledge units for medicine offered by the Faculty of Science specified in Section 6 (2)(a)(v) above, within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, and must maintain a credit average in each year of the Bachelor of Arts, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.
   (b) Candidates must achieve a WAM of at least 65.0 in each year of study for each 48 credit point block in the Bachelor of Arts to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.
   (c) Failure to maintain the required minimum progression requirements and minimum result requirements will result in candidates being transferred from the double degree program to a Bachelor of Arts degree with full credit for all units of study successfully completed.
   (d) Progression with the Dalyell Stream:
      (a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
      (b) Candidates must achieve a WAM of at least 65 in units of study completed to that point, and a WAM of at least 70 across 2000 and 3000 level units of study in the major of the proposed honours component. Applicants for admission to an embedded honours component must also meet any requirements for honours set by the relevant department, school or faculty as set out in the relevant resolutions.
      (c) Candidates in the Dalyell Stream in the Bachelor of Arts must proceed according to the requirements for the Dalyell stream specified in the resolutions of the Bachelor of Arts, Bachelor of Arts/Bachelor of Advanced Studies and in Table S.

3. Progression within the Doctor of Medicine:
   (a) Progression within the Doctor of Medicine is as specified in the Faculty Resolutions for the University of Sydney Medical School.

9 Requirements for the award with Honours

1. Honours in the Bachelor of Arts is available to meritorious candidates who have completed requirements for the Bachelor of Arts degree, by suspending candidature, with the permission of the Faculty of Arts and the University of Sydney Medical School, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.
   (2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Arts and Social Sciences.
   (3) Candidates undertaking an honours component within the Faculty of Arts and Social Sciences must complete the requirements for the honours course full-time over two consecutive semesters. If the Faculty is satisfied that a student is unable to attempt the honours component on a full-time basis and if the Associate Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters. For candidates undertaking an honours component with the Faculty of Arts and Social Sciences admission, requirements and award of honours are according to these resolutions and the Resolutions of the Faculty of Arts and Social Sciences.

4. Admission to the embedded honours component in the Bachelor of Advanced Studies is by permission of the relevant honours coordinator or head of department after the completion of 144 credit points, including at least one major or program, any degree or stream-specific core, and must maintain a credit average in each year of the Bachelor of Advanced Studies.

5. The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A. All units of study in the major, program or minor coordinators must be passed with the next higher level or else undertake those 2000-level units concurrently with the 3000-level units.

6. Award of the degrees

1. The Bachelor of Arts is awarded at Pass level. Honours in Arts is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.
   (2) Candidates who attempt the Bachelor of Arts with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirements for the pass degree, may be awarded the relevant degree or degrees at pass level for which they fulfill requirements.
   (3) The Doctor of Medicine is awarded as a Pass grade.

11 Cross-institutional study

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

12 International exchange

The Faculty of Arts and Social Sciences encourages candidates in this course to participate in international exchange programs while undertaking the Bachelor of Arts as specified in the Resolutions of the Faculty of Arts and Social Sciences. Provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13 Course transfer

1. A candidate may abandon the double degree program and elect to complete the Bachelor of Arts degree in accordance with the resolutions governing that degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.
   (2) With the permission of the Faculty of Arts and the Faculty of Medicine, suitably qualified candidates may, after completing requirements for the Bachelor of Arts, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Medicine.
   (3) A candidate who has suspended enrolment in the double degree to enroll in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Arts and Social Sciences and the University of Sydney Medical School, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Medicine.
14. **Credit for previous study**

It is not possible for candidates enrolled in the Bachelor of Arts/Doctor of Medicine to obtain credit for previous studies, except where approved by the Dean of Medicine for the purposes of subclause 5(3) of these resolutions.

15. **Transitional provisions**

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 who are not seeking credit for prior study and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions. Students who commenced their candidature prior to 1 January 2018 who elect to proceed under these resolutions should note that the University does not undertake to offer 4000 level honours units and projects in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year.

(2) Candidates who commence candidature after 1 January, 2018 who are seeking credit for prior study should note that the University does not undertake to offer 4000 level honours units in the Bachelor of Arts/Bachelor of Advanced Studies combined degree prior to 2020 and that it may not be possible to complete requirements for the combined degree before the end of Semester 2 of that year. Where a student in the Bachelor of Arts proceeding under these resolutions applies for and is granted credit and wishes to complete the degree before 1 January, 2020, the student will be offered the opportunity to complete the Bachelor of Arts degree under the resolutions that applied at 1 January, 2017.

(3) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2027.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Alison Green, Policy Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Kimberly Coulton – Head of Bachelor of Oral Health Program</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendments to the Resolutions for the Bachelor of Oral Health Degree</td>
</tr>
<tr>
<td>Purpose</td>
<td>To align the resolutions of the Bachelor of Oral Health degree with those of the recently amended Doctor of Dental Medicine and Doctor of Clinical Dentistry.</td>
</tr>
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</table>

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Dentistry to amend the Bachelor of Oral Health; and
2. approve the amendment of the Course Resolutions arising from the proposal with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The Faculty of Dentistry has recently been working with the Office of General Counsel (OGC) to improve the clarity of its documentation for assessment and progression processes. This has included amendments to local provisions, resolutions and progression notification letters.

The Bachelor of Oral Health resolutions were approved by the Academic Board on the 13th June 2017, in relation to amendments made to part 5, Progression rules. However, in addition to these, further administrative amendments have now been made on the advice of the OGC to part 5, to be consistent with the faculty's other course resolutions.

**ATTACHMENTS**

1. Bachelor of Oral Health minor course amendment
2. Bachelor of Oral Health Course Resolutions
Minor Course Amendment Proposal

Faculty: Dentistry

Contact person: Alison Green

1. Name of award course
   Bachelor of Oral Health

2. Purpose of proposal
   To make administrative amendments to the Bachelor of Oral Health resolutions to be consistent with those of the Doctor of Dental Medicine and the Doctor of Clinical Dentistry.

3. Details of amendment

   Section 5, Progression rules
   (3) Progression at the end of each year requires satisfactory performance in:
       (a) identified components of each unit of study;
       (b) clinical and academic professionalism;
       (c) clinical experience (years 2-3); and
       (d) attendance
   (3) (d) demonstrate adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat it. No remediation or reassessment will be offered.
   (4) Subject to complying with the maximum time limit for the award course, any student who successfully completes a reassessment will be permitted to progress.
   Any student who successfully completes a reassessment, and has not yet reached the maximum period for meeting course requirements, will be permitted to progress.
   (6) Any student who fails a Unit of Study after having repeated the year of study will be asked to show good cause why they should not be excluded from being permitted to re-enrol in the award course, in accordance with the provisions of the Coursework Policy 2014.

   Year 1
   (2) Students who fail both of these assessments will be considered to have failed the year and will be required to repeat it. No remediation or reassessment will be offered.
   (3) Students who fail more than 1 of these assessments will be offered remediation and reassessment.

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

4. Transitional arrangements
   It is proposed that these resolutions will come into effect on the 1st January 2018.

5. Other relevant information

6. Signature of Dean

   [Signature]

Minor Course Amendment Proposal

Version 03.09.2012
Bachelor of Oral Health

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUORAHEA-01</td>
<td>Bachelor of Oral Health</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission provisions exist for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people, as may be granted by the Dean. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Policy 2014.

4 Requirements for award

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

5 Progression rules

All Years

(1) These progression requirements should be read in conjunction with the relevant Unit of Study Outlines, Faculty Local Provisions and Faculty Resolutions.
(2) Satisfactory performance requires a mark of 50% or higher unless otherwise specified in the relevant unit of study outline.
(3) Progression at the end of each year requires satisfactory performance in:
   (a) identified components of each unit of study;
   (b) clinical and academic professionalism, in accordance with the Faculty of Dentistry - Professionalism Expectations Provisions 2015, the Faculty of Dentistry - Professionalism Provisions 2017 and the Faculty of Dentistry - Assessment Provisions 2017;
   (c) clinical experience (Years 2–3); and
   (d) attendance
(3) Any student who fails to:
   (a) meet the requirements of continuous sessional clinical or pre-clinical assessment;
   (b) meet the requirements of the clinical and professionalism assessment;
   (c) meet the attendance requirements; or
   (d) demonstrate adequate depth and breadth of clinical experience will be considered to have failed the year and will be required to repeat it. No remediation or reassessment will be offered.
(4) Subject to complying with the maximum time limit for the award course, any student who successfully completes a reassessment will be permitted to progress. Any student who successfully completes a reassessment, and has not yet reached the maximum period for meeting course requirements, will be permitted to progress.
(5) Any student who fails a reassessment will be considered to have failed the year.
(6) Any student who fails a Unit of Study after having repeated the year of study will be asked to show good cause why they should be permitted to re-enrol in not be excluded from the award course, in accordance with the provisions of the Coursework Policy 2014.

Year 1

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

Year 2

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

6 **Award of the degree**

The Bachelor of Oral Health is awarded as Pass only.

7 **Cross institutional study**

Cross institutional study is not available in this course.

8 **Credit for previous study**

(1) Candidates may be granted credit for previous studies, according to the provisions of the Coursework Policy 2014, and in addition:

(a) the study must be completed no more than five years before admission to candidature for this course;
(b) the study completed must be equivalent to any unit of study in the Bachelor of Oral Health table of units;
(c) the study must have been completed to credit level or equivalent;
(d) if the previous award has been conferred, the maximum credit that may be granted is 48 credit points.

9 **Transitional provisions**

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 and who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2021, or later date as the faculty may, in special circumstances, approve.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Alejandro Montoya, School of Chemical and Biomolecular Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies</td>
</tr>
<tr>
<td>Paper title</td>
<td>Introduction of two new majors to the Bachelor of Engineering Honours</td>
</tr>
<tr>
<td>Purpose</td>
<td>Introduction of two new majors to the Bachelor of Engineering Honours by the School of Chemical and Biomolecular Engineering</td>
</tr>
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</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend 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 Semester 1, 2018; and
3. approve the amendment to the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

EXECUTIVE SUMMARY

The School of Chemical and Biomolecular Engineering proposes the introduction of two new majors into the Bachelor of Engineering Honours:

1) Major in Process Intensification
2) Major in Water and Environmental Treatment Processes

The revised proposal addresses issues raised regarding the initial proposal when it was discussed at the 4 July UGSC meeting.

ATTACHMENTS

Attachment 1: minor course amendment
Attachment 2: Bachelor of Engineering Honours resolution amendment
Attachment 3: Details of proposed majors
Proposal 1. Minor Course Amendment: New Majors in BE Honours (Chemical & Biomolecular)

Faculty: Engineering and Information Technologies

Contact person: Dr. Alejandro Montoya alejandro.montoya@sydney.edu.au

1. Name of award course
   Bachelor of Engineering Honours (Chemical & Biomolecular Engineering)

2. Purpose of proposal
   The proposal implements the recommendation of the School's recent internal curriculum review to create a framework of majors aligned with the School's research and industry strengths around the existing advanced chemical engineering electives. As part of the new CBE curriculum structure, following from the curriculum review, the creation of the new majors is intended to address the following curriculum objectives:
   - Creating a framework for students’ choices of advanced breadth and depth electives that makes the connections and implications of these choices clearer and more explicit.
   - Providing a clearer sense of direction for the curriculum as a whole around the school’s research and Industry activities.
   - Preparing students for postgraduate study and connecting advanced students and high achievers with research opportunities.
   - Aligning the curriculum more closely with the school’s research activities and ensuring higher visibility for research activities within the curriculum.

3. Details of amendment
   Two new majors will be added to the list of majors for the Bachelor of Engineering Honours.
   1. Major in Process Intensification.

   The majors will be optional, as per existing BE Hons rules. The amendment to the list of BE Honours majors is shown in Appendix A. Details for each major will be added to the Unit of Study Tables for the BE Honours majors as set out in attached Appendix B. The distinctive outcomes for each major are set out in Appendix C.

4. Transitional arrangements
   The new majors are non-compulsory and will not affect any current or future student who does not wish to undertake them. In accordance with Transitional Provisions in the FEIT Handbook (Resolutions of the Faculty, Section 16), the option of completing one of other Major will be open to current enrolled students (i.e, enrolled prior to 2019) as well as future students from 2019 onwards, where the student is able to meet the major’s requirements.

5. Other relevant information
   (1) The School already has many of the elective courses needed for the majors. Review of enrolments has suggested that students with a particular interest in Water and Environmental Treatment and Process Intensification are already taking unit selections which would qualify them for a major.

   (2) This proposal is the first stage of two-stage plan to develop majors covering all main research areas within the school. The second stage, scheduled for 2019, will have the following components.
   - A third major in Bio-Products and Food Processing aligned with the school’s Food and Biomolecular research themes.
   - New “advanced depth” elective plus upgrading of current “advanced breadth” electives to “depth” level.
   - A possible widening of “breadth” elective choices to include other engineering units outside CBE is also under discussion.

6. Signature of Dean
   [Signature] 5/9/17
Bachelor of Engineering Honours

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.

Course resolutions

The Bachelor of Engineering Honours provides students with advanced knowledge and special proficiency in the professional work of engineering.

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<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
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</tbody>
</table>

2 Attendance Pattern

The attendance pattern for this course is full-time or part-time. Part-time students must still satisfy appropriate enrolment progression and are subject to the same degree time limits as full-time students. International students are required to follow the enrolment pattern as specified by their visa. The Faculty strongly recommends full-time enrolment as the preferred option for all undergraduate students unless exceptional circumstances exist.

3 Streams

(1) The Bachelor of Engineering Honours is available in the following streams:
   (a) Aeronautical Engineering
   (b) Biomedical Engineering
   (c) Chemical and Biomolecular Engineering
   (d) Civil Engineering
   (e) Electrical Engineering
   (f) Mechanical Engineering
   (g) Mechatronic Engineering
   (h) Software Engineering
   (i) With Space Engineering Major
   (j) Dalyell

(2) Completion of a stream is a requirement of the course. Candidates who qualify for the Dalyell stream must complete another stream in conjunction with the Dalyell stream. The requirements for the completion of each stream are as specified in the relevant degree tables and in Table S of the Shared Pool for Undergraduate Degrees for the Dalyell stream.

(3) Students may apply to change streams by direct application to the Faculty Office. Approval is required from the relevant Associate Dean (or his/her delegate) for any case. Students will be assessed based on the Flexible First Year average mark criteria but will also be required to show that they have met progression requirements in their current degree or stream as specified by the school and that they will able to complete the new stream in the normal time period.

(4) Flexible First Year
   (a) Undergraduate students entering first year of the Engineering courses in Semester 1 may apply to undertake the Flexible First Year program, instead of choosing a particular stream.
   (b) The Flexible First Year Program is listed in the Flexible First Year Table. At the end of Semester 1 Students may transfer into approved streams as defined in the following clause, or may choose to continue in the Flexible First Year Program for Semester 2, though Semester 2 units may or may not count towards their course, depending on the final choice of stream.
   (c) Those students who have met the requirements for first year entry (ATAR cut-off or equivalent) into a particular Engineering program will be guaranteed approval to transfer into that program even though they chose the Flexible First Year Program. Students who did not meet the first year entry requirements for specific streams, but subsequently attained average marks in the Flexible First Year Program that met or surpassed the specified requirements for those streams will also be eligible to apply for transfer into those streams.

The transfer requirements will be approved by the Dean or nominee. These conditions will also apply for combined degree candidates.

4 Admission to Candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule and Coursework Policy.

(2) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR cut-off or equivalent) into a particular Engineering program.

5 Requirements for Award

(1) The units of study that may be taken for the course are set out in the Bachelor of Engineering Honours Flexible First Year Table of units of study, the Bachelor of Engineering Honours Core Table, the Bachelor of Engineering Honours Stream Core Tables, and the Bachelor of Engineering Honours Stream Specialist Tables of units of study for the specialised stream in the degree.

(2) To qualify for the award of the Bachelor of Engineering Honours degree, a candidate must:
   (a) successfully complete 192 credit points comprising:
(i) A minimum of 36 credit points from the Engineering Core Table, including all required units;
(ii) A minimum of 108 credit points from the Engineering Stream Table pertaining to the specialist stream being undertaken, including all required units;
(iii) A minimum of 48 credit points of additional units from the Engineering Stream Specialist Table pertaining to the specialist stream being undertaken, including satisfying any additional requirements specified for the Specialist Table.
(b) Successfully complete the requirements of the Professional Engagement Program.
(3) The class of Honours will be determined by the EIHWAM.
(4) In exceptional circumstances, the Dean may vary the conditions for the award of Honours after seeking the advice of the relevant Head of School.

6 Progression rules

(1) Progression within the Dalyell Stream
(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units at higher levels than the usual sequence.
(b) Candidates must achieve a Weighted Average Mark at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a Weighted Average Mark at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor but will not remain in the Dalyell Stream.

7 Level of Honours Awarded

(1) The Bachelor of Engineering Honours degree is awarded in classes ranging from First Class to Third Class. The various classes of Honours are awarded on the basis of a candidate's EIHWAM.

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<thead>
<tr>
<th>Description Class</th>
<th>HWAM Range</th>
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</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>75 &lt;= EIHWAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 &lt;= EIHWAM &lt;75</td>
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<tr>
<td>Honours Class II (Division 2)</td>
<td>65 &lt;= EIHWAM &lt;70</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>EIHWAM &lt; 65</td>
</tr>
</tbody>
</table>

8 Majors

(1) There is no requirement to complete a major.
(2) Availability of Majors:
   (a) Except where otherwise specified in the details of a specific major, a major will be available to all students who satisfy the requirements of that major. The availability of the major does not however mean that the units of study listed in the table for the major (or required prerequisite units of study) will be available to all students, or that students in all streams have sufficient free electives to complete the required units.
   (b) Students can be awarded multiple majors where those majors are available without the limits specified in clause (2) and where they satisfy the requirements for those majors. When completing multiple majors, no 3000-level or higher unit may be counted towards satisfying the requirements of more than one major.
   (c) Students cannot be awarded a major that has a title directly associated with the name of their stream.
   (d) Students are eligible to attempt the Space Engineering major based on either a separate and specific admission pathway or on application at the end of any calendar year having achieved an AAM approved by the Dean or nominee.
   (e) There are no restrictions on students attempting majors other than the Space Engineering major.
(3) A major requires:
   (a) the completion of 24 credit points, chosen from units of study listed in the table for that major;
   (b) satisfying any additional requirements specified for the major, and listed with the table of units for the major;
   (c) the completion of a thesis project that has been approved by the Head of School (or delegate) as relevant to the topic of the major.
(4) The majors available are:
   (a) Chemical Engineering
   (b) Computer Engineering
   (c) Construction Management
   (d) Electrical Engineering
   (e) Environmental Engineering
   (f) Geotechnical Engineering
   (g) Humanitarian Engineering
   (h) Information Technology
   (i) Internet of Things
   (j) Materials
   (k) Mechanical Engineering
   (l) Mechatronic Engineering
   (m) Power Engineering
   (n) Process Intensification
   (o) Space Engineering
   (p) Structures
   (q) Telecommunications Engineering
   (r) Transport Engineering
   (s) Water and Environmental Treatment Processes

9 Transitional Provisions

(1) These resolutions will take effect from 1 January 2018.
(2) Candidates who commenced prior to 1 January, 2018 may:
   (a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
   (b) where approved by the Faculty, elect to proceed under these resolution provided appropriate programs of study can be identified.
Appendix B: Details of Proposed CBE Majors

The specifications for the new majors follow the university’s new 48 credit point model for undergraduate majors, with some adaptations for the chemical engineering discipline context and the four-year structure of the engineering bachelor degree. The prescribed breakdown for 48 credit point undergraduate major comprises 12 credit points of level 1000 units, 12-18 credit points of level 2000 units and 18-24 credit points of level 3000 or above units. The model is applied in the proposed majors as follows.

The major requires 48 credit points from the Unit of Study table for the major, with:

- 12 credit points of Level 1000 from the Chemical and Biomolecular Engineering Stream
- 12 credit points of Level 2000 units from the Chemical and Biomolecular Engineering Stream
- 24 credit points of elective units at Level 3000 or above, with 12 credit points of Advanced Breadth units and 12 credit points of Advanced Depth units from the unit of study table for the Chemical and Biomolecular Engineering Stream.

Interpreting the new requirements

In adapting the standard 48 credit point major to the local disciplinary context, careful consideration has been given to all aspects of the standard major requirements. Some of these may require further explanation of the School’s approach.

1. Opportunity for interdisciplinary learning. The rules of the standard 48 credit point major specify the inclusion of at least one 6 credit point Level 3000 unit “involving the application of disciplinary skills in an interdisciplinary context.” (Section 18(3)(e)(ii), Learning and Teaching Policy, 2015). Interdisciplinarity is intrinsic to Engineering as a field of practice (as in all applied technology). The advanced electives listed for the major involve chemical engineering applications in a wide range of fields and contain additional interdisciplinary elements beyond what would be typical of chemical engineering units. The interdisciplinary contexts in these units will be identified in their handbook entries. Two kinds of context are identified. “Background contexts” identify interdisciplinary knowledge sources drawn upon in the unit while “Application contexts” identify the different fields where knowledge is applied. See below for handbook layout. See appendix D for summary of interdisciplinary contexts for advanced electives as a whole.

2. Project component. A further requirement of the standard 48 credit point major is a 6 credit point unit “involving completion of a project requiring the integration and application of disciplinary knowledge and skills”. Regular use of project-based assessment is a common characteristic of the advanced electives in chemical engineering. A majority of units in both majors across both Advanced Breadth and Advanced Depth sub-categories include projects assessing the integrated application of discipline knowledge. In satisfying the conditions of either major, students will complete at least two such units or more. Units with project assessment are identified in the unit of study handbook entry, as for units with interdisciplinary context. See appendix D for summary of project instances for advanced electives as a whole.
MAJOR IN WATER & ENVIRONMENTAL TREATMENT PROCESSES

Overview

The major in Water and Environmental Treatment Processes provides an opportunity for students to engage with two important global challenges: the provision of safe drinking water and the management of urban and industrial pollution. While exploring a range of new and emerging technologies in water purification and resource recovery, students will develop in-depth understanding of the water and waste treatment issues in a number of key industries and will learn how to select, adapt, evaluate and justify particular treatment options.

The major requires 48 credit points as set out in the table below.

Unit of Study Table

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major in Water &amp; Environmental Treatment Processes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement of a major in Water &amp; Environmental Treatment Processes requires 48 credit points from this table including:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) 6 credit points of 1000-level core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) 6 credit points of 1000-level selective units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) 12 credit points of 2000-level selective units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) 12 credit points of 3000-level or above selective units from the Advanced Breadth group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) 12 credit points of 3000-level or above selective units from the Advanced Depth group</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

See note following the table for explanation of Advanced Breadth and Depth categories.

1000-level units of study

Core

Complete 6 credit points

CHNG1103 Conservation of Mass and Energy 6 Semester 2

Selective

Complete 6 credit points

CHEM1111 Chemistry 1A 6 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 Courses (offered in February)."

CHEM1112 Chemistry 1B 6 P: CHEM1111 OR CHEM1111 OR CHEM1101 OR CHEM1901 OR CHEM1109 OR CHEM1011 OR CHEM1911 OR CHEM1991

CHEM1911 Chemistry 1A (Advanced) 6 A 85 or above in HSC Chemistry or equivalent

CHEM1912 Chemistry 1B (Advanced) 6 P CHEM1901 OR CHEM1903 OR (75 or above in CHEM1101)

ENGG1801 Engineering 6 Semester 1 Semester 2 Summer Main Summer Main Semester 1 Semester 2 Summer Main Semester 1 Semester 2 Summer Main Semester 1 Semester 2 Summer Late
<table>
<thead>
<tr>
<th>Degree</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing</td>
<td>AMME2261</td>
<td>Fluid Mechanics 1</td>
<td>6</td>
<td>P (MATH1001 OR MATH1901 OR MATH1906) AND (MATH1014 OR MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1907) N AMME2200</td>
</tr>
<tr>
<td></td>
<td>CHNG2801</td>
<td>Fluid Mechanics</td>
<td>6</td>
<td>A Calculus, Computations (Matlab, Excel), Mass and Energy Balances. P CHNG1103 C CHNG2802 or AMME2960</td>
</tr>
<tr>
<td></td>
<td>CHNG2802</td>
<td>Applied Maths for Chemical Engineers</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that all core science and engineering UoS in first-year have been successfully completed. P (MATH1021 or MATH1921 or MATH1001 or MATH1901) and (MATH1002 or MATH1902) and (MATH1023 OR MATH1923 or MATH1003 or MATH1903) and (MATH1005 OR MATH1015 or MATH1905) and CHNG1103</td>
</tr>
<tr>
<td></td>
<td>CHNG2803</td>
<td>Heat and Mass Transfer</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL. Ability to read widely outside of the technical literature, and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on qualitative and quantitative information. P (MATH1021 or MATH1921 or MATH1001 or MATH1901) and (MATH1002 or MATH1902) and (MATH1023 OR MATH1923 or MATH1003 or MATH1903) and (MATH1005 or MATH1015) and CHNG1103 and ENGG1801 C CHNG2801 and (CHNG2802 or AMME2960)</td>
</tr>
<tr>
<td></td>
<td>CHNG2804</td>
<td>Chemical Engineering Thermodynamics</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and to carry out computations with Matlab and MS-Excel. P CHNG1103 and (CHEM1101 or CHEM1111) and (CHEM1102 or CHEM1112)</td>
</tr>
<tr>
<td></td>
<td>CHNG2805</td>
<td>Engineering for a Sustainable Society</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL. P CHNG1103 .</td>
</tr>
<tr>
<td></td>
<td>CHNG2806</td>
<td>Separation Processes</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL. Ability to read widely outside of the technical literature, and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on qualitative and quantitative information P CHNG1103 AND CHNG2803 C CHNG2804.</td>
</tr>
</tbody>
</table>
## Advanced Breadth

Complete 12 credit points.

<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>CHNG5005</td>
<td>Wastewater Engineering</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve ‘real’ chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use basic calculus and linear algebra, and carry out such computations using Matlab and MS Excel. Ability to read widely outside of the technical literature and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on information from diverse sources. This unit has project assessment. This unit has interdisciplinary background knowledge (physical chemistry, fluid mechanics, biochemical engineering, chemical kinetics) and interdisciplinary applications (environmental management and sustainability, civil engineering).</td>
<td></td>
</tr>
<tr>
<td>CHNG5601</td>
<td>Membrane Science</td>
<td>6</td>
<td>This unit has interdisciplinary background knowledge (physical chemistry, fluid mechanics, thermodynamics, microbiology) and interdisciplinary applications (water, waste management, biomedicine).</td>
<td></td>
</tr>
</tbody>
</table>

## Advanced Depth

Complete 12 credit points.

<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>CHNG5006</td>
<td>Advanced Wastewater Engineering</td>
<td>6</td>
<td>A CHNG5005 OR CHNG3804.</td>
<td>2</td>
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<tr>
<td>CHNG5604</td>
<td>Advanced Membrane Engineering</td>
<td>6</td>
<td>A CHNG5601</td>
<td>2</td>
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</tbody>
</table>

### Note on “Breadth” and “Depth” in Chemical Engineering

The “Breadth” and “Depth “ requirements in the Process Intensification major are based on IChemE curriculum standards for Chemical Engineering degrees accredited at IChemE M Level (Master equivalent). In order to maintain the current M Level accreditation of the Chemical & Biomolecular Engineering Bachelor Honours degree, electives taken towards the degree are required to include at least two Chemical Engineering units at an “appropriate advanced level” in each of the two categories of “Breadth” and “Depth”. “Breadth” and “Depth” are defined by IChemE as follows.

**Breadth:** Breadth’ subjects will be related to Chemical Engineering in its widest sense and would be at an appropriate advanced level, which do not depend on specific pre-requisites from an earlier stage in the programme.

**Depth:** Greater knowledge and understanding, and the achievement of more challenging learning outcomes, for subjects within Core Chemical Engineering . . . ‘Depth’ subjects will usually be characterized by having clearly distinguishable pre-requisites from an earlier stage in the programme.


### Note on assumed knowledge for this major

Chemical and Biomolecular Engineering students preparing to undertake the majors as part of their third year of Bachelor Honours will in most cases have already completed the junior and
intermediate components of this major as part of previous years study. Students who have not completed the first two years of Chemical and Biomolecular Engineering Bachelor Honours program should be aware that the Advanced Depth units in this major assume a very high level of previous chemical engineering knowledge. For this reason, study of additional units apart from those explicitly listed for the major may be necessary. The assumed knowledge for the Advanced Depth units includes most of first and second year of the Chemical and Biomolecular Engineering Bachelor Honours program and a substantial part of third year. Students should not attempt to complete this major without a good working knowledge of statistics and numerical methods at second year maths level, mass and energy balance, mass and heat transfer, fluid mechanics, thermodynamics, reactions, separation processes, process dynamics and control and plant design.
MAJOR IN PROCESS INTENSIFICATION

Overview

The Process Intensification major is about making industrial processes smaller, cleaner, more energy efficient and more productive by smarter use of technology and smarter integration. Process intensification is central to the ongoing transformation and future opportunities of a wide range of established and emerging industries including bulk chemicals, pharmaceuticals, food, agriculture and renewable energy. Students in this major will learn how to apply process modelling techniques at multiple scales to develop a comprehensive understanding of real life production scenarios, how to identify and quantify potential gains in productivity and efficiency under different operating conditions and how to design new chemical engineering equipment harnessing new production methods and technologies.

The major requires 48 credit points as set out in the table below.

Unit of Study Table

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major in Process Intensification</td>
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<tr>
<td>Achievement of a major in Process Intensification requires 48 credit points from this table including:</td>
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<tr>
<td>(i) 6 credit points of 1000-level core units</td>
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<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>(ii) 6 credit points of 1000-level selective units</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>(iii) 12 credit points of 2000-level selective units</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) 12 credit points of 3000-level or above selective units from the Advanced Breadth group</td>
<td></td>
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</tr>
<tr>
<td>(v) 12 credit points of 3000-level or above selective units from the Advanced Depth group</td>
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</tr>
<tr>
<td>See note following the table for explanation of Advanced Breadth and Depth categories.</td>
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</tr>
</tbody>
</table>

1000-level units of study

Core

Complete 6 credit points

CHNG1103 Conservation of Mass and Energy 6 Semester 2

Selective

Complete 6 credit points

CHEM1111 Chemistry 1A 6 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 Courses (offered in February).” N: CHEM1001 OR CHEM1101 OR CHEM1901 OR CHEM1903 OR CHEM1109 OR CHEM1011 OR CHEM1911 OR CHEM1991 Semester 1 Semester 2 Summer Main

CHEM1112 Chemistry 1B 6 P: CHEM1111 OR CHEM1911 OR CHEM1101 OR CHEM1901 OR (75 or above in CHEM1101 or CHEM1001) N: CHEM1002 OR CHEM1102 OR CHEM1902 OR CHEM1904 OR CHEM1108 OR CHEM1012 OR CHEM1912 OR CHEM1992 Semester 1 Semester 2 Summer Main

CHEM1911 Chemistry 1A (Advanced) 6 A 85 or above in HSC Chemistry or equivalent N CHEM1001 or CHEM1101 or CHEM1903 or CHEM1909 or CHEM1109 Semester 1

CHEM1912 6 P CHEM1901 OR CHEM1903 OR (75 or above in CHEM1101) Semester 2
### 2000-level units of study

#### Complete 12 credit points

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Code</th>
<th>Credits</th>
<th>Props</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME2261 Fluid Mechanics 1</td>
<td>AMME2261</td>
<td>6</td>
<td>P</td>
<td>(MATH1001 OR MATH1901 OR MATH1906) AND (MATH1014 OR MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1907) N AMME2200</td>
</tr>
<tr>
<td>AMME2262 Thermal Engineering 1</td>
<td>AMME2262</td>
<td>6</td>
<td>P</td>
<td>(MATH1001 OR MATH1901 OR MATH1906) AND (MATH1014 OR MATH1002 OR MATH1902) AND (MATH1003 OR MATH1903 OR MATH1907) N AMME2200</td>
</tr>
<tr>
<td>CHNG2801 Fluid Mechanics</td>
<td>CHNG2801</td>
<td>6</td>
<td>A</td>
<td>Calculus, Computations (Matlab, Excel), Mass and Energy Balances. P CHNG1103 C CHNG2802 or AMME2960</td>
</tr>
<tr>
<td>CHNG2802 Applied Maths for Chemical Engineers</td>
<td>CHNG2802</td>
<td>6</td>
<td>A</td>
<td>Enrolment in this unit of study assumes that all core science and engineering UoS in first-year have been successfully completed. P (MATH1021 or MATH1921 or MATH1001 or MATH1901) and (MATH1002 or MATH1902) and (MATH1023 OR MATH1923 or MATH1003 or MATH1903) and (MATH1005 or MATH1015 or MATH1905) and CHNG1103</td>
</tr>
<tr>
<td>CHNG2803 Heat and Mass Transfer</td>
<td>CHNG2803</td>
<td>6</td>
<td>A</td>
<td>Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL. Ability to read widely outside of the technical literature, and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on qualitative and quantitative information. P (MATH1021 or MATH1921 or MATH1001 or MATH1901) and (MATH1002 or MATH1902) and (MATH1023 OR MATH1923 or MATH1003 or MATH1903) and (MATH1005 or MATH1015) and CHNG1103 and ENGG1801 C CHNG2801 and (CHNG2802 or AMME2960)</td>
</tr>
<tr>
<td>CHNG2804 Chemical Engineering Thermodynamics</td>
<td>CHNG2804</td>
<td>6</td>
<td>A</td>
<td>Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and to carry out computations with Matlab and MS Excel. P CHNG1103 and (CHEM1101 or CHEM1111) and (CHEM1102 or CHEM1112)</td>
</tr>
<tr>
<td>CHNG2805 Engineering for a Sustainable Society</td>
<td>CHNG2805</td>
<td>6</td>
<td>A</td>
<td>Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL. P CHNG1103</td>
</tr>
<tr>
<td>CHNG2806 Separation Processes</td>
<td>CHNG2806</td>
<td>6</td>
<td>A</td>
<td>Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL. Ability to read widely outside of the technical literature, and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on qualitative and quantitative information P CHNG1103 AND CHNG2803 C CHNG2804.</td>
</tr>
</tbody>
</table>
### Advanced Breadth

Complete 12 credit points

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNG3808</td>
<td>Engineering Macromolecules &amp; Nanocomposites</td>
<td>6</td>
<td><strong>CHNG3803</strong>&lt;br&gt;This unit has project assessment. This unit involves interdisciplinary background knowledge (chemistry, physics, polymer science, rheology) and interdisciplinary applications (food technology, biomedical science, electronics, nanotechnology, construction materials).&lt;br&gt;<strong>CHNG9308</strong>&lt;br&gt;This unit has project assessment.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG3809</td>
<td>Laboratory and Industrial Practice</td>
<td>6</td>
<td><strong>CHNG1103, CHNG2801, CHNG2802, CHNG2803, CHNG2804, CHNG2805 AND CHNG2806</strong>&lt;br&gt;This unit has project assessment. This unit involves interdisciplinary background knowledge (fluid flow, thermodynamics, mass transfer, heat transfer) and interdisciplinary applications (mineral processing, food, water).&lt;br&gt;<strong>CHNG3802, CHNG3803</strong>&lt;br&gt;This unit has project assessment. This unit involves interdisciplinary background knowledge (chemistry, thermodynamics, mass transfer, heat transfer) and interdisciplinary applications (environmental management and sustainability, economics, energy, power production).</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>CHNG5003</td>
<td>Green Engineering</td>
<td>6</td>
<td><strong>A CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807. All core third year chemical engineering.</strong>&lt;br&gt;This unit has project assessment. This unit involves interdisciplinary background knowledge (chemistry, thermodynamics, mass transfer, heat transfer) and interdisciplinary applications (environmental management and sustainability, economics, energy, power production).</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5605</td>
<td>Bio-Products: Laboratory to Marketplace</td>
<td>6</td>
<td><strong>This unit has project assessment. This unit involves interdisciplinary background knowledge (biochemistry, microbiology, process design, product design, marketing) and interdisciplinary applications (biomedicine, pharmaceuticals).</strong></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Advanced Depth

Complete 12 credit points

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNG5001</td>
<td>Process Systems Engineering</td>
<td>6</td>
<td><strong>A First year undergraduate physics and mathematics (differential equations). Use of mathematical and/or computer-based modelling tools and techniques. Feedback control concepts and principles as taught in CHNG3802 / CHNG5802 or similar courses. Students who are unsure about meeting these requirements should contact the unit coordinator for advice.</strong>&lt;br&gt;This unit has project assessment. This unit involves interdisciplinary background knowledge (maths, physics, process control, process modelling) and interdisciplinary applications (mineral processing, petrochemicals, pharmaceuticals, food).</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG5004</td>
<td>Particles and Surfaces</td>
<td>6</td>
<td><strong>A Enrolment in this unit of study assumes that all (CHNG3801 AND CHNG3802 AND CHNG3803 AND CHNG3805 AND CHNG3806 AND CHNG3807) core chemical engineering UoS in third year and all unit operations have been successfully completed.</strong>&lt;br&gt;This unit has interdisciplinary background knowledge (maths, chemistry, particle mechanics) and interdisciplinary applications (mineral processing, water, waste management, environmental management and sustainability).</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG5008</td>
<td>Nanotechnology in Chemical Engineering</td>
<td>6</td>
<td><strong>P (CHNG3801 OR CHNG9301 OR CHNGS801) AND (CHNG3802 OR CHNG9302 OR CHNGS802) AND (CHNG3805 OR CHNG9305 OR CHNGS805) AND (CHNGS806 OR CHNG9306 OR CHNGS806)</strong>&lt;br&gt;This unit has project assessment. This unit has interdisciplinary background knowledge (catalysis, nanoscience, biotechnology) and interdisciplinary applications (green energy, waste valorisation, process economics, mechanical engineering).</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
**Note on “Breadth” and “Depth” in Chemical Engineering**

The “Breadth” and “Depth” requirements in this major are based on IChemE curriculum standards for Chemical Engineering degrees accredited at IChemE M Level (Master equivalent). In order to maintain the current M Level accreditation of the Chemical & Biomolecular Engineering Bachelor Honours degree, electives taken towards the degree are required to include at least two Chemical Engineering units at an “appropriate advanced level” in each of the two categories of “Breadth” and “Depth”. “Breadth” and “Depth are defined by IChemE as follows.

**Breadth:** Breadth’ subjects will be related to Chemical Engineering in its widest sense and would be at an appropriate advanced level, which do not depend on specific pre-requisites from an earlier stage in the programme.

**Depth:** Greater knowledge and understanding, and the achievement of more challenging learning outcomes, for subjects within Core Chemical Engineering . . . ‘Depth’ subjects will usually be characterized by having clearly distinguishable pre-requisites from an earlier stage in the programme.


**Note on assumed knowledge for this major**

Chemical and Biomolecular Engineering students preparing to undertake the majors as part of their third year of Bachelor Honours will in most cases have already completed the junior and intermediate components of this major as part of previous years study. Students who have not completed the first two years of Chemical and Biomolecular Engineering Bachelor Honours program should be aware that the Advanced Depth units in this major assume a very high level of previous chemical engineering knowledge. For this reason, study of additional units apart from those explicitly listed for the major may be necessary. The assumed knowledge for the Advanced Depth units includes most of first and second year of the Chemical and Biomolecular Engineering Bachelor Honours program and a substantial part of third year. Students should not attempt to complete this major without a good working knowledge of statistics and numerical methods at second year maths level, mass and energy balance, mass and heat transfer, fluid mechanics, thermodynamics, reactions, separation processes, process dynamics and control and plant design.
Appendix C:
Distinctive outcomes developing depth of expertise

Current university guidelines advise that each major:

a. should develop depth of expertise in a coherent field of study that is associated with an identifiable community of scholars and is recognised as comprising a distinct and valuable body of scholarship;

b. can be supported by demonstrated expertise and staff capacity in the area of the major;

c. can be characterised by a distinctive set of learning outcomes, among which should be depth of disciplinary expertise.

Process intensification and water/environmental treatment are both recognised strengths of the School of CBE in terms of research achievement and industry engagement. The new majors in these areas have been developed specifically to enable greater student participation in related research and industry activities at the school, and closer engagement with the relevant research communities.

The learning of outcomes of the new majors within chemical engineering each target a distinctive range within the table of CBE discipline learning outcomes shown below.

<table>
<thead>
<tr>
<th>Levels 1 - 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Level / Foundations Level / Unit Operations Level</td>
<td>Integrated Operations Level</td>
<td>Advanced Chemical Engineering Level</td>
</tr>
</tbody>
</table>

- 1. Maths/Science Underpinnings


- 3. Industrial Process Design

- 4. Industrial Process Applications

- 5. Chemical Engineering Professional Practice

- 6. Chemical Engineering Design Practice

The Process intensification major is an advanced specialist option primarily targeted towards the “Industrial Process Design” learning domain of the CBE discipline outcomes. Process Intensification encompasses process design, modeling, control and optimization and addresses industry challenges in sustainability, energy and natural resources use and product and process innovation. The Water and Environmental Treatment Processes major targets a particular application field within the “Industrial Process Applications” domain: the
filtering and extraction technologies used in the treatment of water, waste material and other solid, liquid or gaseous streams. The distinctive learning outcomes of each majors are as follows.

**Learning Outcomes: Water & Environmental Treatment Processes**

Students completing the major in Water and Environmental Treatment Processes will be able to:

1. Characterise and differentiate the specific water and environmental challenges arising in diverse engineering contexts including industrial processing, energy production, urban water and sewage treatment.
2. Critically compare and discuss alternative water and environmental treatment solutions at the level of functional properties, underlying scientific principles and environmental and economic impact.
3. Characterise and differentiate the quality of input streams in relation to treatment options.
5. Review and critically discuss the existing experimental evidence on the performance of one or more specific treatment technologies.
6. Design and conduct an experimental test of an established or emerging treatment technology.
7. Propose and justify questions for further research in relation to emerging water and waste treatment technologies.

**Learning Outcomes: Process Intensification**

Students completing the major in Process Intensification will be able to:

1. Participate in current developments and applications of process intensification in chemical engineering from technical and non-technical perspectives.
2. Design novel equipment based on new production methods and technologies.
3. Critically compare and propose alternative engineering approaches to improving productivity and energy use in chemical processes.
4. Apply process-modelling techniques at multiple scales to develop a comprehensive understanding of real life production scenarios.
5. Identify and quantify potential productivity and efficiency gains from modelling data.
6. Propose and justify questions for further experimental research in relation to these technologies.
Appendix D

Additional information requested in support of Minor Course Amendment: New Majors in BE Honours (Chemical & Biomolecular Engineering)

1. Units with interdisciplinary context in the each major

University L&T Policy reference: Clause 18(3)(e)

“Majors . . . in undergraduate degrees, must include at the 3000-level: . . .

(ii) 1 x 6 credit point unit requiring the application of disciplinary skills and knowledge in an interdisciplinary context;”

Engineering is interdisciplinary by nature. Engineering applies the principles and methods from a range of science disciplines to real world problems typically involving a complex combination of human, commercial and environmental factors. Chemical engineering core units of study include content from maths, physics, chemistry disciplines with elements of computer studies and professional skills drawn from business, management, psychology and communications. The advanced electives listed for the major involve chemical engineering applications in a wide range of fields and contain additional interdisciplinary elements beyond what would be typical of chemical engineering units. Two types of interdisciplinary context are identified in the table on the next page. “Background contexts” identify interdisciplinary knowledge sources drawn upon in the unit while “Application contexts” identify the different fields where knowledge is applied.

2. Project based-units in the each major

University L&T Policy reference: Clause 18(3)(e)

“Majors . . . 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;

Projects requiring the integration and application of disciplinary knowledge and skills are found in the majority of advanced electives (level 3000 +) in both majors. In Process Intensification, all units, apart from one exception, include projects assessing integrated application of discipline knowledge. In Water and Environmental Treatment Processes, similarly, there is only one unit without project assessment. The type and weighting of project work for each unit in both majors is shown below alongside the interdisciplinary contexts.
### Interdisciplinary contexts and project assessment in *Process Intensification*

<table>
<thead>
<tr>
<th>Units</th>
<th>Project Assessment %</th>
<th>Interdisciplinary Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Breadth Units</strong>&lt;br&gt; (Choose two out of four)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG3808 Engineering Macromolecules &amp; Nanocomposites</td>
<td>30%&lt;br&gt;(Group project)</td>
<td><em>Background contexts</em>: chemistry, physics, polymer science, rheology&lt;br&gt;<em>Application contexts</em>: Food technology, biomedicine, electronics, nanoscience, construction materials.</td>
</tr>
<tr>
<td>CHNG3809 Laboratory and Industrial Practice</td>
<td>80%&lt;br&gt;(Group projects)&lt;br&gt;20%&lt;br&gt;(Individual reports)</td>
<td><em>Background contexts</em>: fluid flow, thermodynamics, mass transfer, heat transfer&lt;br&gt;<em>Application contexts</em>: mineral processing, food, water</td>
</tr>
<tr>
<td>CHNG5003 Green Engineering</td>
<td>60%&lt;br&gt;(Group projects)</td>
<td><em>Background contexts</em>: chemistry, thermodynamics, mass transfer, heat transfer&lt;br&gt;<em>Application contexts</em>: environmental management and sustainability, economics, energy, power production</td>
</tr>
<tr>
<td>CHNG5605 Bio-Products: Laboratory to Marketplace</td>
<td>55%&lt;br&gt;(Group project)</td>
<td><em>Background contexts</em>: biochemistry, microbiology, process design, product design, marketing&lt;br&gt;<em>Application contexts</em>: biomedicine, pharmaceuticals</td>
</tr>
<tr>
<td><strong>Advanced Depth Units</strong>&lt;br&gt; (Choose two out of five)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG5001 Process Systems Engineering</td>
<td>80%&lt;br&gt;(Group project)</td>
<td><em>Background contexts</em>: maths, physics, process control, process modelling&lt;br&gt;<em>Application contexts</em>: mineral processing, petrochemicals, pharmaceuticals, food</td>
</tr>
<tr>
<td>CHNG5004 Particles and Surfaces</td>
<td>n.a.</td>
<td><em>Background contexts</em>: maths, chemistry, particle mechanics&lt;br&gt;<em>Application contexts</em>: mineral processing, water, waste management, environmental management and sustainability</td>
</tr>
<tr>
<td>CHNG5008 Nanotechnology in Chemical Engineering</td>
<td>50%&lt;br&gt;(Group project)</td>
<td><em>Background contexts</em>: catalysis, nanoscience, biotechnology&lt;br&gt;<em>Application contexts</em>: green energy, waste valorisation, process economics, mechanical engineering</td>
</tr>
<tr>
<td>CHNG5603 Advanced Process Modelling &amp; Simulation</td>
<td>55%&lt;br&gt;(Group project)</td>
<td><em>Background contexts</em>: fluid mechanics, reactions, heat balance&lt;br&gt;<em>Application contexts</em>: biochemistry, biomedicine, food, computer science</td>
</tr>
<tr>
<td>CHNG5606 Advanced Food Processing</td>
<td>75%&lt;br&gt;(Group project)</td>
<td><em>Background contexts</em>: process control, product design, fluid mechanics, heat transfer, mass transfer&lt;br&gt;<em>Application contexts</em>: food science and technology</td>
</tr>
</tbody>
</table>

### In *Water and Environmental Treatment Processes*

<table>
<thead>
<tr>
<th>Units</th>
<th>Project Assessment</th>
<th>Interdisciplinary Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Breadth Units</strong>&lt;br&gt; (Choose two out of three)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG5005 Wastewater Engineering</td>
<td>30%&lt;br&gt;(Group project)</td>
<td><em>Background contexts</em>: physical chemistry, fluid mechanics, biochemical engineering, chemical kinetics&lt;br&gt;<em>Application contexts</em>: environmental management and sustainability, civil engineering</td>
</tr>
<tr>
<td>CHNG5601 Membrane Science</td>
<td>n.a.</td>
<td><em>Background contexts</em>: physical chemistry, fluid mechanics, thermodynamics, microbiology&lt;br&gt;<em>Application contexts</em>: water, waste management, biomedicine</td>
</tr>
<tr>
<td><strong>Advanced Depth Units</strong>&lt;br&gt; (Choose two out of two)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG5006 Advanced Wastewater Engineering</td>
<td>60%&lt;br&gt;(Group project)</td>
<td><em>Background contexts</em>: physical chemistry, fluid mechanics, biochemical engineering, chemical kinetics&lt;br&gt;<em>Application contexts</em>: environmental management and sustainability, civil engineering</td>
</tr>
<tr>
<td>CHNG5604 Advanced Membrane Engineering</td>
<td>80%&lt;br&gt;(Individual reports)</td>
<td><em>Background contexts</em>: physical chemistry, fluid mechanics, thermodynamics, microbiology&lt;br&gt;<em>Application contexts</em>: water, waste management, biomedicine, energy and power production</td>
</tr>
</tbody>
</table>
3. **Specification of Level 1000 and Level 2000 components for the two majors**

The proposed specification for the Year 1 and 2 stages of the new majors is:

- 6 credit points of 1000-level core units
- 6 credit points of 1000-level selective units
- 12 credit points of 2000-level selective units

The specification applies almost identically to both majors, apart from one minor difference in the level-2000 selection range. The differentiation between the two majors is otherwise concentrated in the 3000+ level units. The reason for the reduced differentiation in the early stage of the degree lies in the substantial body of core discipline knowledge that is necessary to achieve the advanced depth provided in each major. That body of core discipline knowledge is necessarily a shared body of knowledge for two majors that spring from the same disciplinary base. Each major has a similar balance between a foundation component (level 1000 and 2000 units) based on the common chemical engineering discipline core, and an advanced block of level 3000+ units, where the main differentiation occurs.
Non-Confidential

<table>
<thead>
<tr>
<th><strong>Author</strong></th>
<th>Associate Professor Deborah O’Mara, Academic Lead Assessment, Sydney Medical Program, Faculty of Medicine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewer/Approver</strong></td>
<td>Professor Inam Haq, Associate Dean Learning and Teaching, Faculty of Medicine</td>
</tr>
<tr>
<td><strong>Paper title</strong></td>
<td>Revised Course Resolutions (Progression Rules) for MD and MBBS for Academic Year 2018</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>This paper contains details on the revised course Resolutions- specifically the progression requirements for the MD and MBBS to start in academic year 2018.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from Sydney Medical School to amend the Bachelor of Medicine and Bachelor of Surgery; and
2. approve the amendment of course resolutions arising from the proposal with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The revisions to the Resolutions are focused on ensuring language and terminology are consistent with University nomenclature with regards to the following:

- Faculty of Medicine
- Course Director(s)
- In-semester assessment
- Final and integrated assessments

There has been no change to the Doctor of Medicine Admissions Resolutions that have previously been approved.

The Admission Resolutions for the MBBS have been rescinded as no new entrants to this degree will be accepted.

There is clarification of the Resolutions regarding Attendance Pattern (Clause 2 (3)).

The terminology in Clauses 5-7 has been made consistent

The terminology in clause 8 has been made consistent as above, and clarified to remove ambiguities.

**ATTACHMENTS**

Attachment 1: Bachelor of Medicine and Bachelor of Surgery Course Resolution amendment.
Bachelor of Medicine and Bachelor of Surgery

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the Coursework Rule), the Coursework Policy 2014, the Resolutions of the School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGMEDSUR-01</td>
<td>Bachelor of Medicine and Bachelor of Surgery</td>
</tr>
</tbody>
</table>

2 Attendance pattern

1. The attendance pattern in Stage 1 and Stage 2 of the Bachelor of Medicine and Bachelor of Surgery (MBBS) is full-time only.
2. Subject to subclause (3), the attendance pattern in Stage 3 of the Bachelor of Medicine and Bachelor of Surgery (MBBS) is normally full-time only. However, with the permission of the Co-Directors of the Sydney Medical Program, in exceptional circumstances it may be taken part-time.
3. In exceptional circumstances, and with the permission of the Director(s) of the Sydney Medical Program, students may defer a Stage 3 unit of study.

3 Admission to candidature

1. Available places will be offered to qualified applicants based on merit, according to the following admission criteria:
2. Admission to the Bachelor of Medicine and Bachelor of Surgery (MBBS) requires:
   a. completion of a bachelor degree comprising at least three full-time equivalent years of study from either:
      (i) an Australian university or self-accrediting higher education institution listed in the Australian Qualifications Framework; or
      (ii) an overseas university listed in the National Office of Overseas Skills Recognition Guide;
   b. performance in an admissions test approved by the Dean or Deputy Dean of the University of Sydney Medical School to a standard considered satisfactory by the School; and
   c. performance in an interview to a standard considered satisfactory by the Dean or Deputy Dean of the University of Sydney Medical School;
3. If the bachelor's degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition, have completed within this 10-year period a postgraduate degree or postgraduate diploma (or equivalent) from either:
   a. an Australian university or self-accrediting higher education institution listed in the Australian Qualifications Framework; or
   b. an overseas university listed in the National Office of Overseas Skills Recognition Guide;
4. An applicant will not be admitted to candidature for the MBBS unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the MBBS.
5. The official results listed on an applicant's transcript, and his or her admission test results, will be taken as the awarding and testing authorities' assessment of the academic standards reached by the applicant, taking due account of illness and misadventure according to the authorities' policies.
6. A person who has commenced the MBBS in a fee-paying or bonded place at the University will not be eligible for admission or transfer to a Commonwealth supported or non-bonded place in the MBBS;
7. The Dean, in exceptional circumstances, admit to the MBBS an applicant who has commenced studies in medicine at another University, provided that the applicant:
   a. has not previously applied unsuccessfully for admission to the University of Sydney;
   b. would have met the requirements for admission to the MBBS that were in place at the time the applicant was admitted to his or her previous course in medicine; and
   c. will complete at least 50 per cent of the MBBS at the University of Sydney.
8. Prior to admitting an applicant to the MBBS in accordance with subclause 3(7), the Dean will consider:
   a. the circumstances leading to the applicant's request for admission;
   b. whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the MBBS;
   c. the academic performance of the applicant in his or her previous course in medicine; and
   d. the availability of places in the MBBS in the relevant year.
9. The Dean may, prior to admitting an applicant to the MBBS in accordance with subclause 3(7), require the applicant to undertake a barrier examination that permits entry into the relevant year.
10. Subject to the approval of the Academic Board, the University of Sydney Medical School may establish special admission schemes for defined classes of applicant, including:
   a. applicants who are of rural origin;
   b. Indigenous applicants;
   c. The University of Sydney Medical School may establish a maximum quota for the number of applicants for admission as candidates for the MBBS within a special admission scheme;
   d. The University of Sydney Medical School will publish details of any special admission schemes approved by the Academic Board;
11. A committee consisting of the Dean, Deputy Deans and Head of the Medical Program may confirm or withdraw any offer of admission that is not in accordance with the resolutions relating to admissions current at the time. This committee may seek advice in reaching its decision.
4 Deferment

(1) Deferral of enrolment following the offer of a place in the Bachelor of Medicine and Bachelor of Surgery is permitted only in the following circumstances:

(a) progression to honours, masters or a PhD;
(b) under exceptional circumstances which could not be foreseen at the time of application;
(c) for completion of "professional years" where awarding of a bachelor's degree is dependent upon such completion only.

(2) Deferral will only be granted one year at a time and will not be expected to last longer than two years.

3 Course Structure and Units of Study

(1) The MBBS Program is an integrated program of study framed by four Themes that run across all four years. These themes are:

(a) Basic and Clinical Sciences (BCS)
(b) Patient and Doctor (Pt-Dr)
(c) Population Medicine (PopMed); and
(d) Personal and Professional Development (PPD).

(2) In addition to the units of study encompassed in the Themes, all students must complete:

(a) an independent learning assignment (ILA); and either
(b) a Research Project; or
(c) an Elective Term.

(3) The MBBS Program is divided into three Stages:

(a) Stage 1 comprises Year 1
(b) Stage 2 comprises Year 2
(c) Stage 3 comprises Year 3 and Year 4.

Stages 1 and 2

(4) Stages 1 and 2 both start at the beginning of February and finish late in November.

(5) Students attend their allocated Clinical Schools for at least one day each week and classes on the University's main Camperdown campus for the rest of the week.

(6) In both Stage 1 and Stage 2 the course is delivered as a series of 10 sequential blocks.

(a) the first block in Stage 1 is designed to provide orientation and a foundation for the subsequent blocks.
(b) eight of the blocks focus on a particular organ system from both basic science and clinical perspectives, with an emphasis on the scientific foundations of clinical reasoning and clinical practice.
(c) the last block in Stage 2 covers Cancer and Palliative care.

(7) Content relating to each of the four Themes is delivered across and within each block. The blocks are as follows:

(a) Stage 1
(i) Orientation and Foundation Studies
(ii) Musculoskeletal Sciences
(iii) Respiratory Sciences
(iv) Haematology
(v) Cardiovascular Sciences
(b) Stage 2
(i) Neurosciences and Vision and Behaviour
(ii) Endocrine, Nutrition, Sexual Health and HIV
(iii) Renal and Urology
(iv) Gastroenterology, Nutrition, and Drug and Alcohol
(v) Oncology and Palliative Care
(c) The Haematology Block in Stage 1 and the Oncology and Palliative Care Block in Stage 2 are delivered mainly at the Clinical Schools. During these blocks, students attend their allocated Clinical Schools for four days, visiting the Camperdown campus to attend teaching sessions for one day each week, thus equating to full-time attendance during these blocks.

(8) Units of study

(a) The units of study that may be taken for the course are set out in the Table of Units of Study: Bachelor of Medicine and Bachelor of Surgery
(b) The units of study in Stages 1 and 2 correspond to the four Themes.
(c) Stage 4 Semester 2 contains the Independent Learning Assignment (ILA), a student led project that must be completed by the end of Stage 2.

Stage 3

(9) Stage 3 consists mainly of clinical immersion, supported by lectures and structured tutorials.

(10) Students are based full-time in their allocated Clinical Schools.

(11) Year 3 begins in January and ends in December.

(12) Year 4 begins in March and ends in October-November, depending on individual students progression.

(13) Stage 3 students must complete either a Research Project or the Elective term.

(a) Research Project students who meet the required academic criteria for both their Research Project and the MBBS Program overall may be eligible for the award of MBBS (Honours).

(i) The Research Project must be completed by 30 June, Year 4.
(ii) Students work on their research concurrently with their clinical placements during Year 3 and most students dedicate some weeks between December of Year 3 and March of Year 4 (the elective term period) to full time work on their Research Project.
(iii) Students who have made exceptionally good progress on their research project by the end of Year 3 may be permitted to also undertake an elective term placement, provided that doing so will not compromise their capacity to finish their research project or meet other academic requirements of Stage 3.

(b) MBBS students who elect to undertake the eight-week Elective Term, complete it between December of Year 3 and March of Year 4.

(14) The Stage 3 curriculum comprises eight by eight-week blocks, four themes, the Research Project or the Elective Term, and a Pre-Internship term (PRINT).

(a) eight eight-week clinical blocks;
(b) the Research Project; or
(c) the Elective Term; and
(d) a four-week Pre-Internship Term (known as PRINT).

(15) Students must complete all these components successfully in order to graduate.

(16) Students undertake the eight clinical blocks in four different sequences known as streams. This ensures that students are evenly distributed across the available clinical teaching facilities.
(17) Students express preferences for one of the four streams and are allocated during Year 2, in anticipation of the commencement of Stage 3.

(18) Content relating to each of the four Themes is delivered across and within each Core Block and Specialty Block.

(19) The eight clinical blocks are as follows:

(a) Core Blocks
   (i) Medicine 3 (Year 3)
   (ii) Surgery (Year 3 or Year 4)
   (iii) Medicine 4 (Year 4)
   (iv) Critical Care (Year 3 or Year 4)

(b) Specialty Blocks:
   (i) Community Medicine (Com) (Year 3)
   (ii) Perinatal and Women's Health (PWH) (Year 3 or Year 4)
   (iii) Psychiatry and Addiction Medicine (PAAM) (Year 3 or Year 4)
   (iv) Child and Adolescent Health (CAH) (Year 3 or Year 4)

(20) The Elective Term consists of either one eight-week placement, or two four-week placements, at approved sites within or outside Australia.

(21) Most elective term placements are clinical but students may undertake a research placement if they are not simultaneously enrolled in a concurrent research higher degree.

(22) PRINT is completed after students have completed all Core and Specialty Blocks and Elective Term (and/or Research Project) requirements.

(23) Three sequential PRINT terms are offered, each of four weeks duration; students must successfully complete one of these to graduate.

(24) Students in Stage 3 enrol each semester in units of study corresponding to the Core Block and Specialty Blocks that they will undertake during that semester.

(25) Students in Year 3 enrol in:

(a) five clinical blocks (two Core and three Speciality)
(b) four Themes

(26) Students in Year 4 enrol in:

(a) three clinical blocks (two Core and one Speciality)
(b) Elective term; or
(c) Research Project
(d) PRINT
(e) four Themes

4 Assessment

(1) The Bachelor of Medicine and Bachelor of Surgery is an integrated program and assessment occurs throughout each year, not exclusively in the designated University of Sydney Examinations periods.

(2) Assessment is designed to test examine:

(a) knowledge and understanding of content delivered across all four Themes
(b) clinical skills; and
(c) professional skills.

(3) Details of assessment requirements in each Stage, including the structure, content and overall contribution to unit of study results for each examination, are available for enrolled students on the Sydney Medical Program MD Learning Management System (Compass).

(a) Stage 1
   (i) Three Single Best Answer (SBA) examinations Two in-semester examinations and one final examination
   (ii) Two skills-based practical Examinations in Anatomy and one in Pathology
   (iii) One Clinical Placement assessment
   (iv) One Objective Structured Clinical Examination (OSCE)
   (v) Completion of requirements for the ILA (and/or Research Project)

(b) Stage 2
   (i) Two SBA-based examinations One in-semester examination and one final examination
   (ii) Two practical examinations in Anatomy Two skills-based examinations in Anatomy and one in Pathology
   (iii) Two practical examinations in Pathology
   (iv) A Population Medicine short written exam answer
   (v) Clinical Placement assessment.
   (vi) One OSCE Objective Structured Clinical Examination (OSCE)
   (vii) Completion of requirements for the Independent Learning Activity (ILA)
   (viii) Other required assessments approved by the MD Program Committee

(c) Stage 3
   (i) One SBA examination in September of each of the final integrated Stage 3 Barrier Examination for Year 3 and Year 4 that includes summative assessments for core and specialty blocks.
   (ii) Practice Long Case examination assessments in the Core Medicine 3 and Medicine 4 Blocks
   (iii) Clinical Placement assessments in the Core Medicine 3, Medicine 4, Surgery and Critical Care blocks
   (iv) Specialty Block in term work/semester placement assessments
   (v) Specialty Block in term work/semester assessments and skill-based assessments and assignments (where applicable) for each Specialty Block completed undertaken
   (vi) Assessment of an Elective Term placement report or Examination of the Research Project
   (vii) Long Case Examination in August of Year 4
   (viii) PRINT placement assessment
   (ix) Other required assessments approved by the MD Program Committee

5 Requirements for award

(1) All units of study in the MBBS Program are prescribed and must be taken in the Stage of enrolment to which they correspond. They are set out in the Table of Undergraduate Units of Study for the Bachelor of Medicine and Bachelor of Surgery.

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

(a) 48 credit points in Stage 1
(b) 48 credit points in Stage 2
(c) 66 credit points in Stage 3

6 Progression rules

All Stages
Candidates for the MBBS degree must enrol in all the prescribed units of study in each Stage and Year of the MBBS Program.

(2) Candidates must pass all Themes and in all prescribed units of study in order to progress to the next Stage.

(3) Candidates who do not meet the attendance requirements of each Stage, as detailed in the Sydney Medical Program Attendance Policy/Faculty local provisions (http://sydney.edu.au/policies/showdoc.aspx?recnum=PD2015/399&RendNum=0), will need approval by the Co-Director(s) of the Sydney Medical Program and/or the relevant Examination Committee to be permitted to continue their candidature and/or take the examinations.

(4) In accordance with the Sydney Medical Program Statement of Expectations (SoE) and the Sydney Medical Program Professionalism and Conduct Policy 2014, candidates who for the degree who demonstrate significant or repeated unprofessional behaviour may be required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature—Facility local provisions, (http://sydney.edu.au/policies/showdoc.aspx?recnum=PD2013/336&RendNum=0 and http://sydney.edu.au/policies/showdoc.aspx?recnum=PD2013/335&RendNum=0), candidates who demonstrate serious or repeated unprofessional behaviour may be required to show cause as to why their enrolment should be continued. Failure to show cause may result in exclusion from the course.

(5) Candidates who fail one of the Stage or Year SBA examinations may be offered an opportunity, a supplementary SBA examination by the responsible Examination Committee, taking into account the candidate’s performance level compared to the set passing standard, the candidate’s attendance record, performance in other examinations, past academic history and adherence to the professionalism standards detailed in Faculty local provisions.

(6) Candidates who fail the supplementary SBA examination:assessment for a theme or unit of study will repeat the applicable Stage or Year in its entirety, unless, in accordance with Part 15 of the University of Sydney Coursework Policy 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature—exclusion from the course.

(7) Subject to Clause 11 (Time Limits) of the Course Resolutions, candidates may only repeat one of Stage 1, Stage 2, Stage 3 (Year 3), or Stage 3 (Year 4) once.

(8) Candidates who are required to repeat a Stage or Year must repeat the entire Stage or Year, including all Themes and all prescribed units of study. No credit is given for any unit of study or Theme in the repeat Stage or Year.

(9) The only exceptions to Clause 8 are in relation to the units of study for the Elective Term and/or the Research Project units of study. If the candidate has not met the requirements for those units of study as set out in the corresponding unit of study outline, they will be exempt from repeating them.

A supplementary assessment for the Stage 1 or 2 BCS Theme will not be granted to candidates who achieve a mark 2 or more SEM below the pass mark.

(10) Candidates who fail a supplementary assessment in Stage 1 will not be eligible for a supplementary assessment in the same theme in Stage 2.

Stage 3 Years 3 and 4

(15) Candidates in Stage 3 must pass the both Core Blocks in each Year of Stage 3 in order to be permitted to take the September SBA Integrated Stage 3 Barrier Examination.

(16) Candidates in Stage 3 may only fail more than one of a Core Block or Specialty Block and for to continue the year.

(17) Candidates who fail a Core Block will repeat that Core Block in its entirety in the same academic year. The Specialty Block that has been failed may be repeated by the repeated Core Block will be completed in the final academic term of Year 4.

(18) Candidates who fail one Specialty Block in Stage 3 may repeat it in the final academic term of Year 4 if they have not failed any other block, unit of study or, Theme, Long Case Examination or SBA examination the integrated Stage 3 Barrier Examination on the first attempt.

(19) Subject to subclause (20), candidates who fail a single Specialty Block or the September SBA Integrated Stage 3 Barrier Examination or the Long Case Examination may be granted a replacement or supplementary examination:assessment. Eligibility for a replacement or supplementary examination:assessment will be determined by the responsible Examination Committee, taking into account the candidate's performance level compared to the set passing standard, the candidate’s attendance record, performance in other examinations, past academic history and adherence to the professionalism standards detailed in the Statement of Expectations—Faculty local provisions.

(20) A supplementary examination:assessment for the integrated Stage 3 Barrier Examination or a Specialty Block in-term assessment will not be granted to candidates who achieve a mark of two or more SEM below the pass mark.

(21) Candidates who are eligible for the integrated Stage 3 a Supplementary Examination will be provided with remediation prior to the supplementary exam and will not be permitted to continue to their last scheduled clinical Block in Year 3 or Year 4.

(22) Candidates who fail the replacement or supplementary Stage 3 Supplementary SBA Examination or the replacement or Supplementary Long Case Examination will repeat the applicable Stage or Year in its entirety, unless, in accordance with Part 15, of the University of Sydney Coursework Policy 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature—exclusion from the course.

(23) Candidates who fail two or more of:

(a) a Core Block;
(b) a Specialty Block; or the replacement or supplementary Specialty Block examination;
(c) the September SBA Integrated Stage 3 Barrier Examination; or the replacement or supplementary SBA examination;
(d) a Theme;
(e) the Long Case Examination; or the replacement or supplementary Long Case examination;
(f) the Elective Term; or the Research Project.

will repeat the applicable Year, unless, in accordance with Part 15 of the University of Sydney Coursework Policy 2014 they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature—exclusion from the course.
(24) Candidates who fail the Research Project unit of study and no other unit of study, Theme or block will be required to undertake remediation in the form of an 8-week Elective Term placement prior to the end of Year 4.

(25) Candidates who fail the Year 4 Research Project remediation will repeat the Year 4 in its entirety, unless, in accordance with Part 15, of the University of Sydney Coursework Policy 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in suspension of candidature and exclusion from the course.

Stage 3 Year 3

(26) Candidates must pass all the Year 3 Core Blocks, and the integrated Stage 3 Year 3 September GBA/Barrier Examination (or the integrated Stage 3 Year 3 Supplementary Examination) in order to be eligible to take the Elective Term unit of study.

(27) A candidate who is repeating Year 3 is required to successfully complete shall include 40 weeks of clinical placement (two Core, three and Specialty Blocks in total, each of eight weeks’ duration).

Stage 3 Year 4

(28) Only candidates who have passed all eight Core Blocks and Specialty Blocks; the Elective Term or the Research Project; all Year 3 examinations; Themes and Units of Study; satisfied all of the academic requirements of Stage 3 Year 3 and Year 4 will be permitted to enrol in the PRINT term.

(29) Students who fail their PRINT term will repeat it in the next available PRINT term, which may be in the following academic year if a candidate has failed the last of the available PRINT terms in that academic year.

(30) A candidate who is repeating Year 4 is required to successfully complete shall include 36 weeks of clinical placement (four Core Blocks/ and Specialty Blocks in total, each of eight weeks duration, and a four week PRINT term).

7 Requirements for the honours degree

(1) Honours is available to meritorious candidates who complete an alternative set of units of study in the final year of the program. Candidates enrolled in the degree part-time are not eligible to enrol in Honours.

(2) To qualify for admission to the honours program a candidate should, without repeating a Stage, achieve:

(a) a satisfactory result in the Stage 1, 2 and 3 in all Themes on the first attempt written exam; and

(b) a satisfactory result in Stage 1 and a portfolio on Personal and Professional Development; and

(c) a minimum result of 75% in the Stage 2 Total BCS Score written exam; and

(d) a satisfactory result in the Stage 2 practical exam Year 4 Long Case Examination on the first or second attempt; and

(e) a minimum average mark of 75% in the remaining five graded units of study completed in Stage 3 Year 3; and

(f) a minimum average mark of 75% in the remaining five graded units of study completed in Stage 3.

(3) To qualify for the award of the honours degree a candidate must successfully complete the requirements for the degree in the minimum standard full time duration and:

(a) complete the 12 credit point research unit of study described in the table of units for the degree with a minimum mark of 70; and

(b) achieve a minimum average mark of 75% in the Years 3 and 4 written exam Integrated Stage 3 Barrier Examination and across all eight graded units of study.

8 Honours weighted average mark (HWAM)

(1) The HWAM in the University of Sydney Medical School is calculated from the results in the 80 credit points of core units of study in Stage 3, plus the honours mark which will be given double weighting.

(2) The HWAM is calculated using the following formula:

\[
\text{HWAM} = \frac{\text{sum}(Wc \times Mc)}{\text{sum}(Wc)}
\]

Where Wc is the Stage 3 unit of study credit points x the Stage 3 unit weighting and Mc is the mark achieved for the Stage 3 unit. The mark used for units with a grade AF is zero.

(3) All Stage 3 units are weighted 1 except the research unit of study which is weighted 2.

9 Award of the degree

(1) The Bachelor of Medicine and Bachelor of Surgery is awarded as either Pass or Honours. The honours degree is awarded in classes ranging from First Class to Second Class, Division Two. The class of honours is awarded on the basis of a student’s HWAM as below:

<table>
<thead>
<tr>
<th>Description</th>
<th>HWAM Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>80 &gt;= HWAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 &lt;= HWAM &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 &lt;= HWAM &lt; 75</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>HWAM &lt; 70</td>
</tr>
</tbody>
</table>

(2) An honours candidate who obtains a mark of less than 70 in a research unit of study, or a HWAM of less than 70, will not be awarded honours and will be awarded the pass degree.

(3) An honours candidate who fails the research unit of study will be required to undertake the elective unit of study at the end of the program as an additional unit in order to achieve the correct number of credit points required for the award of the pass degree.

10 University medal

A student with an HWAM of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the school to the highest achieving students who in the opinion of the school have an outstanding academic record.

11 Time Limits

(1) Subject to sub-clause 11(2), a candidate for the MBBS must complete the requirements for the degree within five calendar years.

(2) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the MBBS to a maximum of 10 years.

12 Credit for previous study

Advanced standing and credit for previous study is not available in this degree except where approved by the Dean for the purposes of subclause 9(7).
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Christie Adamson, Manager (Education Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Lisa Conlon, Director of Pre-registration Programs</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor Course Amendment: Bachelor of Nursing (Post-registration)</td>
</tr>
<tr>
<td>Purpose</td>
<td>To amend the course resolutions and the unit of study table of the Bachelor of Nursing (Post-Registration).</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Post-registration);
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from Semester 1, 2018; and
3. approve the amendment to the Unit of Study Table arising from the proposal, with effect from Semester 1, 2018.

EXECUTIVE SUMMARY

The Bachelor of Nursing (Post-registration) off-shore component is taught by Sydney Nursing School at the Singapore Institute of Management. The resolutions for the Bachelor of Nursing (Post-registration) has been updated to provide clarity around the structure of the course and allowable credit limits. The degree is currently structured to allow students who have completed a certificate or diploma in Nursing to convert their studies to a bachelor degree by completing 48 credit points. Students receive credit for their previous studies as part of their admission to the degree.

The changes to the resolutions ensure that candidates will not be awarded credit in excess of 96 credit points. This is in line with the Coursework Rule and the maximum allowable credit that can be granted towards a coursework award. Previously, students who had completed a diploma could apply for credit for an additional 6 credit points with a Dean’s waiver. The changes to the resolutions remove this allowance to ensure student equity across the cohort.

The Bachelor of Nursing (Post-registration) has 2 intakes per year and the study pattern changes based on when a student commences the degree. This unit of study table has been amended to capture the 3 study patterns which are as follows:

1. Semester 1 intake, 2 years part-time
2. Semester 2 intake, 2 years part-time
3. Semester 2 intake, 1 year part-time

BACKGROUND / CONTEXT for UoS table changes

The unit of study table currently in use only has 2 tables, for 1 year part-time and 2 years part-time. The unit of study table shows 3 clear degree pathways depending on the study pattern a student wishes to follow.
CONSULTATION

The changes to the resolutions were approved by the Faculty’s Curriculum Subcommittee on 3 August 2017. The amendments were then approved by the Faculty Board on 7 August 2017.

The unit of study table was approved by the Faculty Curriculum Subcommittee on 17 July 2017. The changes were then approved by Faculty Board on 7 August 2017.

RISKS / BENEFITS

Analyse the risks and benefits associated with the proposal. Explain how the risks will be managed and what benefits will be achieved.

IMPLEMENTATION

The proposed changes to the course resolutions and the unit of study tables will be for inclusion in the 2018 handbook.

COMMUNICATION

The study pattern will be communicated to commencing students prior to enrolment and distributed to relevant Sydney Nursing School staff.

ATTACHMENTS

Attachment 1: Bachelor of Nursing Post Registration Amended Resolutions
Attachment 2: Bachelor of Nursing Post Registration Amended Resolutions Introduction
Attachment 3: Bachelor of Nursing Post Registration Revised Unit of Study Table
<table>
<thead>
<tr>
<th>Submission To</th>
<th>Undergraduate Studies Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>19 September 2017</td>
</tr>
<tr>
<td>Item No</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Non-Confidential
Bachelor of Nursing (Post-registration)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUNUPORE-01</td>
<td>Bachelor of Nursing (Post-registration)</td>
</tr>
<tr>
<td>BUNUPORE-02</td>
<td>Bachelor of Nursing (Post-registration) (off-shore)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course may be full time or part time and will be determined in consultation with the Director.

3 Admission to candidature

(1) This course does not lead to registration as a nurse in Australia. Applicants who hold qualifications not recognised for registration as a nurse in Australia are permitted to enrol in this course, but will not be eligible for registration in Australia upon completion.

(2) Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admission criteria.

(3) Admission to the on-shore program requires:
   (a) English language proficiency requirements as detailed in the school resolutions; and
   (b) a qualification at the certificate or diploma level which leads to registration as a nurse in Australia or another country; and
   (c) employment as a registered nurse for a period of at least 6 months within the last two years at the time of enrolment.

(4) Admission to the off-shore program in Singapore requires:
   (a) O level English or English language proficiency requirements as detailed in the school resolutions; and
   (b) a Diploma in Nursing from Nanyang Polytechnic or Ngee Ann Polytechnic Singapore; or
   (c) an approved Diploma in Nursing from an approved institution; or
   (d) a Certificate in Nursing from the Singapore School of Nursing, or its equivalent; and
   (e) current registration with the Singapore Nursing Board.

4 Requirements for award

(1) The units of study that may be taken for the course are set out in the units of study table for the Bachelor of Nursing (Post-registration).

(2) To qualify for the award of the Bachelor of Nursing (Post-registration) degree candidates must complete 144 credit points, including credit granted for certificate or diploma studies at the time of admission. To qualify for the award, candidates must complete the remaining credit points as follows:
   (a) Candidates who hold an admission qualification at the diploma level must successfully complete a minimum of 24 credit points as outlined in the units of study table.
   (b) Candidates who hold an admission qualification at the certificate or diploma level must successfully complete 48 credit points from the units of study available.
   (c) Off-shore candidates must successfully complete 48 credit points from the units of study available.

5 Award of the degree

The Bachelor of Nursing (Post-registration) is awarded at the Pass level only.

6 Time limits

A candidate must complete all the requirements for the course within four years of first enrolment, including periods of suspension.

7 Credit for previous study

(1) Credit granted for certificate or diploma level studies may not exceed 96 credit points.

(2) Credit granted for diploma level studies may not exceed 120 credit points.

8 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2016 and students who commenced their candidature prior to 1 January, 2016 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2023. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
### Bachelor of Nursing (Post-registration) offshore (Singapore)

This offshore course is conducted in Singapore by the University of Sydney in conjunction with the Singapore Institute of Management Pty Ltd. Graduates of this course receive their award from the University of Sydney. The course is offered over one year part time or two years part time and is taught in the block mode with online support.

The face-to-face component each semester is delivered in a two-week teaching blocks at the beginning of during the semester with some units having additional face-to-face hours mid-semester. There are two intakes per year commencing in January/February and June/July. Teaching is conducted by academic staff from Sydney Nursing School.

### Course structure

The course structure for international offshore students studying in Singapore is outlined in the unit of study table, as per the Singapore Nursing Board Requirements.

### Bachelor of Nursing (Post-registration)

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

### Course resolutions

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<tr>
<td>BUNUPORE-01</td>
<td>Bachelor of Nursing (Post-registration)</td>
</tr>
<tr>
<td>BUNUPORE-02</td>
<td>Bachelor of Nursing (Post-registration) (off-shore)</td>
</tr>
</tbody>
</table>

### Attendance pattern

The attendance pattern for this course may be full time or part time and will be determined in consultation with the Director.

### Admission to candidature

1. This course does not lead to registration as a nurse in Australia. Applicants who hold qualifications not recognised for registration as a nurse in Australia are permitted to enrol in this course, but will not be eligible for registration in Australia upon completion.
2. Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admission criteria.
3. Admission to the on-shore program requires:
   a. English language proficiency requirements as detailed in the faculty resolutions; and
   b. a qualification at the certificate or diploma level which leads to registration as a nurse in Australia or another country; and
   c. employment as a registered nurse for a period of at least 6 months within the last two years at the time of enrolment.
4. Admission to the off-shore program in Singapore requires:
   a. O level English or English language proficiency requirements as detailed in the faculty resolutions; and
   b. a Diploma in Nursing from Nanyang Polytechnic or Ngee Ann Polytechnic Singapore; or
   c. an approved Diploma in Nursing from an approved institution; or
   d. a Certificate in Nursing from the Singapore School of Nursing, or its equivalent; and
   e. current registration with the Singapore Nursing Board.

### Requirements for award

1. The units of study that may be taken for the course are set out in the units of study table for the Bachelor of Nursing (Post-registration).
2. To qualify for the award of the Bachelor of Nursing (Post-registration) degree candidates must complete 144 credit points, including credit granted for certificate or diploma studies at the time of admission. To qualify for the award, candidates must complete the remaining credit points as follows:
   a. Candidates who hold an admission qualification at the diploma level must successfully complete a minimum of 24 credit points as outlined in the units of study table.
   b. Candidates who hold an admission qualification at the certificate or diploma level must successfully complete 48 credit points from the units of study available.

### Award of the degree

The Bachelor of Nursing (Post-registration) is awarded at the Pass level only.

### Time limits

A candidate must complete all the requirements for the course within four years of first enrolment, including periods of suspension.

### Credit for previous study

1. Credit granted for certificate or diploma level studies may not exceed 96 credit points.
2. Credit granted for diploma level studies may not exceed 120 credit points.

### Transitional provisions

1. These resolutions apply to students who commenced their candidature after 1 January, 2018 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.

For internal use by University of Sydney staff only.
Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2023. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Nursing (Post-registration)

Singapore offshore (Semester 2 intake, 1 year part time)

This study pattern is for international (offshore) students studying in Singapore part-time. Students must complete 48 credit points, as follows:

<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>SNGP3001 Nursing Knowledge and Practice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SNGP3002 Comprehensive Nursing Assessment</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SNGP3003 Comprehensive Nursing AssessmentClinical and Patient Education</td>
<td>6</td>
<td>P: 12 unspecified credit points</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SNGP3010 Primary Health Care &amp; Clinical Governance NursingManagement and Clinical Governance</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SNGP3007 Nursing Management and Clinical Governance Inquiry and Research in Nursing</td>
<td>6</td>
<td></td>
<td></td>
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<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SNGP3006 Inquiry &amp; Research in Nursing Nursing Knowledge and Practice</td>
<td>6</td>
<td></td>
<td></td>
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<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SNGP3004 Clinical Practice Project Law and Ethics in Health Care</td>
<td>6</td>
<td>P: 12 unspecified credit points</td>
<td></td>
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<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SNGP3011 Law &amp; Ethics in Health Care Primary Health Care and Community Nursing</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

NOTE: SNGP3003 and SNGP3011, SNGP3001, and SNGP3009 will be offered in Semester 1 and Semester 2 to accommodate mid-year entry

Singapore offshore (Semester 1 intake, 2 years part time)

This study pattern is for international (offshore) students studying in Singapore part-time commencing in January. Students must complete 48 credit points, as follows:

Year 1, Semester 1

<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>SNGP3005 Nursing Management and Clinical Governance</td>
<td>6</td>
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<tr>
<td>SNGP3007 Inquiry and Research in Nursing</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

NOTE: SNGP3001 and SNGP3009 will be offered in Semester 1 and Semester 2 to accommodate mid-year entry

Year 1, Semester 2

<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>
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<tbody>
<tr>
<td>SNGP3009 Nursing, Knowledge and Practice</td>
<td>6</td>
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<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SNGP3001 Comprehensive Nursing Assessment</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

Year 2, Semester 1

<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>SNGP3004 Clinical Practice Project</td>
<td>6</td>
<td>P: 12 unspecified credit points</td>
<td></td>
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<td></td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>SNGP3010 Law and Ethics in Health Care</td>
<td>6</td>
<td></td>
<td></td>
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<td>Semester 1, Semester 2</td>
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</table>

Year 2, Semester 2

<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>
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<tbody>
<tr>
<td>SNGP3003 Clinical and Patient Education</td>
<td>6</td>
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<td>Semester 1, Semester 2</td>
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<tr>
<td>SNGP3011 Primary Health Care and Community Nursing</td>
<td>6</td>
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</tr>
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</table>

Singapore offshore (Semester 2 intake, 2 years part time)

This study pattern is for international (offshore) students studying in Singapore part-time commencing in January. Students must complete 48 credit points, as follows:

Year 1, Semester 24
<table>
<thead>
<tr>
<th>Course Code</th>
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<td>SNGP3007</td>
<td>Inquiry and Research in Nursing SNGP3001 Comprehensive Nursing Assessment</td>
<td>6</td>
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<td>SNGP3005</td>
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<td>SNGP3003</td>
<td>Clinical &amp; Patient Education SNGP3010 Law and Ethics in Health Care</td>
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<tr>
<td>SNGP3004</td>
<td>Clinical Practice Project SNGP3004 Clinical and Patient Education</td>
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<td>SNGP3010</td>
<td>Law &amp; Ethics in Health Care SNGP3011 Primary Health Care and Community Nursing</td>
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<td>Semester 2</td>
</tr>
</tbody>
</table>

**NOTE:** SNGP3001 and SNGP3009 will be offered in Semester 1 and Semester 2 to accommodate mid-year entry.

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This study pattern is for international (offshore) students studying in Singapore part-time commencing in July. Students must complete 48 credit points, as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
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<td>Year 2</td>
<td>Semester 2</td>
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<tr>
<td>Year 2</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Christie Adamson, Manager (Education Support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Lisa Conlon, Director of Pre-registration Programs</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment to the Unit of Study Table for Bachelor of Nursing (Advanced Studies)</td>
</tr>
<tr>
<td>Purpose</td>
<td>To amend the Bachelor of Nursing (Advanced Studies) table for the inclusion of co-requisites</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Advanced Studies); and
2. approve the amendment to the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

**EXECUTIVE SUMMARY**

The amendment to the unit of study table is to record NURS1002 Health Assessment and NURS1004 Nursing, Knowledge Practice and Policy be listed as co-requisites in full and part-time study patterns. NURS1004 contains essential knowledge and skills required for the safe and successful completion of the first clinical placement which is undertaken in NURS1002. This is automatically covered by the full-time study pattern but part-time students must undertake NURS1004 in Year 1 Semester 1 before undertaking NURS1002 in Year 2 Semester 1 of their candidature. Students who may fail a unit or fall out of pattern may miss NURS1004 which seriously compromises their ability to successfully complete NURS1002.

The reason that NURS1004 cannot be listed as a pre-requisite for NURS1002 is due to the full-time study pattern where both units are taken concurrently. If this was the case, all full-time students would need to request special permission to enrol in NURS1004.

**BACKGROUND / CONTEXT**

This issue arose due to students falling out of their study pattern in their first year of the Bachelor of Nursing (Advanced Studies). The students were about to go out on clinical placement without the essential skills taught in NURS1004. Sydney Nursing School had to arrange separate training to ensure these students would have the requisite skills to complete their clinical placement successfully. It was not possible to list NURS1004 as a compulsory prerequisite to NURS1002 as this would create issues for full time candidature where these 2 units are taken concurrently. It was therefore determined that NURS1004 and NURS1002 should be listed as compulsory co-requisites with a recommendation that NURS1004 needs to be attempted prior to NURS1002.

**ISSUES**

NURS1004 cannot be listed as a pre-requisite for NURS1002 as full-time students take these units concurrently. If this was the case, all full-time students would need to request special permission to enrol in
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the first year first semester study pattern. This would create additional administrative work for Faculty Services and timetable planning with Sydney Nursing School.

CONSULTATION

The changes to the co-requisites were approved by the Faculty’s Curriculum Subcommittee on 17 July 2017. They were then approved by the Faculty Board on 7 August 2017.

RISKS / BENEFITS

This should ensure that students are aware that they must have the knowledge acquired in NURS1004 either while undertaking NURS1002 or before they undertake NURS1002.

IMPLEMENTATION

The changes will be implemented in the 2018 handbook.

ATTACHMENTS

Attachment 1: Bachelor of Nursing Advanced Studies Amended Unit of Study Table Part Time Pattern
Attachment 2: Bachelor of Nursing Advanced Studies Amended Unit of Study Table Full Time Pattern
Attachment 3: Unit of Study Descriptions for NURS1004 and NURS1002
<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>
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<table>
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<tr>
<th>Unit of study</th>
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<th>A: Assumed knowledge</th>
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<td>NURS2003 Contexts of Health and Disease</td>
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<td>NURS3012 Life Limiting Conditions and Palliation</td>
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<td>NURS3015 Australian Health Care System</td>
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NURS1002 Health Assessment

Level: 01       Credit Points: 6

Availability: S1C ND-MS

Departmental Permission Sessions:

Sessions Excluded From Module Registration:

Description: Health assessment of individuals, families and groups is the foundation of accurate nursing judgements, and is a process that occurs with each nurse-patient encounter. It represents the first step of the Framework for Practice Thinking which will be introduced in this unit of study. The student will be introduced to the theoretical and practice aspects of health assessment and how assessment assists in making clinical judgements that form the basis for planning, implementing and evaluating nursing care. Processes to collect physiological, psychosocial, developmental, sociocultural and spiritual data, in both objective and subjective forms will be discussed and students' skills in the use of health assessment tools developed.

Coordinator:

Classes: 13x2-hr lectures, 6x2-hr tutorials, 12x2-hr labs and clinical placements (80-hrs)

Practical Work:

Assessment: Student assessment (100%) conducted throughout the semester, as advised within the relevant unit of study outline

Textbook:

Additional Info:

Prerequisites:

Prohibitions:

Compulsory Co-requisites:

Recommended Co-requisites: NURS1004

Assumed Knowledge: Students cannot undertake NURS1002 before attempting NURS1004

NURS1004 Nursing Knowledge, Practice and Policy

Level: 01       Credit Points: 6

Availability: S1C ND-MS

Departmental Permission Sessions:

Sessions Excluded From Module Registration:
**Description:** This unit explores nursing from historical, philosophical, theoretical and contemporary perspectives. It aims to develop knowledge and mindful action in nursing practice by introducing students to the Framework for Practice Thinking and the concept of person-centred care. The unit of study will also provide students with a 'toolkit' of fundamental nursing and communication skills applicable across the lifespan which recognise the diversity of different cultural groups.

**Coordinator:**

**Classes:** 13x2-hr lectures, 5x2-hr tutorials and 5x2-hr labs

**Practical Work:**

**Assessment:** Student assessment (100%) conducted throughout the semester, as advised within the relevant unit of study outline

**Textbook:**

**Additional Info:**

**Prerequisites:**

**Prohibitions:**

**Compulsory Co-requisites:**

**Recommended Co-requisites:** NURS1004

**Assumed Knowledge:** Students must attempt NURS1004 before undertaking NURS1002
Confidential OR Non-Confidential

Author
Christie Adamson, Manager (Education Support)

Reviewer/Approver
Dr Lisa Conlon, Director of Pre-registration Programs

Paper title
Bachelor of Nursing (Honours) Minor Course Amendment

Purpose
To amend the resolutions to match the new unit of study codes in the Bachelor of Nursing (Honours) degree.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Honours); and
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from Semester 1, 2018.

EXECUTIVE SUMMARY

The unit structure of the Bachelor of Nursing (Honours) was updated for 2017 and the unit codes amended to 4 unit codes of 12 credit points each. The unit codes in the resolutions were not updated to reflect the amended unit codes. NURS4020 Theory, Method and Ethics in Research and NURS4021 Honours Thesis A was 6 credit points and was updated to NURS4025 Theory, Method and Ethics in Research and NURS4026 Honours Thesis A worth 12 credit points. This proposal ensures that this administrative error is resolved and the resolutions match the changes to the unit of study table.

BACKGROUND / CONTEXT

The changes to the Bachelor of Nursing (Honours) program has already gone through the University approval process in 2016. However due to an administrative oversight, the unit codes were updated in the unit of study table but not in the resolutions.

CONSULTATION

The changes to the resolutions were approved by the Faculty’s Curriculum Subcommittee on 17 July 2017 and the Faculty Board on 7 August 2017.

RISKS / BENEFITS

Analyse the risks and benefits associated with the proposal. Explain how the risks will be managed and what benefits will be achieved.

IMPLEMENTATION

The changes will be updated in the 2018 handbook.

ATTACHMENTS

Attachment 1: Bachelor of Nursing (Honours) resolutions
Bachelor of Nursing (Honours)

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

Course resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHNURSIH-02</td>
<td>Bachelor of Nursing (Honours)</td>
</tr>
<tr>
<td>BHNURSIH-03</td>
<td>Bachelor of Nursing (Honours) (off-shore)</td>
</tr>
</tbody>
</table>

2. Admission to candidature

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

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

   (a) satisfaction of the English language proficiency requirements detailed in the school resolutions; and
   (b) completion of a Bachelor of Nursing pass degree at the University of Sydney or equivalent qualification with a minimum WAM of 65; and
   (c) current registration to practise nursing in Australia or another country.

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

3. Candidature

   (1) Appointment of supervisor

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

   (2) Attendance pattern

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

4. Requirements for award

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

   (a) 24 credit points of units of study as specified in the unit of study table; and
   (b) a thesis of up to 15,000 words.

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

5. Enrolment and progression

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

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

   (3) Time limits:

   (a) A full-time candidate must complete all the requirements for the course within two (2) calendar years of first enrolment.
   (b) A part-time candidate must complete all the requirements for the course within three (3) years of first enrolment.

6. Examination of the thesis

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

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

7. Award of the degree

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

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

   (2) The class of Honours shall be determined by the marks achieved in the Honours year weighted according to units of study as follows: NURS4020 (25 percent), NURS4021 (10 percent), and NURS4022 and NURS4023 (80 percent).
University medal

A student who receives an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the school to the highest achieving students who in the opinion of the school have an outstanding academic record, in accordance with the Coursework Policy 2014.

Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions.

(2) Candidates who commenced their candidature prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time, provided they complete requirements within the maximum period of candidature specified in those resolutions. The School may specify a later date for completion or specify alternative requirements for completion for students whose candidatures extend beyond the maximum period of candidature specified in the resolutions under which they were enrolled.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Lorraine Smith, Associate Dean Learning and Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Iqbal Ramzan, Dean of Pharmacy</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor Course Amendment – Bachelor of Pharmacy and Bachelor of Pharmacy and Management</td>
</tr>
</tbody>
</table>

Purpose

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

To amend the Faculty Course Resolutions to change progression rules and Units of Study tables to reflect changes to prerequisites and co-requisites.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the Faculty of Pharmacy to amend the Bachelor of Pharmacy and the Bachelor of Pharmacy and Management;
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from Semester 1, 2018; and
3. approve the amendment to the table of Units of Study arising from the proposal, with effect from Semester 1, 2018.

EXECUTIVE SUMMARY

To amend the Faculty Course Resolutions for the Bachelor of Pharmacy and Bachelor of Pharmacy and Management to reflect changes to progression rules.

To amend the Units of Study tables for the Bachelor of Pharmacy and Bachelor of Pharmacy and Management to reflect changes to prerequisite and co-requisite units of study for PHAR3815 and PHAR3825.

The AQF learning outcomes for the degrees are unchanged.

ATTACHMENTS

Attachment 1: Minor course amendment form
Attachment 2: Bachelor of Pharmacy course resolution amendment
Attachment 3: Bachelor of Pharmacy degree table amendment
Attachment 4: Bachelor of Pharmacy and Management course resolution amendment
Attachment 5: Bachelor of Pharmacy and Management degree table amendment
Minor Course Amendment Proposal

Faculty: Faculty of Pharmacy

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

1. Name of award course
   - Bachelor of Pharmacy
   - Bachelor of Pharmacy (Honours)
   - Bachelor of Pharmacy and Management
   - Bachelor of Pharmacy and Management (Honours)

2. Purpose of proposal
   - (1) The Faculty proposes to amend the current progression rules to allow students to progress to PHAR3815 (Pharmaceutical Skills and Dispensing A) and PHAR3825 (Pharmaceutical Skills and Dispensing B) without having to successfully complete all first and second year units of study in the Bachelor of Pharmacy degree, and first, second and third year units of study in the Bachelor of Pharmacy and Management degree
   - (2) Amend prerequisite and co-requisite units of study for PHAR3815 and PHAR3825.
   - (3) Amend the Faculty Resolutions and Faculty Course Resolutions as per advice from OGC (an outcome from the Academic Board meeting held in July 2017).

3. Details of amendment
   - (1) Current progression rules prevent students progressing to any PHAR3XXX units of study until all first and second year units in the Bachelor of Pharmacy degree, or all first, second and third year units in the Bachelor of Pharmacy and Management degree have been passed. The Faculty progression rules will be amended as per the attached Course Resolutions.
   - (2) Pre-requisite units of study for PHAR3815 and PHAR3825 will be amended as per UoS tables attached.
   - (3) Amend nomenclature from ‘Coursework Rule’ to ‘Coursework Policy’ and remove redundant clauses in the Faculty Resolutions and Faculty Course Resolutions.

4. Transitional arrangements
   - These changes will apply to undergraduate students from 2018 onwards.

5. Other relevant information
   - The current progression rules can restrict students from an enrolment in each semester if they have failed only one unit of study that prevents them from progressing to PHAR3XXX units. The amendment to the progression rules will allow students who meet the new progression rules to have an enrolment in each semester for PHAR3815 and PHAR3825 thus preventing a forced suspension of studies and can also benefit international students who may have had to suspend studies for a semester and consequently their eCOE is cancelled.
   - The OGC has recommended changes to the Faculty Resolutions and the Faculty Course Resolutions to remove redundant clauses and amend nomenclature.

6. Signature of Dean

   Professor Iqbal Ramzan
Bachelor of Pharmacy

Bachelor of Pharmacy (Honours)

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

Course resolutions

1 Course codes

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

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

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

4 Requirements for award

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

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

(i) 144 core credit points in the first three years; and

(ii) an additional 48 credit points consisting of:

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

(II) 24 credit points of core units of study plus 24 credit points of major units of study.

5 Additional requirements prior to commencing clinical placements

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

(b) Student clearance for clinical placements

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

(c) Prohibited employment declaration

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

(d) Immunisation

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

6 Progression rules

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

1. gained credit for at least 24 credit points in first year units of study; and

2. successfully completed the first year units of study, prescribed by the Faculty as qualifying or prerequisite units of study for the second year, as set out in the Units of Study table.

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

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

(d) Candidates may not take a fourth year unit of study until they have successfully completed all the third year units of study, as set out in the Units of Study table except as permitted by 6(5).

(e) Candidates who fail only one third year unit of study, who have an annual average mark (AAM) of >60 for third year, and who have no previous record of failure in the degree, may apply to the Dean for a prerequisite waiver which would allow enrolment in the full complement of subsequent year units of study, together with the failed unit of study. This condition applies only to a fail in a single unit of study, not to the OSCE (Objective Structures Clinical Examination), which is a barrier examination and a component of all units of study (except Pharmaceutical Skills and Dispensing A and B). Candidates who fail the OSCE will not be entitled to apply for a prerequisite waiver and will be required to satisfactorily repeat ALL third year units of study (with the exception of Pharmaceutical Skills and Dispensing A and B if these Units of Study have already been passed.)
7 Majors
(1) Completion of a major is not a requirement of the course. Candidates have the option of completing one major. A major requires the completion of 24 credit points chosen from units of study listed in the table for that major. The majors that may be available are:
(a) Rural
(b) Industrial
(c) International
8 Requirements for the Honours degree
(1) The Dean may admit a student to the integrated Honours program if:
(a) a student is of no more than three years standing, and has no fail or absent fail results; and
(b) has a WAM of at least 65 in second and third year units of study; and
(c) an academic staff member has agreed to supervise the student’s Honours research project.
(2) Honours students can progress to second semester Honours only if they obtain a credit average in their first semester marks. Students who fail this requirement will go back to the Pass stream, fourth year second semester.
9 Award of the degree
(1) The Bachelor of Pharmacy is awarded in the grades of either Pass or Honours. The honours degree is awarded in classes according to the conditions specified in the Resolutions for the Faculty of Pharmacy.
(2) Candidates for the award of the Honours degree who do not meet the requirements, but who have otherwise satisfied the course requirements, will be awarded the Pass degree.
10 Transitional provisions
(1) These resolutions apply to all students enrolled in all years of the Bachelor of Pharmacy from 1 January 2017.
Bachelor of Pharmacy

Units of study table

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL1008 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).</td>
<td>Semester 1</td>
<td>Summer Main</td>
<td>N BIOL1003 or BIOL1903 or BIOL1993 or MEDS1001 or MEDS1901 or BIOL1908 or BIOL1998</td>
<td></td>
</tr>
<tr>
<td>CHEM1611 Chemistry A (Pharmacy)</td>
<td>6</td>
<td>A HSC Chemistry and Mathematics</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR1811 Foundations of Pharmacy</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR1812 Basic Pharmaceutical Sciences</td>
<td>6</td>
<td>A HSC Chemistry and 2U Mathematics.</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM1612 Chemistry B (Pharmacy)</td>
<td>6</td>
<td>A CHEM1611</td>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL1007 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).</td>
<td>Semester 2</td>
<td></td>
<td>N BIOL1907 or BIOL1997</td>
<td></td>
</tr>
<tr>
<td>PHAR1821 Social Pharmacy</td>
<td>6</td>
<td>A HSC Chemistry and 2U Mathematics.</td>
<td>Semester 2</td>
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</tr>
<tr>
<td>PHAR1822 Physical Pharmaceutics and Formulation A</td>
<td>6</td>
<td>A HSC Chemistry and Mathematics.</td>
<td>Semester 2</td>
<td></td>
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</tr>
<tr>
<td>PHAR2811 Drug Discovery and Design A</td>
<td>6</td>
<td>P (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and PHAR1812 and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997).</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PHAR2812 Microbiology and Infection</td>
<td>6</td>
<td>P BIOL1XX3 or BIOL1XX8</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PHAR2813 Therapeutic Principles</td>
<td>6</td>
<td>P PHAR1811 and PHAR1812 and PHAR1822 and (BIOL1007 or BIOL1907 or BIOL1997 or MBLG1001 or MBLG1901).</td>
<td>Semester 1</td>
<td></td>
<td></td>
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<tr>
<td>PHSI2601 Physiology for Pharmacy</td>
<td>6</td>
<td>P (12cp from junior chemistry AND 24cp from junior science excluding chemistry) OR (6cp from junior chemistry AND 30cp from junior science excluding chemistry).</td>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Semester</td>
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<td></td>
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<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>----------------------------------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>PCOL2605</td>
<td>Pharmacology for Pharmacy</td>
<td>6</td>
<td>P 6cp from (CHEM1611, CHEM1102) and 6cp from (CHEM1612, CHEM1101) and 6cp from (BIOL1XX3 or BIOL1XX8) and 6cp from (BIOL1XX7, MBLG1XXX) C PHSI2601</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR2821</td>
<td>Drug Discovery and Design B</td>
<td>6</td>
<td>P (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and PHAR1812. C PCOL2605.</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR2822</td>
<td>Pharmacy Practice</td>
<td>6</td>
<td>P PHAR1811 and PHAR1821. C PCOL2605.</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR2823</td>
<td>Physical Pharmaceutics and Formulation B</td>
<td>6</td>
<td>P (CHEM1611 or CHEM1101 or CHEM1612 or CHEM1102) and PHAR1812 and PHAR1822.</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR3815</td>
<td>Pharmaceutical Skills and Dispensing A</td>
<td>4</td>
<td>P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601 C PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3100</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PHAR3816</td>
<td>Cardiovascular and Renal</td>
<td>5</td>
<td>P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601 C PHAR3815 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3100</td>
<td>Semester 1a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR3817</td>
<td>Respiratory</td>
<td>5</td>
<td>P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601 C PHAR3815 and PHAR3816 and PHAR3818 and PHAR3819 and PHAR3100</td>
<td>Semester 1a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHAR3818</td>
<td>Endocrine, Diabetes and Reproductive</td>
<td>5</td>
<td>P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601 C PHAR3815 and PHAR3816 and PHAR3817 and PHAR3819 and PHAR3100</td>
<td>Semester 1b</td>
<td></td>
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</tr>
<tr>
<td>PHAR3819</td>
<td>Gastrointestinal</td>
<td>5</td>
<td>P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and</td>
<td>Semester 1b</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PHAR3100 Clinical Placement A**

Students must meet all checks and clearances as required and verified by the Office of Clinical Education at The University of Sydney student prior to commencing this Unit of Study. Students who have not met verification requirements will not be eligible to attend their placement.

**PHAR3826 Musculoskeletal, Dermatological and Senses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR3826</td>
<td>Musculoskeletal, Dermatological and Senses</td>
<td>5</td>
<td>(BIO1XX3 or BIO1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1901 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601</td>
<td>Semester 2a</td>
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</table>

**PHAR3827 Oncology and Immunology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR3827</td>
<td>Oncology and Immunology</td>
<td>5</td>
<td>(BIO1XX3 or BIO1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1901 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601</td>
<td>Semester 2a</td>
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**PHAR3820 Neurology and Mental Health**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<th>Semester</th>
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<tbody>
<tr>
<td>PHAR3820</td>
<td>Neurology and Mental Health</td>
<td>10</td>
<td>(BIO1XX3 or BIO1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1901 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601</td>
<td>Semester 2b</td>
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</tbody>
</table>
Students must meet all checks and clearances as required and verified by the Office of Clinical Education at The University of Sydney student prior to commencing this Unit of Study. Students who have not met verification requirements will not be eligible to attend their placement.

Fourth Year

PHAR4811
Pharmacotherapeutics

<table>
<thead>
<tr>
<th>Semester</th>
<th>Required Courses</th>
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<tbody>
<tr>
<td>1</td>
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PHAR4812
Integrated Dispensing Practice

<table>
<thead>
<tr>
<th>Semester</th>
<th>Required Courses</th>
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<tbody>
<tr>
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<td>PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200.</td>
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PHAR4814
Pharmacy Management I

<table>
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<th>Required Courses</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3100 and PHAR3200. C PHAR4823 and PHAR4100.</td>
</tr>
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PHAR4823
Pharmacy Services and Public Health

<table>
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<th>Semester</th>
<th>Required Courses</th>
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<tbody>
<tr>
<td>1</td>
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### PHAR4100

**Clinical Placement C**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PHAR4100</td>
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</table>

**Prerequisites:** PHAR3816 and PHAR3817 and or PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200

**Co-requisites:** (PHAR4814 or PHAR4815 or WORK2222) and PHAR4823

*Students must meet all checks and clearances as required and verified by the Office of Clinical Education at The University of Sydney student prior to commencing this Unit of Study. Students who have not met verification requirements will not be eligible to attend their placement.*

### PHAR4813

**Novel Therapeutics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
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<tr>
<td>PHAR4813</td>
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**Prerequisites:** PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200.

**Co-requisites:** PHAR4821 and PHAR4822.

### PHAR4821

**Professional Practice**

<table>
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<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
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**Prerequisites:** PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200.

**Co-requisites:** PHAR4813 and PHAR4822.

### PHAR4822

**Clinical Placement D**

<table>
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<tr>
<th>Course Code</th>
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<td>PHAR4822</td>
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**Prerequisites:** PHAR3816 and PHAR3817 and or PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200 and PHAR4100.

**Co-requisites:** PHAR4813.

*Students must meet all checks and clearances as required and verified by the Office of Clinical Education at The University of Sydney prior to commencing this Unit of Study. Students who have not met verification requirements before the commencement of Semester 2 will not be eligible to attend their placement.*

### Fourth Year Honours

#### PHAR4811

**Pharmacotherapeutics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
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<tbody>
<tr>
<td>PHAR4811</td>
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**Prerequisites:** PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200.

**Co-requisites:** PHAR4812 and (PHAR4814 or WORK2222 or PHAR4815) and PHAR4823 and PHAR4100.

#### PHAR4812

**Integrated Dispensing Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
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<tr>
<td>PHAR4812</td>
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**Prerequisites:** PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200.

**Co-requisites:** PHAR4811 and (PHAR4814 or WORK2222 or PHAR4815) and PHAR4823 and PHAR4100.

#### PHAR4815

**Research Methods**

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**Prerequisites:** PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200.

**Co-requisites:** PHAR4811 and PHAR4812 and PHAR4823 and PHAR4100.

#### PHAR4823

**Pharmacy Services and Public Health**

<table>
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<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
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<tr>
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**Prerequisites:** PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200.

**Co-requisites:** (PHAR4814 or WORK2222 or PHAR4815) and PHAR4100.
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<th>Course Code</th>
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<td>Honours</td>
<td>24</td>
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<td>Fourth Year International Major</td>
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<td>PHAR4811</td>
<td>Pharmacotherapeutics</td>
<td>6</td>
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<td>PHAR4812</td>
<td>Integrated Dispensing Practice</td>
<td>6</td>
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<td>PHAR4823</td>
<td>Pharmacy Services and Public Health</td>
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<td>PHAR4832</td>
<td>Pharmacy International Exchange</td>
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<td>Pharmacotherapeutics</td>
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<td>Course Code</td>
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<td>Credits</td>
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<td>PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200. C PHAR4823 and PHAR4100.</td>
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<tr>
<td>PHAR4823</td>
<td>Pharmacy Services and Public Health</td>
<td>6</td>
<td>PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200. C (PHAR4814 or WORK2222 or PHAR4815) and PHAR4100.</td>
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<td></td>
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</tr>
</tbody>
</table>

Students must meet all checks and clearances as required and verified by the Office of Clinical Education at The University of Sydney student prior to commencing this Unit of Study. Students who have not met verification requirements will not be eligible to attend their placement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
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<tbody>
<tr>
<td>PHAR4831</td>
<td>Pharmacy Industrial Placement</td>
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<td>PHAR4811 and PHAR4812 and PHAR4814 and PHAR4823 and PHAR4100.</td>
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</tbody>
</table>
Bachelor of Pharmacy and Management
Bachelor of Pharmacy and Management (Honours)

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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</thead>
<tbody>
<tr>
<td>BUPHAMGT1000</td>
<td>Bachelor of Pharmacy and Management</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

(1) Admission to undergraduate courses at the University of Sydney is either on the basis of completion of secondary study via the NSW Higher School Certificate, leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent (and subject to the special admissions provisions as set out in the Coursework Rule). The New South Wales Department of Health requires that all students obtain clearance in order to undertake clinical placements. This involves a criminal record check according to NSW Health policy.

4 Requirements for award

(1) The units of study that may be taken for the course are set out in the Units of Study table for the Bachelor of Pharmacy and Management. To qualify for the award of the pass degree, a candidate must complete 240 credit points, comprising:

(a) 192 credit points of core units of study in the first four years; and
(b) an additional 48 credit points consisting of:
   (i) 48 credit points of core units of study; or
   (ii) 24 credit points of core units of study plus 24 credit points of elective units of study.

5 Additional requirements prior to commencing clinical placements

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

(2) Student clearance for clinical placements

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

(3) Prohibited employment declaration

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

(4) Immunisation

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

6 Progression rules

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

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

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

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

(4) Candidates may not take a fifth year unit of study until they have successfully completed all the fourth year units of study as set out in the Units of Study table except as permitted in 6(5).

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

7 Requirements for the Honours degree

(1) The Dean may admit a student to the integrated Honours program if:
(a) a student is of no more than four years standing, and has no fail or absent fail results; and
(b) has a WAM of at least 65 in second, third and fourth year units of study; and
(c) an academic staff member has agreed to supervise the student's Honours research project
(2) Honours students can progress to second semester Honours only if they obtain a credit average in their first semester marks. Students who fail this requirement will go back to the Pass stream, fifth year second semester.

8 Award of the degree

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

#### Units of study table

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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</tr>
<tr>
<td>BIOL1008</td>
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<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).</td>
<td></td>
<td></td>
<td>N BIOL1003 or BIOL1903 or BIOL1993 or MEDS1001 or MEDS1901 or BIOL1908 or BIOL1998</td>
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<tr>
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<td>N ECON1001</td>
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<td>Semester 1 Semester 2</td>
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<td><strong>Second Year</strong></td>
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<td>WORK1003</td>
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<td>This is the compulsory unit of study for the Industrial Relations/Human Resource Management major.</td>
<td>Semester 1 Semester 2</td>
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<td>Semester 1</td>
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<td>6</td>
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</table>
PHSI2601  
Physiology for Pharmacy  
6  
P (12cp from junior chemistry AND 24cp from junior science excluding chemistry) OR (6cp from junior chemistry AND 30cp from junior science excluding chemistry).

Semester 1

CLAW1001  
Foundations of Business Law  
6  
Semester 1

Semester 2

PCOL2605  
Pharmacology for Pharmacy  
6  
P 6cp from (CHEM1611, CHEM1102) and 6cp from (CHEM1612, CHEM1101) and 6cp from (BIOL1XX3 or BIOL1XX8) and 6cp from (BIOL1XX7, MBLG1XXX) C PHSI2601

Semester 2

PHAR1822  
Physical Pharmaceutics and Formulation A  
6  
A HSC Chemistry and 2U Mathematics.

Semester 2

PHAR2822  
Pharmacy Practice  
6  
P PHAR1811 and PHAR1821.  
C PCOL2605.

Semester 2

Third Year

INFS1000  
Digital Business Innovation  
6  
N ISYS1003 or INFO1000

Semester 1

Semester 2

PHAR2811  
Drug Discovery and Design A  
6  
P (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and PHAR1812 and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997).

Semester 1

PHAR2813  
Therapeutic Principles  
6  
P PHAR1811 and PHAR1812 and PHAR1822 and (BIOL1007 or BIOL1907 or BIOL1997 or MBLG1001 or MBLG1901).

Semester 1

WORK1004  
Foundations of Management  
6  
Semester 1

WORK2205  
HR Strategies and Processes  
6  
P 24 credit points of Junior units of study including (WORK1003 or WORK1002)  
N WORK2005

Semester 1

This is the compulsory unit of study for the Industrial Relations/Human Resource Management major.

MKTG1001  
Marketing Principles  
6  
N MKTG2001

Semester 1

Semester 2

PHAR2821  
Drug Discovery and Design B  
6  
P (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and PHAR1812.

C PCOL2605.

Semester 2

PHAR2823  
Physical Pharmaceutics and Formulation B  
6  
P (CHEM1611 or CHEM1101 or CHEM1612 or CHEM1102) and PHAR1812 and PHAR1822.

Semester 2

Fourth Year

PHAR3815  
Pharmaceutical Skills and Dispensing A  
4  
P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and
PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601
C PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3100

**PHAR3816**

**Cardiovascular and Renal**

5  P (BIOL1XX3 or BIOL1XX8) and (CHEM1101 or CHEM1102) and (CHEM1612 or CHEM1610) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601
C PHAR3815 and PHAR3817 and PHAR3818 and PHAR3100

**PHAR3817**

**Respiratory**

5  P (BIOL1XX3 or BIOL1XX8) and (CHEM1101 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601
C PHAR3815 and PHAR3816 and PHAR3818 and PHAR3100

**PHAR3818**

**Endocrine, Diabetes and Reproductive**

5  P (BIOL1XX3 or BIOL1XX8) and (CHEM1101 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601
C PHAR3815 and PHAR3816 and PHAR3817 and PHAR3100

**PHAR3819**

**Gastrointestinal**

5  P (BIOL1XX3 or BIOL1XX8) and (CHEM1101 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601
C PHAR3815 and PHAR3816 and PHAR3817 and PHAR3100

**PHAR3100**

**Clinical Placement A**

5  P (BIOL1XX3 or BIOL1XX8) and (CHEM1101 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601
C PHAR3815 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3100

*Students must meet all checks and clearances as required and verified by the Office of Clinical Education at The University of Sydney student prior to*
commencing this Unit of Study. Students who have not met verification requirements will not be eligible to attend their placement.

| PHAR3826 | Musculoskeletal, Dermatological and Senses | 5 | P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601 | Semester 2a |
| PHAR3827 | Oncology and Immunology | 5 | P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601 | Semester 2a |
| PHAR3820 | Neurology and Mental Health | 10 | P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601 | Semester 2b |
| PHAR3825 | Pharmaceutical Skills and Dispensing B | 4 | P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and PHAR1821 and PHAR1822 and PCOL2605 and PHAR2811 and PHAR2812 and PHAR2813 and PHAR2821 and PHAR2822 and PHAR2823 and PHSI2601 | Semester 2 |
| PHAR3200 | Clinical Placement B | 2 | P (BIOL1XX3 or BIOL1XX8) and (CHEM1611 or CHEM1102) and (CHEM1612 or CHEM1101) and (MBLG1001 or MBLG1901 or BIOL1007 or BIOL1907 or BIOL1997) and PHAR1811 and PHAR1812 and | Semester 2 |
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### Fifth Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>PHAR4811</td>
<td>Pharmacotherapeutics</td>
<td>6</td>
<td>PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHAR4812</td>
<td>Integrated Dispensing Practice</td>
<td>6</td>
<td>PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHAR4823</td>
<td>Pharmacy Services and Public Health</td>
<td>6</td>
<td>PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHAR4100</td>
<td>Clinical Placement C</td>
<td>6</td>
<td>PHAR3816 and PHAR3817 and or PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Students must meet all checks and clearances as required and verified by the Office of Clinical Education at The University of Sydney student prior to commencing this Unit of Study. Students who have not met verification requirements will not be eligible to attend their placement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK3202</td>
<td>Leadership</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>PHAR4813</td>
<td>Novel Therapeutics</td>
<td>6</td>
<td>PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PHAR4821</td>
<td>Professional Practice</td>
<td>12</td>
<td>PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200</td>
<td>Semester 2</td>
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</tbody>
</table>
### PHAR4822
Clinical Placement D

6 P PHAR3816 and PHAR3817 and or PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200 and PHAR4100. C PHAR4813.

*Students must meet all checks and clearances as required and verified by the Office of Clinical Education at The University of Sydney prior to commencing this Unit of Study. Students who have not met verification requirements before the commencement of Semester 2 will not be eligible to attend their placement.*

| Fifth Year Honours | PHAR4811 | Pharmacotherapeutics | 6 | P PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200. C PHAR4812 and (PHAR4814 or WORK3202 or PHAR4815) and PHAR4823 and PHAR4100. | Semester 1 |
| | PHAR4812 | Integrated Dispensing Practice | 6 | P PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200. C PHAR4811 and (PHAR4814 or WORK3202 or PHAR4815) and PHAR4823 and PHAR4100. | Semester 1 |
| | PHAR4815 | Research Methods | 6 | P PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200. C PHAR4811 and PHAR4812 and PHAR4823 and PHAR4100. | Semester 1 |
| | PHAR4823 | Pharmacy Services and Public Health | 6 | P PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200. C (PHAR4814 or WORK3202 or PHAR4815) and PHAR4100. | Semester 1 |
| | PHAR4100 | Clinical Placement C | P PHAR3816 and PHAR3817 and or PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200 C (PHAR4814 or PHAR4815 or WORK3202) and PHAR4823 | Semester 1 |

*Students must meet all checks and clearances as required and verified by the Office of Clinical Education at The University of Sydney student prior to commencing this Unit of Study. Students who have not met verification requirements will not be eligible to attend their placement.*

| Fifth Year International Major | PHAR4811 | Pharmacotherapeutics | 6 | P PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200. C PHAR4811 and PHAR4812 and PHAR4815 and PHAR4823 and PHAR4100. | Semester 2 |
| PHAR4830 | Honours | P PHAR4811 and PHAR4812 and PHAR4815 and PHAR4823 and PHAR4100 | 24 | Semester 2 |

| PHAR4811 | Pharmacotherapeutics | 6 | P PHAR3815 and PHAR3825 and PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200. C PHAR4811 and PHAR4812 and PHAR4815 and PHAR4823 and PHAR4100. | Semester 1 |
PHAR4812
Integrated Dispensing Practice
6
C PHAR4812 and (PHAR4814 or WORK3202 or PHAR4815) and PHAR4823 and PHAR4100.

PHAR4823
Pharmacy Services and Public Health
6
P PHAR3816 and PHAR3817 and PHAR3818 and PHAR3819 and PHAR3826 and PHAR3827 and PHAR3820 and PHAR3100 and PHAR3200.
C PHAR4811 and (PHAR4814 or WORK3202 or PHAR4815) and PHAR4823 and PHAR4100.

PHAR4100
Clinical Placement C

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WORK3202
Leadership
6
Semester 1

PHAR4832
Pharmacy International Exchange
24
Semester 1

Fifth Year Industrial Major

PHAR4811
Pharmacotherapeutics
6
Semester 1

PHAR4812
Integrated Dispensing Practice
6
Semester 1

PHAR4823
Pharmacy Services and Public Health
6
Semester 1

PHAR4100
Clinical Placement C

Students must meet all checks and clearances as required and verified by the Office of Clinical
Education at The University of Sydney student prior to commencing this Unit of Study. Students who have not met verification requirements will not be eligible to attend their placement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Points</th>
<th>Semester</th>
</tr>
</thead>
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<tr>
<td>WORK3202</td>
<td>Leadership</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>PHAR4831</td>
<td>Pharmacy Industrial Placement</td>
<td>24</td>
<td>2</td>
</tr>
</tbody>
</table>

 PHAR4811 and PHAR4812 and PHAR4814 and PHAR4823 and PHAR4100.

Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Veronica Boulton, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Trevor Hambley, Dean of Science</td>
</tr>
<tr>
<td>Paper title</td>
<td>Changes to Geoarchaeology Table 2 major</td>
</tr>
</tbody>
</table>

**Purpose**

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

To advise the Undergraduate Studies Committee and the Academic Board of the changes required to the Geoarchaeology Table 2 major 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 to the table of Units of Study arising from the proposal, with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The Geoarchaeology major is a cross-disciplinary major owned by the Faculty of Science. The Table 2 major is offered only as a second major to pre-2018 Bachelor of Science students.

The Faculty of Arts and Social Sciences have changed their Archaeology units of study and the current units in the major need to change for 2018 so that current students are still able to satisfy the major.

**IMPLEMENTATION**

To be updated in the 2018 Faculty of Science Undergraduate Handbook. The major diet collections will be updated for 2018 through the Business as Usual late change process.

**ATTACHMENTS**

1. Faculty Documentation: Change to a Course Component form (including Dean's signature)
2. Geoarchaeology Table 2 amended table
Non-Confidential

<table>
<thead>
<tr>
<th><strong>Author</strong></th>
<th>Ms Veronica Boulton, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewer/Approver</strong></td>
<td>Professor Trevor Hambley, Dean of Science</td>
</tr>
<tr>
<td><strong>Paper title</strong></td>
<td>Changes to Geoarchaeology Table 2 major</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To advise the Undergraduate Studies Committee and the Academic Board of the changes required to the Geoarchaeology Table 2 major for 2018.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

_That the Undergraduate Studies Committee recommend that the Academic Board:_

1. approve the proposal from the Faculty of Science to update the Geoarchaeology Table 2 major, with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

The Geoarchaeology major is a cross-disciplinary major owned by the Faculty of Science. The Table 2 major is offered only as a second major to pre-2018 Bachelor of Science students.

The Faculty of Arts and Social Sciences have changed their Archaeology units of study and the current units in the major need to change for 2018 so that current students are still able to satisfy the major.

**IMPLEMENTATION**

To be updated in the 2018 Faculty of Science Undergraduate Handbook. The major diet collections will be updated for 2018 through the Business as Usual late change process.

**ATTACHMENTS**

1. Geoarchaeology Change to a Course Component form
Undergraduate Studies Committee

Change to a Course Component

Please indicate which Course Component is being proposed to change:
☐ Program  ☐ Stream  ☐ Major  ☐ Minor  ☐ Specialisation  ☐ Degree Core
☐ 4000-Level Honours Pathway  ☐ 4000-Level Coursework Pathway

Please return this form to science.committees@sydney.edu.au nine calendar days prior to the UGSC meeting where you wish it to be discussed. For assistance please contact the Science Curriculum Project Team at science.curriculum@sydney.edu.au.

Proposer's Contact Details

Name       Dr Dan Penny
Phone      +61 2 9351 6464
Email      dan.penny@sydney.edu.au
Affiliation School of Geosciences

Additional Units of Study

Core: ARCO3101
Elective: ARCO3404, ARCO3401, ARCO3432

Removal of Units of Study

Core: ARCA2639
Elective: ARCA2602, ARCA2635

Changes to Table Help Text

Adding "pre-2018" to the help text before the table

This change will affect the following Tables

Pre-2018 and closing degrees
Table 2 (Geoarchaeology major)

2018 + and continuing degrees
N/A

This change will affect the following Pre-2018 curriculum specialisations, streams or majors

Majors
Geoarchaeology

*Available as Advanced Major
Type of Change proposed
Updated Archaeology units for the Geoarchaeology major – some FASS units have been discontinued and replaced with new units for 2017 and 2018.

How will the student pathway be affected?
There are currently two students completing this major. They are both in their second year of study and have completed ARCA2635 which is an elective unit contributing to the major. They are on track to satisfy the prerequisites for the core unit GEOS3103/3803. Both students will satisfy the new ARCO3 unit prerequisites that require 12cp of ARCA 2000-level units, so they won’t have any problems enrolling in these units in 2018.

Student Administration Services will be asked to contact the students so that they are aware of the new requirements for the major. The students will need to complete the core units ARCO3101 and GEOS3103/3803 and one more elective unit to satisfy the major.

Is this proposal likely to affect any professional accreditations?
No

Attachments
Revised Degree Table (with tracked changes)

Consultation
Attach letters from any other parties who may reasonably have an interest in changes to this course component, including those identified at the Notification of Intent stage.

<table>
<thead>
<tr>
<th>Name of person(s) consulted</th>
<th>Position and affiliation</th>
<th>Letter attached?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Hiscock</td>
<td>Head of Department of Archaeology</td>
<td>................</td>
</tr>
<tr>
<td></td>
<td></td>
<td>................</td>
</tr>
<tr>
<td></td>
<td></td>
<td>................</td>
</tr>
</tbody>
</table>

Authorisation

Head of School or Unit
I have checked that this proposal is complete, that all necessary consultation has occurred and confirm that it has my support. (Alternatively, provide a separate email.)

Name .................................................. Tel: 5-9-17

Signature .................................................. Date:..........................
**TABLE 2: GEOARCHAEOLOGY**

**Errata**

<table>
<thead>
<tr>
<th>Item</th>
<th>Errata</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>This unit of study is not available in 2017; ARCA2602 Field Methods</td>
<td>24/03/2017</td>
</tr>
<tr>
<td>2</td>
<td>Minimum requirements have changed. They are: (i) ARCA2639 or ARCA2638 and GEOS3103/3803, and (ii) two units of study taken from ARCA2602, ARCA2635, ARCA3020, SOIL3009</td>
<td>24/03/2017</td>
</tr>
</tbody>
</table>

Table 2 lists optional majors available only to students in the pre-2018 Bachelor of Science, the Bachelor of Science (Advanced) and the Bachelor of Science (Advanced Mathematics).

Students in all other award courses and combined degrees, eg, Bachelor of Science/Bachelor of Arts, are not eligible for Table 2 majors.

Students in the pre-2018 Bachelor of Science, the Bachelor of Science (Advanced) and the Bachelor of Science (Advanced Mathematics) wishing to complete a Table 2 major are still required to complete a minimum of one Table 1 major.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>F: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>
| **Geoarchaeology**

For a major in Geoarchaeology, the minimum requirement is 24 credit points from Senior units of study comprising:

(i) ARCA2639 ARCO3101 and GEOS3103/3803, and

(ii) two units of study taken from ARCA2602, ARCA2635, ARCO3404, ARCO3401, ARCO3402, SOIL3009.

### Senior units of study

- **ARCA2602 Field Methods**
  - 6
  - P-12 Junior credit points of Archaeology or (6 Junior credit points of Archaeology and ANHS1500 or ANHS1601 or ANTH1001 or ARHT1001 or HSTY1089) N ARPH3921
  - Semester 4

- **ARCA2635 Explanation and Theory in Archaeology**
  - 6
  - P-12 Junior credit points of Archaeology or (6 Junior credit points of Archaeology and ANHS1500 or ANHS1601 or ANTH1001 or ARHT1001 or HSTY1089)
  - Semester 1

- **ARCO3101 Archaeology: History, Theory, Research**
  - P 12 credit points at 2000 level in Archaeology N ARCA2635

- **ARCA2639 Archaeological Principles and Practice**
  - This unit of study is not available in 2017
  - 6
  - P-12 Junior credit points of Archaeology OR (6 Junior credit points of Archaeology and ANHS1500 or ANHS1601 or ANTH1001 or ARHT1001 or HSTY1089) N ARCA2601
  - Semester 4

Table 1 Geoarchaeology mark up 20170825
<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>GEOS3103</td>
<td>Environmental and Sedimentary Geology</td>
<td>6</td>
<td>A (GEOS1003 or GEOS1903) and GEOS2124 or (GEOS2124 or GEOS2924) and (GEOS2111 or GEOS2911 or GEOS2114 or GEOS2914 or GEOS2113 or GEOS2913), or ((GEOS1003 or GEOS1903) and 24 credit points of Intermediate Science units of study) A (GEOS1003 or GEOS1903) P (GEOS2114 or GEOS2914) and (GEOS2124 or GEOS2924) N GEOS3803</td>
<td>2</td>
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<tr>
<td>GEOS3803</td>
<td>Environmental and Sedimentary Geology (Adv)</td>
<td>6</td>
<td>A (GEOS1003 or GEOS1903) and GEOS2124 or (GEOS2124 or GEOS2924) P A mark of 75 or above in (GEOS2114 or GEOS2914) and (GEOS2124 or GEOS2924) N GEOS3103</td>
<td>2</td>
</tr>
<tr>
<td>SOIL3009</td>
<td>Contemporary Field and Lab Soil Science</td>
<td>6</td>
<td>P SOIL2003</td>
<td>4</td>
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<tr>
<td>ARCO3404</td>
<td>Archaeological Fieldwork</td>
<td>6</td>
<td>P 12 credit points at 2000 level in Archaeology</td>
<td>1, 2, Summer Main</td>
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<tr>
<td>ARCO3401</td>
<td>Australian Lithic Technologies</td>
<td>6</td>
<td>P 12 credit points at 2000 level in Archaeology</td>
<td>1</td>
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<tr>
<td>ARCO3402</td>
<td>Archaeozoology</td>
<td>6</td>
<td>P 12 credit points at 2000 level in Archaeology N ARCA2041</td>
<td>2</td>
</tr>
<tr>
<td>SOIL3009</td>
<td>Contemporary Field and Lab Soil Science</td>
<td>6</td>
<td>P SOIL2003</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 1: Geoarchaeology mark up 20170825
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; Bachelor of Science (Advanced); Bachelor of Science (Advanced Mathematics); Bachelor of Science (Honours); Bachelor of Science (Honours) (Advanced); Bachelor of Science (Honours) (Advanced Mathematics); Bachelor of Science/Bachelor of Advanced Studies; Bachelor of Medical Science; Bachelor of Liberal Arts and Science; Bachelor of Science/Bachelor of Arts; Bachelor of Science/Bachelor of Laws; and

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

EXECUTIVE SUMMARY

To include an Applied Medical Science Honours Program in the Faculty of Science Honours Table.

In April 2017, eight AMED4XXX units of study were proposed, supported and approved at Faculty Board. The Faculty Board also approved the inclusion of these new units into tables for the old curriculum and the new curriculum. For pre-2018 the changes will affect the Honours (Science) Table and for new curriculum (2018) students will not be enrolling in these units until 2020 and these changes will be reflected in Science Table A.

This program was piloted through Honours shell units in 2017 and has proved to be incredibly successful (with 48 enrolments). The addition of Applied Medical Science units and program to the Honours (Science) Table recognises the exact program that students complete. This program is one of the early successes in the University of Sydney strategy to develop a genuinely multidisciplinary campus at Westmead (Strategy 3.3).

The Faculty has consulted with the Academic Model team, and they have confirmed this can be managed within business as usual and they are able to complete the creation of the diet in the required timeframe.

IMPLEMENTATION

To be updated in the 2018 Faculty of Science Undergraduate Handbook. The Applied Medical Science Honours Program diet collection will be updated for 2018.

ATTACHMENTS

1. Applied Medical Science Honours Program Minor Course Amendment proposal
2. Amended Applied Medical Science Honours Program Units table
3. Text for 2018 Handbook
Minor Course Amendment Proposal

Faculty: Science

Contact persons: Veronica Boulton, Sascha Jenkins

1. **Name of award course**

   Bachelor of Science (including all streams and combined degrees), Bachelor of Medical Science, Bachelor of Liberal Arts and Science

2. **Purpose of proposal**

   To include the eight AMED4XXX units in the old curriculum for current students to take as their Honours Program.

   44 students enrolled into Honours in Applied Medical Science at Westmead in its first year on offer in 2017. Four more have enrolled in Semester 2. These students are currently using the Physiology units as shell units for this activity but in reality they are part of a separate program being developed at Westmead. The students who are admitted into the Physiology Honours units in 2017 will complete these honours units.

   The quick success of this program has flagged the need to establish real units of study as soon as possible. The new units will align with the proposed units for Applied Medical Science Honours in 2020 as part of the new BSc/BAdvStudies (Honours).

   These units of study have been approved by Faculty Board. Approval that they be included in the appropriate tables and a diet collection created is what is now sought.

3. **Details of amendment**

   Addition of the Applied Medical Science Honours program to the current Bachelor of Science, Bachelor of Medical Science and Bachelor of Liberal Arts and Science. Addition of units to Table A in the Bachelor of Science/Bachelor of Advanced Studies.

   The Proposed Tables are attached.

   The handbook update is attached.

4. **Transitional arrangements**

   NA

5. **Other relevant information**

   The change will affect the following Tables:

   **Pre-2018 and closing degrees:**
   Honours (Science)
   Table IV (Bachelor of Medical Science)

   **2018 + and continuing degrees:**
   Table A (Science)
   Bachelor of Liberal Arts and Science

6. **Signature of Dean**

   [Signature]

   5.9.17

Minor Course Amendment Proposal

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Here it is!

SASCHA JENKINS | Head, Education and Student Development
Office of the Vice-Chancellor and Principal, Westmead Operations
THE UNIVERSITY OF SYDNEY
Westmead | NSW | 2145
T +61 2 86273137 | M +61 425 328 398
E sascha.jenkins@sydney.edu.au | W sydney.edu.au

From: Sascha Jenkins
Sent: Thursday, 24 August 2017 9:45 AM
To: Anthony Masters <anthony.masters@sydney.edu.au>
Cc: Veronica Boulton <veronica.boulton@sydney.edu.au>; Glenys Eddy <glenys.eddy@sydney.edu.au>
Subject: Honours in Applied Medical Science at Westmead

Dear Tony,

I am writing to ask your advice on an issue related to the curriculum offering in 2018 and an oversight in the paperwork relating to the Applied Medical Science Honours Program. The related new units of study and the minor change to the Honours (Science) Table were approved by the Faculty in April. The units of study were sent to the Academic Model team and uploaded ready for 2018 enrolments, but the Faculty has mistakenly not forwarded the Table amendment to the USC and Academic Board. Veronica let me know as soon as they realised the error, and has spoken to Anne Fernandez in the Academic Model team to check if they can add the Applied Medical Science Honours Program to the Honours Diets. This is a relatively minor change and Anne believes it fits within BAU for the annual diet review.

I would like your advice about how we might best manage the approvals through Academic Board? As you know, the Applied Medical Science major and Honours program at Westmead have been part of an active recruitment campaign. Starting with the launch event in May and included in pamphlets, websites and other information to current students about this great new program embedded with our industry partners at Westmead. Third year students have already been approaching potential supervisors for 2018 projects, and it would be a great disappointment to our Westmead Precinct partners and to the students to have to withdraw the program for 2018 now.

Any advice and help you could give us would be greatly appreciated. I have attached the paperwork as approved by the Faculty of Science.

Regards

Sascha

DR SASCHA JENKINS | Head, Education and Student Development
Office of the Vice-Chancellor and Principal, Westmead Operations
THE UNIVERSITY OF SYDNEY
Westmead | NSW | 2145
2018 Handbook

- Bachelor of Science (including all streams and combined degrees)
- Bachelor of Medical Science
- Bachelor of Liberal Arts and Science (Table 1)

and

- Table A in the Bachelor of Science/Bachelor of Advanced Studies

Applied Medical Science

Applied Medical Sciences covers the specialised knowledge and skills required by people who wish to apply medical and health sciences knowledge and skills to the prevention, diagnosis and treatment of human disease in a technical or research setting. Applied Medical Sciences positions students at the intersection of science and medicine to address a major global health issue and acquire the fundamental skills in literature searching, study design, critical thinking, problem solving, data interpretation, communicating scientific knowledge, as well as practical skills. It offers an interdisciplinary and integrated approach to medical sciences education, bringing together elements from multiple disciplines including molecular and cellular biology, clinical and diagnostic sciences, pathology, population health, pharmacology, ethics, law and economics. Major global health issues provide the basis for enquiry and skills development in big data, clinical sciences, diagnostics and treatment and prevention of human disease. Student learning will occur in the real world in one of the most exciting and complex medical research and hospital environments: the new translational research hub at The University of Sydney Westmead Campus. The Westmead Campus offers students access to the facilities, technologies, scientific and support services necessary to learn a broad range of skills and undertake high quality medical sciences and health research.

The Applied Medical Science Honours Program offers a number of areas of study for the degree of Bachelor of Science (Honours) or Bachelor of Medical Science (Honours). To be eligible students should have completed a major in one of the following areas: Applied Medical Science, Anatomy and Histology, Biochemistry, Bioinformatics, Biology, Cell Pathology, Immunobiology, Medicinal Chemistry, Microbiology, Molecular Biology and Genetics, Neuroscience, Pharmacology, Physiology. Honours is a one-year course by research normally taken at the end of your third year. The Applied Medical Science Honours Program includes two 6cp coursework units that will focus on the development of research skills, and 36cp of research project.

Honours Coordinator:
Andrew Harman
T +61 2 8627 3623
E andrew.harman@sydney.edu.au
<table>
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<tr>
<th>Unit of study</th>
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</table>

**Applied Medical Science Honours**
CONFIDENTIAL OR NON-CONFIDENTIAL

Author
Ms Veronica Boulton, Faculty of Science

Reviewer/Approver
Professor Trevor Hambley, Dean of Science

Paper title
Bachelor of Science/Doctor of Medicine Minor Course Amendment to Resolutions

Purpose
To advise the Undergraduate Studies Committee and the Academic Board of amendments required to the Faculty of Science Faculty Resolutions

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

1. approve the proposal from the Faculty of Science to amend the Course Resolutions for the Bachelor of Science/Doctor of Medicine; and
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from Semester 1, 2018.

EXECUTIVE SUMMARY
The proposal is to amend the course resolutions for the Bachelor of Science/Doctor of Medicine to reflect and combine the changes submitted to Academic Board in November 2016 and July 2017. These resolutions collate all the amendments and produce a final version to be issued in the 2018 Science Handbook. Other amendments include correction of an error where the section “Requirements for Award” relates to a replaced unit.

IMPLEMENTATION
The amended resolutions will be implemented in the 2018 Science Undergraduate Handbook.

ATTACHMENTS
1. Minor course resolution amendment proposal
2. Amended Resolutions for the Bachelor of Science/Doctor of Medicine
Minor Course Amendment Proposal

Faculty: Science, Medicine

Contact person: Helen Agus, Yvonne Cheng

1. Name of award course
   Bachelor of Science and Doctor of Medicine (2018-on)

2. Purpose of proposal
   - To update the admission requirements to ensure that current admission practices are codified within the course resolutions. This follows extensive consultation across the two faculties as well as advice from OGC regarding appropriate wording of the amendment. The proposal has been approved by the Double Degree Medicine Program (DDMP) Committee for recommendation to the UGSC.
   - To correct typographic errors and inconsistent wording in the course resolutions (especially in the sections on requirements for award and transitional arrangements).

3. Details of amendment

5 Admission to candidature
   (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.
   (2) In addition, admission to this course requires the applicant to participate in a semi-structured interview an assessment process, including a written assessment and a panel discussion session. The results of this interview assessment will form part of the ranking of applicants.
   (3) Applicants are only eligible for admission to the first available course intake following receipt of their final results. Applicants are ineligible for admission to the course in subsequent years.
   (4) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or equivalent standard.

6 Requirements for award
   (1) The units of study that may be taken for the course are set out in:
      (a) Table A for the Bachelor of Science; and
      (b) Table S from the Shared Pool for Undergraduate Degrees; and
      (c) Table O from the Shared Pool for Undergraduate Degrees; and
      (d) The Table of units for the Doctor of Medicine from the Faculty of Medicine.
   (2) In these resolutions, Table A, Table S, Table O mean Table A, Table S and Table O as specified here.
   (3) To qualify for the award of both degrees, a candidate must successfully complete 336 credit points, comprising:
      (a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:
         (i) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfill this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfill this requirement); and
         (ii) A major (48 credit points) or program listed and defined in Section 7 below and specified listed in Table A; and
         (iii) A minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed in Table A or Table S; and


Minor Course Amendment Proposal
Version 01.10.2014
(iv) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
(v) 18 credit points of foundation knowledge units of study for medicine offered by the Faculty of Science, comprising BIOL1107 BIOL1XX7, PHYS1007 PHYS12XX7, or MEDS2001, ANAT21XX7, or MEDS2005 and one zero credit point unit, SMPT3007 (SMPT3007); and
(vi) Where appropriate, elective units from Table A and Table S; and
(vii) If if enrolled in a stream, complete the requirements for the stream as specified in Table A or Table S.

(b) 192 credit points to qualify for the award of the Doctor of Medicine as required specified by in the resolutions for the Doctor of Medicine.

8 Progression rules

(1) Progression within the Bachelor of Science

(a) Candidates must complete all the requirements for the degree of Bachelor of Science, including the designated foundational knowledge units of study for medicine offered by the Faculty of Science specified in 6 (2)(a) 6 (3)(a)(v), within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, in order to progress to the Doctor of Medicine degree.
(b) Candidates must achieve a Weighted Average Mark (WAM) of at least 65.0 in each year of study for each 48 credit point block in the Bachelor of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.
(c) Failure to maintain the required progression and minimum result requirements minimum progression requirements will result in candidates being transferred from the double degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.

(2) Progression within the Dalyell Stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
(b) Candidates must achieve a Weighted Average Mark (WAM) at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a Weighted Average Mark (WAM) at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor the Bachelor of Science component of the double degree, but will not remain in the Dalyell Stream.

(3) Progression within the Medical Science Stream

(a) Candidates in this stream will be required to meet the progression requirements for the stream as specified in the resolutions of the Bachelor of Science.

(4) Progression within the Doctor of Medicine

(a) Progression within the Doctor of Medicine is as specified in the Resolutions resolutions for the Doctor of Medicine.

4. Transitional arrangements

15 Transitional arrangements

(1) These resolutions apply to students candidates who commenced their candidature after 1 January, 2018 and candidates who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.
(2) Students Candidates who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions, or who commenced after 1 January, 2018 and are seeking credit for prior study, should note that the University does not undertake to offer 4000 level honours units of study in the Bachelor of Advanced Studies degree prior to 2020 and nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2, of that year 2020 or the single degree Bachelor of Science component of the double degree before the end of Semester 2, 2019.
(3) Candidates who commenced their candidature prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
5. **Other relevant information**
To ensure consistency, the Sydney Medical School and the Faculty of Science will work with the Faculty of Arts and Social Sciences to amend the course resolutions for the Bachelor of Arts and Doctor of Medicine (2018-on) in an identical manner.

6. **Signature of Dean's delegate**

Mrs Helen Agus
Associate Dean (Student Affairs)
Faculty of Science
Bachelor of Science/Doctor of Medicine

These resolutions must be read in conjunction with the applicable University By-Laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the "Coursework Rule"), the Coursework Policy 2014 (the "Coursework Policy"), the Learning and Teaching Policy 2015, the Resolutions of the Faculty of Science, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies and procedures on Academic Honesty in Coursework. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies

Course resolutions

1. **Course codes**

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</table>

2. **Attendance pattern**

   The attendance pattern for this course is full time only.

3. **Streams**

   (a) Bachelor of Science in this double degree is available in the following streams:
   (b) Medical Science
   (c) Dalyell.
   
   (ii) Completion of a stream is not a requirement of the Bachelor of Science. The requirements for the completion of each stream are as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.
   
   (iii) Candidates wishing to transfer between streams should contact the Student Centre.
   
4. **Cross faculty management**

   Candidates in this double degree program will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science. They will then be under the supervision of the University of Sydney Medical School.

   (2) The Faculty of Science and the University of Sydney Medical School shall jointly exercise authority in any matter concerned with the double degree program not otherwise dealt with in these resolutions.

5. **Admission to candidature**

   (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

   (2) In addition, admission to this course requires the applicant to participate in an assessment process, including a written assessment and a panel discussion session. The results of this assessment will form part of the ranking of applicants.

   (3) Applicants are only eligible for admission to the first available course intake following receipt of their final results. Applicants are ineligible for admission to the course in subsequent years.

   (4) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or equivalent standard.

6. **Requirements for award**

   (1) The units of study that may be taken for the course are set out in;
   (a) Table A for the Bachelor of Science; and
   (b) Table S from the Shared Pool for Undergraduate Degrees; and
   (c) Table O from the Shared Pool for Undergraduate Degrees; and
   (d) The Table of units for the Doctor of Medicine from the Faculty of Medicine.

   (2) In these resolutions, Table A, Table S, Table O mean Table A, Table S and Table O as specified here.

   (3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
   (a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including;
      (i) 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
      (ii) A major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
      (iii) A minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed in Table A or Table S; and
      (iv) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
      (vi) Where appropriate, elective units from Table A and Table S; and
      (vii) If enrolled in a stream, complete the requirements for the stream as specified in Table A or Table S.
   (b) 192 credit points to qualify for the award of the Doctor of Medicine as required specified in the resolutions for the Doctor of Medicine.
7. Programs, majors and minors

(1) Completion of a major from Table A is a requirement for this double degree.
(2) Completion of a minor or second major from Table A or Table S is a requirement for this double degree.
(3) Candidates have the option of completing a program with an embedded major from Table A provided that the total credit point value of the program and the degree core does not exceed 78 credit points.
(4) The programs and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and in Table A.
(5) The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

8. Progression rules

(1) Progression within the Bachelor of Science
(a) Candidates must complete all requirements for the degree of Bachelor of Science, including the designated foundational knowledge units of study for medicine offered by the Faculty of Science specified in \( 1 \) (3) (a) (v), within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, in order to progress to the Doctor of Medicine degree.
(b) Candidates must achieve a Weighted Average Mark (WAM) of at least 65.0 in each year of study for each 48 credit point block in the Bachelor of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Medicine.
(c) Failure to maintain the required progression and minimum result/minimum progression requirements will result in candidates being transferred from the double degree program to a Bachelor of Science degree with full credit for all units of study successfully completed.
(2) Progression within the Dalyell Stream
(a) With the permission of the Faculty of Science, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.
(b) Candidates must achieve a Weighted Average Mark (WAM) at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a Weighted Average Mark (WAM) at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor, the Bachelor of Science component of the double degree, but will not remain in the Dalyell Stream.
(3) Progression within the Medical Science Stream
(a) Candidates in this stream will be required to meet the progression requirements for the stream as specified in the resolutions of the Bachelor of Science.
(4) Progression within the Doctor of Medicine is as specified in the Resolutions/resolutions for the Doctor of Medicine.
(5) Progression within the Doctor of Medicine is as specified in the Resolutions for the Doctor of Medicine.

9. Requirements for the award with Honours

(1) Honours in the Bachelor of Science is available to meritorious candidates who have completed requirements for the Bachelor of Science degree, by suspending candidature, with the permission of the Faculty of Science and the University of Sydney Medical School, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.
(2) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science.

10. Award of the degrees

(1) The Bachelor of Science is awarded at Pass level. Honours in science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.
(2) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree ordrege at pass level for which they fulfill requirements.
(3) The Doctor of Medicine is awarded as a Pass grade.

11. Cross-institutional study

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

12. International exchange

The Faculty of Science encourages candidates in this course to participate in international exchange programs while undertaking the Bachelor of Science as specified in the Resolutions of the Faculty of Science provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13. Course transfer

(1) A candidate may abandon the double degree program and elect to complete the Bachelor of Science in accordance with the resolutions governing the degree. Completion of the Doctor of Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that degree.
(2) With the permission of the Faculty of Science and the University of Sydney Medical School, suitably qualified candidates may, after completing requirements for the Bachelor of Science, defer progression to the Doctor of Medicine and undertake an embedded honours component in the Bachelor of Advanced Studies, and, upon completion of the Bachelor of Advanced Studies, continue to the Doctor of Dental Medicine.
(3) A candidate who has suspended enrolment in the double degree to enrol in the Bachelor of Advanced Studies to complete requirements of honours or a stream may, with the permission of the Faculty of Science and the Faculty of Medicine, abandon the Bachelor of Advanced Studies and enrol in the Doctor of Medicine.

14. Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Science/ Doctor of Medicine to obtain credit for previous studies.

15. Transitional provisions

(1) These resolutions apply to students candidates who commenced their candidature after 1 January, 2018 and candidates who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.
(2) Students candidates who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions or who commenced after 1 January, 2018 and are seeking credit for prior study should note that the University does not undertake to offer 4000 level honours units of study in the Bachelor of Advanced Studies degree prior to 2020 and nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2, of that year 2020 or the single degree Bachelor of Science component of the double degree before the end of Semester 2 2019.
(3) Candidates who commenced their candidature prior to 1 January 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
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/Doctor of Dental Medicine; and
2. approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2018.

EXECUTIVE SUMMARY

The proposal is to amend the course resolutions for the Bachelor of Science/Doctor of Dental Medicine to reflect and combine the changes submitted to Academic Board in November 2016 and July 2017. This final version collated all the amendments and produces a final version to be issued in the 2018 Science Handbook.

IMPLEMENTATION

The amended resolutions will be implemented in the 2018 Science Undergraduate Handbook.

ATTACHMENTS

1. Minor course resolution amendment proposal
2. Amended Resolutions for the Bachelor of Science/Doctor of Dental Medicine
Minor Course Amendment Proposal

Faculty: Science, Dentistry

Contact person: Helen Agus, Yvonne Cheng

1. Name of award course
   Bachelor of Science and Doctor of Dental Medicine (2018-on)

2. Purpose of proposal
   - To update the admission requirements to ensure that current admission practices are codified within the course resolutions. This follows extensive consultation across the two faculties as well as advice from OGC regarding appropriate wording of the amendment. The proposal has been approved by the Double Degree Dentistry Program (DDDP) Committee for recommendation to the UGSC.
   - To implement more supportive degree progression requirements (65 WAM instead of 75 WAM) by removing the Dalayll stream as a compulsory requirement of the Bachelor of Science component of the double degree. Students will have the option of undertaking "no stream". This will enhance consistency with the Double Degree Medicine Program and provide a suitable pathway for students entering through special admission schemes (e.g. Cadigal).
   - To correct typographic errors and inconsistent wording in the course resolutions (especially in the sections on requirements for award and transitional arrangements).

3. Details of amendment

3 Streams
   (1) The Bachelor of Science in this double degree is available only in the following stream:
       (a) Dalayll
   (2) Completion of the Dalayll stream is a requirement a stream is not a requirement of the Bachelor of Science/Doctor of Dental Medicine. The requirements for the completion of the Dalayll stream is in Table S of the Shared Pool for Undergraduate Degrees.

5 Admission to candidature
   (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander applicants. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.
   (2) In addition, admission to this course requires the applicant to participate in a semi-structured interview an assessment process, including a written assessment and a panel discussion session. The results of this interview assessment will form part of the ranking of applicants.
   (3) Applicants are only eligible for admission to the first available course intake following receipt of their final results. Applicants are ineligible for admission to the course in subsequent years.
   (4) Admission to the Dalayll stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies or equivalent standard.

6 Requirements for award
   (1) The units of study that may be taken for the course are set out in:
       (a) Table A for the Bachelor of Science; and
       (b) Table S from the Shared Pool for Undergraduate Degrees; and
       (c) Table O from the Shared Pool for Undergraduate Degrees; and
       (d) The Table of units for the Doctor of Dental Medicine from the Faculty of Dentistry.
(2) In these resolutions, Table A, Table S, Table O mean Table A, Table S and Table O as specified here.

(3) To qualify for the award of both degrees, a candidate must successfully complete 336 credit points, comprising:

(a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:

(i) Degree Core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as Mathematics mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and

(ii) A major (48 credit points) or program listed and defined in Section 7 below and specified listed in Table A; and

(iii) A minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed in Table A or Table S; and

(iv) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and

(v) 6 credit points of foundation knowledge units of study for Dentistry dentistry selected from BIOL1XX3, or BIOL1XX6, or BIOL1XX7, and a 0 one zero credit point unit of study (SDDP1011); and

(vi) Where where appropriate, elective units from Table A and Table S; and

(vii) If enrolled in the Dalvell stream, complete the requirements for the Dalyell stream as specified in Table S.

(b) 192 credit points to qualify for the award of the Doctor of Dental Medicine as required specified by in the resolutions for the Doctor of Dental Medicine.

8 Progression rules

(1) Progression within the Bachelor of Science

(a) Candidates must complete all the requirements for the degree of Bachelor of Science, including the designated foundational knowledge units of study for dentistry offered by the Faculty of Science specified in 6,(2) (a) 6,(3) (b) (v), within three years (or four years if candidates take an embedded honours component through the Bachelor of Advanced Studies), excluding any authorised periods of suspension, in order to progress to the Doctor of Dental Medicine degree.

(b) Candidates must achieve a Weighted Average Mark (WAM) of at least 65.0 in each year of study in the Bachelor of Science to continue in the double degree, this being the minimum achievement required for admission to candidature for the Doctor of Dental Medicine.

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

(2) Progression within the Dalyell Stream

(a) With the permission of the Dalyell coordinator, candidates in the Dalyell Stream may attempt units of study at higher levels than the usual sequence.

(b) Candidates must achieve a Weighted Average Mark WAM at a level determined by the Board of Interdisciplinary Studies in each year of study to continue in the Dalyell Stream. Candidates who do not maintain a Weighted Average Mark WAM at the level determined by the Board of Interdisciplinary Studies may continue in any other stream into which they were admitted, major, program or minor the Bachelor of Science component of the double degree, but will not remain in the Dalyell Stream.

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

(3) Progression within the Doctor of Dental Medicine

(a) Progression within the Doctor of Dental Medicine is as specified in the Resolutions resolutions for the Doctor of Dental Medicine.

4. Transitional arrangements

15 Transitional arrangements

(1) These resolutions apply to students candidates who commenced their candidature after 1 January, 2018 and candidates who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.
(2) Students Candidates who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions, or who commenced after 1 January 2018 and are seeking credit for prior study, should note that the University does not undertake to offer 4000 level honours units of study in the Bachelor of Advanced Studies degree prior to 2020 and nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2 of that year 2020 or the single degree Bachelor of Science component of the double degree before the end of Semester 2, 2019.

(3) Candidates who commenced their candidature prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

5. Other relevant information
   n/a

6. Signature of Dean's delegate

Mrs Helen Agus
Associate Dean (Student Affairs)
Faculty of Science

5/9/17
Acting Dean
Bachelor of Science/Doctor of Dental Medicine

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

Course resolutions

1. Course codes

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</table>

2. Attendance pattern
   The attendance pattern for this course is full time only.

3. Streams
   (1) The Bachelor of Science in this double degree is available only in the following streams:
   (a) Dalyell.
   (2) Completion of the Dalyell stream is a requirement, a stream is not a requirement of the Bachelor of Science/Doctor of Dental Medicine. The requirements for the completion of the stream is as specified in Table A for the Bachelor of Science or, in the case of the Dalyell stream, in Table S of the Shared Pool for Undergraduate Degrees.
   (3) Candidates who qualify for the Dalyell stream may complete that stream while also completing the Named Scientist stream.

4. Cross faculty management
   Candidates in this double degree program will be under the general supervision of the Faculty of Science until the end of the semester in which they complete the requirements for the Bachelor of Science. They will then be under the supervision of the Faculty of Dentistry.

5. Admission to candidate
   (1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.
   (2) In addition, admission to this course requires the applicant to participate in a semi-structured interview an assessment process, including a written assessment and a panel discussion session. The results of this assessment will form part of the ranking of applicants.
   (3) Applicants are only eligible for admission to the first available course intake following receipt of their final results. Applicants are ineligible for admission to the course in subsequent years.
   (4) Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent standard.

6. Requirements for award
   (1) The units of study that may be taken for the course are set out in;
   (a) Table A for the Bachelor of Science; and
   (b) Table S from the Shared Pool for Undergraduate Degrees; and
   (c) Table O from the Shared Pool for Undergraduate Degrees; and
   (d) The Table of units for the Doctor of Dental Medicine from the Faculty of Dentistry.
   (2) In these resolutions, except where otherwise specified, Table A, Table S and Table O mean Table A, Table S and Table O as specified there.
   (3) To qualify for the award of both degrees a candidate must successfully complete 336 credit points, comprising:
   (a) 144 credit points to qualify for the award of the Bachelor of Science as specified in the resolutions for the Bachelor of Science, including:
   (i) Degree core: 12 credit points of mathematics degree core units of study as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and 12 credit points of 1000-level science elective units of study (excluding units listed as mathematics degree core) as set out in Table A (students may count the units from their major(s) or minor(s) to fulfil this requirement); and
   (ii) A major (48 credit points) or program listed and defined in Section 7 below and specified in Table A; and
   (iii) A minor (36 credit points) or second major (48 credit points) as defined in Section 7 below and listed in Table A or Table S; and
   (iv) 12 credit points of units of study in the Open Learning Environment as listed in Table O; and
   (v) 6 credit points of foundational knowledge units of study for dentistry selected from BIOL1XX3, or BIOL1XX6, or BIOL1XX7, and a–zero credit point unit of study (SDDP1011); and
   (vi) Where where appropriate, elective units from Table A and Table S; and
   (vii) If enrolled in the Dalyell stream, complete the requirements for the Dalyell stream as specified in Table A or Table S.
   (b) 192 credit points to qualify for the award of the Doctor of Dental Medicine as required specified in the resolutions for the Doctor of Dental Medicine.

7. Programs, majors and minors
   (1) Completion of a major from Table A for the Bachelor of Science is a requirement for this double degree.
Candidates who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.

Failure to maintain the minimum progression requirements will result in candidates being transferred from the double degree to a Bachelor of Science degree with full credit for all units of study successfully completed.

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

Completion of a minor or second major from Table A or Table S is a requirement for this double degree.

The minors and majors available as second majors in the Bachelor of Science are as specified in Table A and Table S.

The minors and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and in Table A.

(3) Candidates who have selected a program with an embedded major from Table A of up to 72 credit points.

(4) The programs and majors available as first majors in the Bachelor of Science are as specified in the resolutions for the Bachelor of Science, Bachelor of Science/Bachelor of Advanced Studies and in Table A.

(5) Students should note that the University does not undertake to offer 4000 level honours units of study in the Bachelor of Advanced Studies degree prior to 2020, and nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2, of that year 2020 or the single degree Bachelor of Science component of the double degree before the end of Semester 2, 2019.

(3) Candidates who commenced their candidature to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement.

11. Cross-institutional study

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

12. International exchange

The Faculty of Science encourages candidates in this course to participate in international exchange programs as set out in the Resolutions of the Faculty of Science provided that the progression requirements and timelines in Section 8 of these resolutions can be met.

13. Course Transfer

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

(2) With the permission of the Faculty of Science and the Faculty of Dentistry, in the double degree for one year, enrolling in the Bachelor of Advanced Studies and taking an embedded honours component in an additional year of full time study.

(3) The grade of honours in the Bachelor of Advanced Studies will be determined by an honours mark calculated from work in the embedded honours component as specified in Table A and the Resolutions of the Faculty of Science.

10. Award of the degrees

(1) The Bachelor of Science is awarded at Pass level. Honours in science is taken by enrolling in the Bachelor of Advanced Studies and completing an embedded honours component.

(2) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(3) Candidates who attempt the Bachelor of Science with an embedded honours component in the Bachelor of Advanced Studies who do not meet the requirements for honours but who meet the requirement for the pass degree, may be awarded the relevant degree or combined degree at pass level for which they fulfil requirements.

(4) The Bachelor of Science is awarded as a Pass grade.

14. Credit for previous study

It is not possible for candidates enrolled in the Bachelor of Science/Doctor of Dental Medicine to obtain credit for previous studies.

15. Transitional provisions

(1) These resolutions apply to students who commenced their candidature on or after 1 January, 2018 who are not seeking credit for prior study and candidates who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.

(2) Students who commenced their candidature prior to 1 January, 2018 who elect to transfer and proceed under these resolutions, or who commenced after 1 January, 2018 and are seeking credit for prior study, should note that the University does not undertake to offer 4000 level honours units of study in the Bachelor of Advanced Studies degree prior to 2020, and nor 2000 or 3000 level units of study prior to 2019 and that it may not be possible to complete requirements for the Bachelor of Advanced Studies before the end of Semester 2, of that year 2020 or the single degree Bachelor of Science component of the double degree before the end of Semester 2, 2019.

(3) Candidates who commenced their candidature prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
RECOMMENDATION

That the Undergraduate Studies Committee note the Educational Integrity Trend Report, Semester 1, 2017.

EXECUTIVE SUMMARY

The Educational Integrity Trend Report (Attachment 1) highlights the efforts of the University community to build upon the gains made following the introduction of the new policy and procedures related to assuring the academic integrity of coursework award courses in 2016.

In particular, a focus on educating students in academic honesty has continued to be a hallmark of the University’s approach. The Academic Honesty Education Module was extended to encompass a broader range of issues, and having been rebuilt in a more user-friendly platform was completed by a higher number of students (approx. 18,700 completions) in Semester 1, 2017, than in the same semester in 2016 (approx. 14,700 completions). Faculty Educational Integrity Coordinators and nominated academics also continued to pursue explicitly educational outcomes for those students reported for potential breaches of academic honesty, with over a quarter (approx. 400) of the reported incidents being resolved without a formal finding of plagiarism or academic dishonesty being made. In total, over 700 students completed a further development course as a result of being reported to faculty teams by unit of study teaching staff.

At the same time, there has been a reduction in the number of incidents reported across the semester, down from the 1,852 incidents reported in Semester 1, 2016, to 1,418 incidents reported in Semester 1, 2017. This has been more or less matched by a decline in the number of individual students being reported, which declined by a similar volume from 1,689 students in Semester 1 last year to 1,289 students this year.

A number of demographic trends identified in 2016 have also continued in 2017 despite this decline. As in 2016, the reported incidents overwhelmingly involved students in the first two years of candidature (86.9% of all incidents) and undertaking full time study (92.5% of all incidents). The number of reported incidents involving international students has also remained steady at around 50% of all incidents across the past three semesters relative to total international coursework enrolments (approx. 31.5% in Semester 1, 2017). In contrast, there was a notable shift in the proportion of incidents involving postgraduate students, down approximately 25% on 2016 levels, and a shift in the proportion of incidents involving male students, increasing by approximately 15% as compared to last year.

COMMUNICATION

The Educational Integrity Trend Report Semester 1, 2017, will be circulated to the University Executive Education Committee, the Academic Board, via the Academic Standards and Policy Committee, and faculties via Educational Integrity Coordinators.

ATTACHMENTS

Attachment 1 – Educational Integrity Trend Report, Semester 1, 2017
Educational Integrity Trend Report
Semester 1, 2017

Office of Educational Integrity
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Abbreviations

AHEM  Academic Honesty Education Module
ARCH  Faculty of Architecture, Design and Planning
ARTS  Faculty of Arts and Social Sciences
BUSI  The University of Sydney Business School
CONS  Sydney Conservatorium of Music
DENT  Faculty of Dentistry
ENGI  Faculty of Engineering and Information Technologies
HSCI  Faculty of Health Sciences
LAWS  The University of Sydney Law School
LMS  Learning Management System (or Blackboard)
LSRE  Language Strategies for Referring to Evidence (workshop)
MEDI  The University of Sydney Medical School
NURS  Sydney Nursing School
PHAR  Faculty of Pharmacy
QPSS  Quoting, Paraphrasing and Summarising Sources (online module)
QSP  Quoting, Summarising and Paraphrasing Evidence (workshop)
SCIE  Faculties of Science (incl. Agriculture and Environment, and Veterinary Science)
UEE  Using Evidence in Essays (workshop)
Education in academic honesty

The Academic Honesty in Coursework Policy 2015 and Academic Honesty Procedures 2016 require that all students be clearly informed about the University’s academic standards. Faculties and unit of study coordinators are also required to ensure that students are provided with discipline-specific education in academic writing and referencing conventions early in their first year of candidature. To ensure consistency of message and to supplement the work of faculties, the Office of Educational Integrity provides educational resources to all students on a University-wide basis in the form of the Academic Honesty Education Module and an academic honesty workshop program delivered by the University’s Learning Centre.

Academic Honesty Education Module

In accordance with the Academic Honesty in Coursework Policy 2015, all students commencing study under a new coursework award are required to complete the Academic Honesty Education Module (AHEM) within the first semester of their candidature. Faculties are also permitted to require all or some of their students to undertake the module. A new, expanded version of the AHEM was introduced ahead of the commencement of Semester 1, 2017. This version encompasses a wider range of issues associated with academic honesty and was built in the more user-friendly platform, Smart Sparrow. Students are required to correctly answer all questions, which is facilitated by the provision of immediate feedback should they answer anything incorrectly. The improvements made to the AHEM have led to a significant increase in the number of students (by approx. 4,000) who successfully completed the module in Semester 1, 2017, compared to the same period in 2016.

Learning Centre Development Courses

In lieu of making a formal finding of academic impropriety, faculty Educational Integrity Coordinators and nominated academics are able to direct reported students to complete an approved development workshop. Three such workshops delivered by the Learning Centre were approved in 2016 for this purpose:
- Quoting, Summarising and Paraphrasing Evidence (QSP).
- Using Evidence in Essays (UEE).
- Language Strategies for Referring to Evidence (LSRE).

As an alternative to these workshops, students may complete an online development module adapted from the core QSP workshop: Quoting, Paraphrasing and Summarising Sources (QPSS). The online module was launched in late-2016, and has been made available on an ongoing basis to provide students with a flexible means by which to meet any further

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1 See clause 16 of the Academic Honesty in Coursework Policy 2015 and clause 8 of the Academic Honesty Procedures 2016. Both can be accessed via the Policy Register.
development requirements within the allocated time. The academic honesty workshop program has been scaled back in Semester 2, 2017, as students overwhelmingly elected to complete the online module in Semester 1, although the availability of the face-to-face workshops is still greater than pre-2016 levels. The workshops also remain available to all students of the University.

**Figure 2:** Development course completions in Semester 1, 2017

Trends in detection, reporting and outcomes

**Detection and reporting**

In Semester 1, 2017, a total of 1,418 incidents reports were made across the University (see Table 1. Although this represents a decline on the incidents reported in each semester in 2016, this is almost equal to the historical average of 1,500 reported per annum by faculties to the Academic Board between 2010 and 2015. In addition to the improved reporting procedures and systems introduced in 2016, the mandated use of similarity detection software (SDS) for the submission of all text-based written assignments continues to be a significant factor in the increased rates of reporting witnessed over the past 18 months. Despite a decrease in the total number of incidents reported in relation to the use of SDS in Semester 2, 2016, over 85% of all incidents reported in Semester 1 this year involved the use of SDS (see Table 3).

**Figure 3:** Proportion of incidents reported by use of similarity detection software since Semester 1, 2016

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2 N.B. The School of Information Technologies employed the program MOSS (Measure of Software Similarity) to check work submitted by students enrolled in several of their large core programming units of study.
Figure 4 below shows that the timing and volume of reporting in Semester 1 broadly follows a pattern similar to that seen in 2016 insofar as the bulk of reporting occurs through the second half of the main Semester 1 teaching session. The noticeable difference in the volume of reporting at the end of the semester in 2016 relative to 2017 is in part attributable to the decline in incidents reported by the Examinations Office, with 86 (or 48%) fewer incidents reported this year. Regardless of the decline, the concentration of reporting through the latter stages of the semester – often the result of delayed reporting by teaching staff – meant that educational integrity teams in most faculties were again placed under considerable strain in managing high caseloads in a compressed period of time. Even so, average case duration has held steady at around 29 days per case between Semester 2, 2016, and Semester 1, 2017, which is a considerable improvement on the average of 38 days per case in Semester 1, 2016.

Figure 4: Incidents reported by week in Semester 1, 2017

Outcomes

As of 25 August 2017, 137 of the 1,418 incidents reported in Semester 1 are yet to be formally resolved (see Table 1). Of those that have been resolved:
- 241 (or 17.0%) were resolved with an outcome of “no impropriety”
- 392 (27.6%) with an outcome of “development workshop completed”
- 242 (17.1%) with an outcome of “plagiarism”
- 396 (27.9%) with an outcome of “academic dishonesty” and
- Only 10 (0.71%) were referred to the Registrar on grounds of “potential academic misconduct.”

As shown in Figure 6 below, the number of reported incidents resulting in a finding of no impropriety have decreased by half (approx. 52%) over the past year (see Table 2). Although this may change as the outcomes of all reported incidents are finalised, the decline here may be indicative of the degree of institutional learning that has occurred over the past year in terms of what may reasonably be considered plagiarism or academic dishonesty. It is also likely to be the result of the improved education on academic honesty and writing conventions provided to students in units of study and the AHEM. There has also been an overall decline in the number of incidents with outcomes recorded as “development workshop completed,” plagiarism, and potential academic misconduct. As a proportion of the outcomes for all incidents, these three outcomes have remained relatively steady over the past three semesters.

3 N.B. There were no incidents reported by the Examinations Office resulting in a finding of “potential other misconduct” as was the case in each of the previous two semesters.
In contrast, findings of academic dishonesty increased as a proportion of all outcomes in the first semester of 2017 as compared to Semester 2, 2016. As was noted in the Educational Integrity Annual Report 2016, a very high number of incidents were reported in Semester 1 last year for two large computer programming courses, many of which resulted in a finding of academic dishonesty. Unfortunately, a very high number of incidents have been reported again for these units on the basis of similar issues, which appears to have contributed to the increase in findings of academic dishonesty relative to Semester 2, 2016.

**Figure 5:** Incidents reported by outcome in Semester 1, 2017

![Pie chart showing incidents reported by outcome in Semester 1, 2017]

- No impropriety (241)
- Development workshop completed (392)
- Plagiarism (242)
- Academic dishonesty (396)
- Potential academic misconduct (10)

**Figure 6:** Incidents reported by outcome since Semester 1, 2016

![Bar chart showing incidents reported by outcome since Semester 1, 2016]

- No impropriety
- Development workshop completed
- Plagiarism
- Academic dishonesty
- Potential academic misconduct
- Potential other misconduct

**Individual students and rates of recidivism**

As in the previous two semesters, there were fewer students reported than there were incidents. In Semester 1, 2017, a total of 1,289 (or 2.4% of all coursework) students were reported to faculty Educational Integrity Coordinators and nominated academics. This is down from the 1,689 students reported in Semester 1 and 1,326 students reported in Semester 2 in 2016.

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*See [https://intranet.sydney.edu.au/teaching-support/educational-integrity.html](https://intranet.sydney.edu.au/teaching-support/educational-integrity.html)*
Only a small proportion of students reported this semester (less than 10%) were involved in more than one incident, and most of these were related to incidents reported simultaneously. The number of students who have been reported in each of the past three semesters is also low, with only 169 (3.7%) of the 4,473 students reported since the beginning of Semester 1 last year being reported in two or more semesters. This suggests that the improved education, detection and reporting practices adopted across the University at the beginning of 2016 have had a measurable impact on the likelihood of students to engage in repeated breaches of the University’s academic honesty standards.

Demographic trends

A number of demographic trends that emerged in 2016 remained broadly consistent in Semester 1, 2017, although as with last year this varies from faculty to faculty. The greater number of incidents reported involved students in their first (63.6%) or second (23.3%) year of candidature (Table 5). At the same time, over 90% of the incidents reported involved students studying full time, which is again somewhat disproportionate to full time coursework enrolments of approximately 80% at the University-level (Table 6).

In contrast, there has been a moderate decline in the proportion of reported incidents involving postgraduate students, down from an annual average of 43.1% of all incidents reported in 2016 to 32.5% in Semester 1, 2017 (Table 4). There also appears to have been a proportional increase in the number of male students reported for potential academic impropriety, increasing from an annual average of 42.1% of all incidents reported in 2016 to 49.7% so far this year (Table 8).

The higher rate at which international students were reported in 2016 also appears to have continued this semester, with 49.4% of reported incidents involving international students as compared to international coursework enrolments of approximately 31.5% (Table 7). This trend appears to have persisted in each of the past three semesters, so the Office of Educational Integrity has undertaken to provide information for further analysis to the International Student Experience Taskforce being chaired by Professor Greg Whitwell, Dean of the University of Sydney Business School.

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Tables and additional figures

Table 1: Incidents reported by faculty and outcome, Semester 1, 2017

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<td>38</td>
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<td>37</td>
<td>376</td>
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<td>0</td>
<td>0</td>
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<td>27</td>
<td>51</td>
<td>19</td>
<td>7</td>
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<td>0</td>
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<td>107</td>
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<td>0</td>
<td>5</td>
<td>94</td>
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<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>44</td>
</tr>
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<td>15</td>
<td>16</td>
<td>41</td>
<td>2</td>
<td>0</td>
<td>58</td>
<td>167</td>
</tr>
<tr>
<td>Total</td>
<td>241</td>
<td>392</td>
<td>242</td>
<td>396</td>
<td>10</td>
<td>0</td>
<td>137</td>
<td>1418</td>
</tr>
<tr>
<td>Ratio</td>
<td>17.00%</td>
<td>27.64%</td>
<td>17.07%</td>
<td>27.93%</td>
<td>0.71%</td>
<td>0.00%</td>
<td>9.66%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 2: Incidents reported by semester and outcome, 2016 to 2017

<table>
<thead>
<tr>
<th>Semester</th>
<th>No Impropriety</th>
<th>Development Workshop Completed</th>
<th>Plagiarism</th>
<th>Academic Dishonesty</th>
<th>Potential Misconduct (Academic)</th>
<th>Potential Misconduct (Other)</th>
<th>Outcome Pending*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem 1 2016</td>
<td>501</td>
<td>463</td>
<td>313</td>
<td>559</td>
<td>19</td>
<td>2</td>
<td>0</td>
<td>1857</td>
</tr>
<tr>
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<td>27.0%</td>
<td>24.9%</td>
<td>16.9%</td>
<td>30.1%</td>
<td>1.0%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>100%</td>
</tr>
<tr>
<td>Sem 2 2016</td>
<td>369</td>
<td>503</td>
<td>273</td>
<td>262</td>
<td>48</td>
<td>1</td>
<td>11</td>
<td>1473*</td>
</tr>
<tr>
<td>Ratio</td>
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<td>34.1%</td>
<td>18.5%</td>
<td>17.8%</td>
<td>3.3%</td>
<td>0.1%</td>
<td>0.7%</td>
<td>100%</td>
</tr>
<tr>
<td>Sem 1 2017</td>
<td>241</td>
<td>392</td>
<td>242</td>
<td>396</td>
<td>10</td>
<td>0</td>
<td>137</td>
<td>1418</td>
</tr>
<tr>
<td>Ratio</td>
<td>17.00%</td>
<td>27.64%</td>
<td>17.07%</td>
<td>27.93%</td>
<td>0.71%</td>
<td>0.00%</td>
<td>9.66%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

* Outcomes pending as at 25 August 2017
Table 3: Incidents reported by use of similarity detection software

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Used Incidents</th>
<th>Not Used Incidents</th>
<th>Incident Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>102</td>
<td>97</td>
<td>5</td>
<td>95.1%</td>
</tr>
<tr>
<td>ARTS</td>
<td>125</td>
<td>114</td>
<td>11</td>
<td>91.2%</td>
</tr>
<tr>
<td>BUSI</td>
<td>276</td>
<td>227</td>
<td>32</td>
<td>82.2%</td>
</tr>
<tr>
<td>CONS</td>
<td>13</td>
<td>13</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>DENT</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
</tr>
<tr>
<td>ENGI</td>
<td>376</td>
<td>322</td>
<td>20</td>
<td>85.6%</td>
</tr>
<tr>
<td>HSCI</td>
<td>93</td>
<td>84</td>
<td>8</td>
<td>90.3%</td>
</tr>
<tr>
<td>LAWS</td>
<td>20</td>
<td>14</td>
<td>6</td>
<td>70.0%</td>
</tr>
<tr>
<td>MEDI</td>
<td>107</td>
<td>104</td>
<td>3</td>
<td>97.2%</td>
</tr>
<tr>
<td>NURS</td>
<td>94</td>
<td>89</td>
<td>2</td>
<td>94.7%</td>
</tr>
<tr>
<td>PHAR</td>
<td>44</td>
<td>40</td>
<td>2</td>
<td>90.9%</td>
</tr>
<tr>
<td>SCIE</td>
<td>167</td>
<td>124</td>
<td>26</td>
<td>74.3%</td>
</tr>
<tr>
<td>Total</td>
<td>1418</td>
<td>1229</td>
<td>96</td>
<td>86.7%</td>
</tr>
</tbody>
</table>

Figure 8: Incidents reported by use of similarity detection software
### Table 4: Incidents reported by level of coursework qualification

<table>
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<tr>
<th></th>
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<th>Undergraduate</th>
<th></th>
<th>Postgraduate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incidents</td>
<td>Incident Ratio</td>
<td>Enrolment Ratio</td>
<td>Incidents</td>
<td>Incident Ratio</td>
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<td>102</td>
<td>69.6%</td>
<td>55.0%</td>
<td>31</td>
<td>30.4%</td>
</tr>
<tr>
<td>ARTS</td>
<td>125</td>
<td>78.4%</td>
<td>78.1%</td>
<td>27</td>
<td>21.6%</td>
</tr>
<tr>
<td>BUSI</td>
<td>276</td>
<td>32.6%</td>
<td>39.5%</td>
<td>186</td>
<td>67.4%</td>
</tr>
<tr>
<td>CONS</td>
<td>13</td>
<td>100.0%</td>
<td>91.4%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>DENT</td>
<td>1</td>
<td>100.0%</td>
<td>23.2%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>ENGI</td>
<td>376</td>
<td>89.6%</td>
<td>70.9%</td>
<td>39</td>
<td>10.4%</td>
</tr>
<tr>
<td>HSCI</td>
<td>93</td>
<td>73.1%</td>
<td>73.5%</td>
<td>25</td>
<td>26.9%</td>
</tr>
<tr>
<td>LAWS</td>
<td>20</td>
<td>50.0%</td>
<td>26.4%</td>
<td>10</td>
<td>50.0%</td>
</tr>
<tr>
<td>MEDI</td>
<td>107</td>
<td>20.6%</td>
<td>1.3%</td>
<td>85</td>
<td>79.4%</td>
</tr>
<tr>
<td>NURS</td>
<td>94</td>
<td>60.6%</td>
<td>63.9%</td>
<td>37</td>
<td>39.4%</td>
</tr>
<tr>
<td>PHAR</td>
<td>44</td>
<td>72.7%</td>
<td>79.3%</td>
<td>12</td>
<td>27.3%</td>
</tr>
<tr>
<td>SCIE</td>
<td>167</td>
<td>94.6%</td>
<td>88.8%</td>
<td>9</td>
<td>5.4%</td>
</tr>
<tr>
<td>Total</td>
<td>1418</td>
<td>67.5%</td>
<td>62.0%</td>
<td>461</td>
<td>32.5%</td>
</tr>
</tbody>
</table>

**Figure 9:** Incidents reported by level of coursework qualification
Table 5: Incidents reported by year of candidature (course block)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Incidents Reported</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>102</td>
<td>72</td>
<td>28</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ARTS</td>
<td>125</td>
<td>77</td>
<td>31</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>BUSI</td>
<td>276</td>
<td>205</td>
<td>54</td>
<td>15</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CONS</td>
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<td>5</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DENT</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ENGI</td>
<td>376</td>
<td>217</td>
<td>113</td>
<td>37</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>HSCI</td>
<td>93</td>
<td>27</td>
<td>35</td>
<td>28</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>LAWS</td>
<td>20</td>
<td>11</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MEDI</td>
<td>107</td>
<td>75</td>
<td>21</td>
<td>6</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>NURS</td>
<td>94</td>
<td>77</td>
<td>6</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PHAR</td>
<td>44</td>
<td>21</td>
<td>2</td>
<td>10</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>SCIE</td>
<td>167</td>
<td>115</td>
<td>34</td>
<td>15</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1418</strong></td>
<td><strong>902</strong></td>
<td><strong>331</strong></td>
<td><strong>151</strong></td>
<td><strong>31</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

| Ratio       | 100.0%            | 63.6%  | 23.3%  | 10.6%  | 2.2%   | 0.2%   |

Figure 10: Incidents reported by year of candidature (course block)
### Table 6: Incidents reported by attendance pattern

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
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<td>Enrolment Ratio</td>
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<td>95.1%</td>
</tr>
<tr>
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<td>111</td>
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</tr>
<tr>
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<td>276</td>
<td>257</td>
<td>93.1%</td>
</tr>
<tr>
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<td>12</td>
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<td>DENT</td>
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<td>1</td>
<td>100.0%</td>
</tr>
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<td>368</td>
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</tr>
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<td>93</td>
<td>91</td>
<td>97.8%</td>
</tr>
<tr>
<td>LAWS</td>
<td>20</td>
<td>17</td>
<td>85.0%</td>
</tr>
<tr>
<td>MEDI</td>
<td>107</td>
<td>88</td>
<td>82.2%</td>
</tr>
<tr>
<td>NURS</td>
<td>94</td>
<td>69</td>
<td>73.4%</td>
</tr>
<tr>
<td>PHAR</td>
<td>44</td>
<td>42</td>
<td>95.5%</td>
</tr>
<tr>
<td>SCIE</td>
<td>167</td>
<td>159</td>
<td>95.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1418</strong></td>
<td><strong>1312</strong></td>
<td><strong>92.5%</strong></td>
</tr>
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</table>

### Figure 11: Incidents reported by attendance pattern

The chart shows the number of incidents reported by attendance pattern for each faculty. The bars are color-coded to indicate full-time (red) and part-time (yellow).
Table 7: Incidents reported by enrolment type

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Domestic Incident Ratio</th>
<th>Enrolment Ratio</th>
<th>Domestic Incident Ratio</th>
<th>Enrolment Ratio</th>
</tr>
</thead>
<tbody>
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<td>ARCH</td>
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<td>63.0%</td>
<td>50</td>
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<td>77</td>
<td>61.6%</td>
<td>79.2%</td>
<td>48</td>
</tr>
<tr>
<td>BUSI</td>
<td>276</td>
<td>53</td>
<td>19.2%</td>
<td>33.2%</td>
<td>223</td>
</tr>
<tr>
<td>CONS</td>
<td>13</td>
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<td>76.9%</td>
<td>92.4%</td>
<td>3</td>
</tr>
<tr>
<td>DENT</td>
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<td>1</td>
<td>100.0%</td>
<td>69.3%</td>
<td>0</td>
</tr>
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<td>40.7%</td>
<td>52.3%</td>
<td>223</td>
</tr>
<tr>
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<td>93</td>
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<td>81.7%</td>
<td>83.4%</td>
<td>17</td>
</tr>
<tr>
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<td>60.0%</td>
<td>84.8%</td>
<td>8</td>
</tr>
<tr>
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<td>75.7%</td>
<td>87.5%</td>
<td>26</td>
</tr>
<tr>
<td>NURS</td>
<td>94</td>
<td>64</td>
<td>68.1%</td>
<td>73.9%</td>
<td>30</td>
</tr>
<tr>
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<td>35</td>
<td>79.5%</td>
<td>80.5%</td>
<td>9</td>
</tr>
<tr>
<td>SCIE</td>
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<td>62.3%</td>
<td>83.5%</td>
<td>63</td>
</tr>
<tr>
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<td>68.5%</td>
<td>700</td>
</tr>
</tbody>
</table>

Figure 12: Incidents reported and enrolment type
Table 8: Incidents reported by gender

<table>
<thead>
<tr>
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<th>Total Incidents</th>
<th>Female Incidents</th>
<th>Male Incidents</th>
<th>Female Enrolment Ratio</th>
<th>Male Enrolment Ratio</th>
<th>X Incidents</th>
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<tr>
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<td>68.8%</td>
<td>31.2%</td>
<td>42.8%</td>
</tr>
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<td>276</td>
<td>167</td>
<td>109</td>
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<td>39.5%</td>
<td>38.3%</td>
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<td>7</td>
<td>46.2%</td>
<td>53.8%</td>
<td>50.6%</td>
</tr>
<tr>
<td>DENT</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>100.0%</td>
<td>0.0%</td>
<td>44.9%</td>
</tr>
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<td>283</td>
<td>24.5%</td>
<td>75.3%</td>
<td>71.6%</td>
</tr>
<tr>
<td>HSCI</td>
<td>93</td>
<td>56</td>
<td>37</td>
<td>60.2%</td>
<td>39.8%</td>
<td>31.3%</td>
</tr>
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<td>12</td>
<td>8</td>
<td>60.0%</td>
<td>40.0%</td>
<td>43.3%</td>
</tr>
<tr>
<td>MEDI</td>
<td>107</td>
<td>56</td>
<td>51</td>
<td>52.3%</td>
<td>47.7%</td>
<td>45.0%</td>
</tr>
<tr>
<td>NURS</td>
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<td>76</td>
<td>18</td>
<td>80.9%</td>
<td>19.1%</td>
<td>18.2%</td>
</tr>
<tr>
<td>PHAR</td>
<td>44</td>
<td>20</td>
<td>24</td>
<td>45.5%</td>
<td>54.5%</td>
<td>37.2%</td>
</tr>
<tr>
<td>SCIE</td>
<td>167</td>
<td>89</td>
<td>78</td>
<td>53.3%</td>
<td>46.7%</td>
<td>40.5%</td>
</tr>
<tr>
<td>Total</td>
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<td>712</td>
<td>705</td>
<td>50.2%</td>
<td>49.7%</td>
<td>42.0%</td>
</tr>
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</table>

Figure 13: Incidents reported by gender
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Alexandre Lefebvre, Faculty of Arts and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Alexandre Lefebvre, Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Paper title</td>
<td>UPDATED NAMES FOR FASS DALYELL STREAM UNITS</td>
</tr>
<tr>
<td>Purpose</td>
<td>To note updates to the Dalyell stream within Table S (new names for FASS units, FASS2100 and FASS2200)</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Undergraduate Studies Committee note the name changes for FASS2100 and FASS2200 within the Dalyell stream in Table S.

EXECUTIVE SUMMARY

At their 7 September 2017 meeting, the Board of Interdisciplinary Studies approved name changes for two FASS units in the Dalyell stream (which sits within Table S). The changes are shown below.

<table>
<thead>
<tr>
<th>Old unit name</th>
<th>New unit name</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS2100 Transformative Texts 1</td>
<td>FASS2100 Ideas and Movements that Changed the World</td>
</tr>
<tr>
<td>FASS2200 Transformative Texts 2</td>
<td>FASS2200 Great Books that Changed the World</td>
</tr>
</tbody>
</table>

There were three reasons behind this change:

1. The new titles are more descriptive and enticing for students.
2. The new titles better differentiate the units by making explicit that the focus of FASS2100 is ideas and movements, whereas for FASS2200 it is great books.
3. The new titles highlight impact, which is one of the graduate qualities the Dalyell stream proposes to deliver to a high level.

These changes are reflected in the updated Dalyell stream table of units provided at Attachment 1.

BACKGROUND / CONTEXT

Dalyell stream

The Dalyell scheme for high achievers has been approved for offer in undergraduate single and combined degrees including the Bachelor of Advanced Computing; Bachelor of Advanced Studies; Bachelor of Arts; Bachelor of Commerce; Bachelor of Economics; Bachelor of Engineering Honours; and Bachelor of Science. It will be offered to outstanding students who seek experiences that challenge them to gain greater breadth and/or depth of learning in their degree. Students graduating from the Dalyell stream will be identified as Dalyell scholars. As a University-wide scheme available in multiple degrees, the governance of the Dalyell stream, including the approval of the required Dalyell units for offer within the stream, lies with the Board of Interdisciplinary Studies.

FASS Dalyell units

FASS2100 and FASS2200 were units of study created in 2014 for FASS’s Faculty Scholars Program (FSP), which was an initiative designed to recognise the most outstanding students in FASS and provide them with the opportunity to undertake three advanced units available exclusively to those enrolled in the program. FASS2100 and FASS2200 were given the respective titles of “Transformative Texts 1” and “Transformative Texts 2”. Students in FSP were required to take both units to complete the program.
Non-Confidential
With the advent of the Dalyell stream, FASS will discontinue FSP in 2018. FASS has, however, converted FASS2100 and FASS2200 into two six-credit point Dalyell stream units. FASS requests a change of name for both of these units in order to better advertise the content of the units, better differentiate the units, attract Dalyell student interest from across the university, and showcase the importance of influence as a graduate quality in the Dalyell stream.

CONSULTATION
Prior to submission to the Board of Interdisciplinary Studies, Associate Professor Brendon O’Connor, Director of FSP and co-ordinator of FASS Dalyell, was consulted and approved the name change. Brendon also consulted with the 2017 FSP cohort and noted they did not raise any objections about the new unit of study titles on their transcripts.

Dr Melanie Keep, Chair of the Dalyell Coordinators Group, was consulted and approved the name changes. She incorporated the new titles into the Dalyell Open Day Presentation on 26 August 2017.

Edwina Grose, Head of Academic Model and Student Progression, was consulted and confirmed with Sydney Student and Academic Model that there would be no impact to previously and currently enrolled students in FASS2100 and FASS2200. These units will continue to be called FASS2100 Transformative Texts 1 and FASS2200 Transformative Texts 2 for these students.

IMPLEMENTATION
This change will be communicated to the Academic Model team and Linda Carmichael, Information Management Officer, Brand and Marketing Services, who will be asked to update the Table S entries in Sydney Student and the interdisciplinary handbook accordingly.

ATTACHMENTS
Attachment 1 – Updated Dalyell stream table of units
Dalyell stream

Achievement of the Dalyell stream requires 12 credit points of Dalyell units from this table.

Units of study

The units of study are listed below.

<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>
<tr>
<td><strong>FASS units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASS2100 Ideas and Movements that Changed the World</td>
<td>6</td>
<td>P must be in the Dalyell stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASS2200 Great Books that Changed the World</td>
<td>6</td>
<td>P must be in the Dalyell stream</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engineering units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGD1000 Building a Sustainable World</td>
<td>6</td>
<td>HSC Mathematics Extension 1 and HSC studies in one or more Science subjects</td>
<td>P ATAR equivalent score of at least 98 and faculty permission</td>
<td></td>
<td></td>
<td>S1C S2C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N ENGG1111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGD2000 Innovation and Entrepreneurship</td>
<td>2</td>
<td>P ENGD1000 OR ENGG1111. Distinction average WAM and department permission</td>
<td></td>
<td></td>
<td></td>
<td>S1C S2C</td>
</tr>
</tbody>
</table>
## Science units of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Dalyell Research Methods</td>
<td>6</td>
<td>P must be in the Dalyell stream</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To be offered in 2019</td>
</tr>
<tr>
<td>SCDL1991 Science Dalyell Showcase</td>
<td>6</td>
<td>A completion of a science subject at HSC level; strong understanding of the scientific method</td>
</tr>
</tbody>
</table>

## Business School units of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Points</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3XXX Dalyell Research Project</td>
<td>6</td>
<td>P must be in the Dalyell stream</td>
</tr>
<tr>
<td>3XXX Dalyell Consulting Project</td>
<td>6</td>
<td>P must be in the Dalyell stream</td>
</tr>
</tbody>
</table>