UNDERGRADUATE STUDIES COMMITTEE
10:00AM-12:00PM TUESDAY 4 SEPTEMBER 2018
Chair: Dr Melissa Hardie
Committee Officer: Dr Glenys Eddy
University Secretariat | Office of the Vice-Chancellor
Quadrangle (A14) http://sydney.edu.au/secretariat/academic-board-committees/undergraduate-studies-committee.shtml#

NOTICE OF MEETING

Meeting 2018/6 of the Undergraduate Studies Committee will be held at 10 am on Tuesday 4 September in the Senate Room. The agenda for the meeting is attached.

Dr Glenys Eddy
Committee Officer

AGENDA

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

4.1 Faculty of Science: Bachelor of Veterinary Science/Doctor of Veterinary Medicine course resolutions

4.2 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours: new major in Intelligent Information Engineering

4.3 Faculty of Health Sciences: Bachelor of Applied Science course resolution amendment

4.4 Sydney Nursing School: Bachelor of Nursing (Post-Registration) course amendment

4.5 Sydney Pharmacy School: Bachelor of Applied Science course resolution amendment

5 STRATEGIC ITEMS

No items for review.

6 ITEMS FOR NOTING

6.1 2019 Undergraduate Studies Meeting Dates

6.2 Global Student Recruitment & Mobility: Outbound Student Mobility Policy

6.3 Educational Integrity: Educational Integrity Trend Report, Semester 1 2018

7 OTHER BUSINESS

7.1 Any Other Business

Next meeting:
Special Meeting: Review and Endorsement of Learning Outcomes
Tuesday, 23 October 2018, 10.00am to 12.00pm
F23 Level 5 Function Room
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. It advises the Academic Board about resolutions, policy and procedures relating to undergraduate study at the University and determines undergraduate matters, including the approval of new and amended courses, in accordance with the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

TERMS OF REFERENCE

1. To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate studies in the University, including the pattern of undergraduate award courses.

2. To make recommendations to the Academic Board about proposals to introduce new undergraduate award courses and amendments to existing undergraduate award courses.

3. To make recommendations to the Academic Board about requirements to be satisfied by candidates for the award of a degree, diploma or certificate.

4. To determine procedures for the consideration, and deadline for submission of proposals for new and amended undergraduate award programs and courses in consultation with the University Executive Curriculum and Course Planning Committee.

5. To provide academic oversight in relation to domains 1.4.1; 1.4.2, 3.1.1, 3.1.2, 3.1.3; 3.1.4; 3.1.5; 5.1.2; 5.1.3, 5.4.2 and 6.3.2(c) of the Higher Education Standards Framework (Threshold Standards) 2015.

6. To ensure undergraduate education is compliant with appropriate rules, policies and procedures, including, but not limited to the:
   - University of Sydney (Coursework) Rule 2014
   - Coursework Policy 2014
   - Assessment Procedures 2011
   - Learning and Teaching Policy 2015
   - Learning and Teaching Procedures 2016
   - Academic Honesty in Coursework Policy 2015
   - Academic Honesty Procedures 2016.

7. 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.

8. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education) and, where appropriate the Pro-Vice-Chancellor (Global Engagement) on quality assurance and other matters relating to undergraduate study.

9. To obtain information or reports from any Faculty, University School, Board of Studies, school or department, the Library or other academic unit on academic matters relating to undergraduate studies.

10. To ensure proper communication channels are established with other committees of the Academic Board and the University Executive to promote cross-referencing and discussion of matters concerning undergraduate students.

11. To determine the terms and conditions of undergraduate awards, scholarships and prizes established within the University.

12. To receive annual reports on the awarding of Honours and the University Medal from Faculties, University Schools and Boards of Studies.

13. To provide regular reports on its activities to the Academic Board.

14. To consider and report on any matter referred to it by the Academic Board, or its committees, the University Executive or the Vice-Chancellor.
UNDERGRADUATE STUDIES COMMITTEE

10:00am – 12:00pm, Tuesday 10 July 2018
Senate Room

Members Present: Dr Melissa Hardie (Chair); Dr Ross Anderson, Architecture, Design and Planning; Dr Stephen Carter, Pharmacy; Dr Anthony Dracopoulos, Arts and Social Sciences; Imogen Grant, President of the SRC; Edwina Grose, Deputy Registrar Nominee; Dr James Humberstone, Sydney Conservatorium of Music; A/Prof Tony Masters, Chair of Academic Board; Dr Kimberly Mathieu Coulton, Dentistry; Dr Gary Muscatello, Science; Nethangie Ranhotty for Denzel Florez, Student Representative; A/Prof Nial Wheate, Nominee of Academic Board; A/Prof Tim Wilkinson, Chair of Admissions Sub-committee; and A/Prof Bronwyn Winter, Nominee of Academic Board.

Attendees: Sarah Brown, Student Administration Services; Dr Matthew Charet, Executive Officer to Academic Board; A/Prof Peter McCallum, Director, Education Strategy, DVC (Education); Christine Lacey, Engineering and Information Technologies; and Dr Glenys Eddy, Committee Officer.

Apologies: Prof Adam Bridgeman, Director, Educational Innovation; Dr Lisa Conlon, Nursing and Midwifery; Dr Kate Edwards, Health Sciences; Dr Fernanda Penaloza, Nominee of Academic Board; A/Prof Marjorie Valix, Engineering and Information Technologies; Dr Kevin Walton, Sydney Law School; Dr Ülkü Yüksel, Business.

MINUTES

1 WELCOME AND APOLOGIES

The Chair welcomed members and attendees to the meeting, and noted the apologies received.

The Chair directed that a formal thank you to Alyssa White be recorded, for her excellent service as Committee Officer.

Resolution UGSC2018/5-1
The Undergraduate Studies Committee resolved to note that apologies have been received from the members above and that they be excused for their absence.

2 PROCEDURAL MATTERS

2.1 Minutes of Previous Meeting 2018/4, 15 May 2018

The Minutes of the meeting held on 15 May 2018 were accepted as a true record of the meeting.

Resolution UGSC2018/5-2
The Undergraduate Studies Committee resolved that the minutes of meeting 2018/4 on 15 May 2018 be confirmed as a true record of that meeting.

2.2 Actions Arising

No comment was offered on the actions arising.

Resolution UGSC2018/5-3
The Undergraduate Studies Committee noted the updates provided on outstanding actions from the previous meeting.

3 STANDING ITEMS

3.1 Report of the Chair

The Chair reported on her membership of one of the academic advisory work streams of the Careers Advising and Transition Project, which aims to improve the student experience. A report
has been written on the workshop held in the middle of May. The Chair offered to pass on the contact details of any staff member who wishes to be in touch with the work stream.

**Resolution UGSC2018/5-4**
The Undergraduate Studies Committee noted the report of the Chair.

### 3.2 Report of the Academic Board

A/Prof. Masters commented that the Committee’s management of the huge number of approvals at its last meeting was testimony to its efficiency.

**Resolution UGSC2018/5-5**
The Undergraduate Studies Committee noted the report of the Academic Board meeting of 1 May 2018.

### 4 ITEMS FOR ACTION

#### MAJOR COURSE PROPOSALS

No items were presented to the committee.

#### MINOR COURSE PROPOSALS

4.1 Education Portfolio: Review of Amendment Proposals by the Faculty of Engineering and Information Technologies

A/Prof McCallum, the presenter of the paper, agreed to the Chair’s suggestion that he address each proposal in turn after its presentation to the meeting.

**Resolution UGSC2018/5-6**
That the Undergraduate Studies Committee
1. incorporate this advice into their consideration of the minor course amendment proposals presented to it at this meeting; and
2. where it agrees with the matters under consideration, request the faculties resolve them to their satisfaction.

4.2 Faculty of Engineering and Information Technologies: Amendment to Faculty Resolutions

A/Prof. Tim Wilkinson outlined the two proposed changes to the Faculty Resolutions: to time limits and to international exchange. As several time limits were shorter than those specified by the Coursework Rule with little educational benefit while creating barriers for students, the proposed amendment directs readers to the Coursework Rule. The amendments to section 7, International Exchange, aim to enhance access to mobility experiences. A/Prof. Wilkinson took advice from A/Prof McCallum who reported that due to the scale of the change university-wide, a credit database is planned, and prior approval for exchange will be done by Student Services rather than program directors. He advised that this change wait until after the two were aligned. The Committee endorsed the time limit amendments but recommended that proposed amendments to international exchange be reconsidered at a later time.

**Resolution UGSC2018/5-7**
That the Undergraduate Studies Committee recommend that the Academic Board approve:
1. the proposal from the Faculty of Engineering and Information Technologies to amend its Faculty Resolutions; and
2. approve the amendment to the Faculty Resolutions arising from the proposal with effect from 1 January 2019.

4.3 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Chemical and Biomolecular) stream core amendment

The Committee, having been assured that the amendment consisting of exchanging a core and elective was achievable for 2019, approved the amendment for submission to Academic Board.

**Resolution UGSC2018/5-8**
That the Undergraduate Studies Committee recommend that the Academic Board approve:
1. the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) Chemical and Biomolecular stream; and
2. the amendment to the table of Units of Study arising from this proposal, with effect from 1 January 2019
4.4 Faculty of Engineering and Information Technologies: Amendment to majors in Table A for Bachelor of Advanced Computing and Bachelor of Science

At its previous meeting the Committee approved the Table A amendments for Science, including those shared with Engineering and Information Technologies. In this proposal, Engineering and Information Technologies seeks approval for incorporation of these amendments into its own Table A, and Table S. The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2018/5-9
That the Undergraduate Studies Committee recommend that the Academic Board approve:
1. the proposal from the Faculty of Engineering and Information Technologies to amend the Computer Science, Information Systems, and Software Development majors; and
2. the amendment to the table of Units of Study arising from this proposal, with effect from 1 January 2019.

4.5 Faculty of Engineering and Information Technologies: Combined Bachelor of Engineering (Honours) and Bachelor of Commerce Resolution amendment and unit substitution

A/Prof. Wilkinson outlined the proposal from the Engineering and Information Technologies Faculty Board in consultation with the Business School, that from 2019 students enrolled in the combined BE (Hons)/BCom will be exempted from MATH1005 Statistics and will undertake the core BCom unit BUSS1020 Quantitative Business Analysis, an accreditation requirement for this program. As students in the BE (Hons)/BCom will replace one BCom elective with BUSS1020, it was recommended that the 3 cp MATH1005 be replaced with MATH1004.

A/Prof McCallum noted the benefit of Engineering students having the same degree core as the Business students but questioned whether the diet changes would be achievable by 2019. Edwina Grose suggested that 2020 was more realistic with student cases be considered individually in the meantime. The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2018/5-10
That the Undergraduate Studies Committee recommend that the Academic Board approve:
1. the proposal from the Faculty of Engineering and Information Technologies to amend the combined Bachelor of Engineering (Honours) and Bachelor of Commerce degree; and
2. the amendment to the Course Resolutions arising from this proposal, with effect from 1 January 2019.

4.6 Faculty of Engineering and Information Technologies: Combined Bachelor of Engineering (Honours) and Bachelor of Arts unit substitution for Aeronautical, Mechanical and Mechatronic streams

A/Prof. Wilkinson briefly outlined the proposal. Previously the Arts component had been 84 cp; with the increase to 96 cp it was thought that the best way to accommodate the extra credit points generally was to reduce some elective content in the Engineering component. However, because for the Aeronautical, Mechanical and Mechatronic streams, the extra 12 cp were used for some compulsory units, some adjustments were needed to fit the required material into the 144 cps. The Committee approved the proposal for submission to Academic Board.

Resolution UGSC2018/5-11
That the Undergraduate Studies Committee recommends that the Academic Board note the core unit substitution for the Combined Bachelor of Engineering (Honours) and Bachelor of Arts in the Aeronautical, Mechanical and Mechatronic streams approved by the FEIT Faculty Board.

5 STRATEGIC ITEMS

No strategic items were presented to the Committee for this meeting.

6 ITEMS FOR NOTING

No items for noting were presented to the Committee for this meeting.

7 OTHER BUSINESS

The Chair thanked everyone for their attendance. There being no other business, the Meeting closed at 10:20 am.

Date of next meeting
10:00am-12:00pm, Tuesday 4 September 2018, Senate Room, Quadrangle

Respect is a core value of the Academic Board
Respect is a core value of the Academic Board
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet, Executive Officer to Academic Board</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of the Academic Board</td>
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<td>Paper title</td>
<td>Report of the Academic Board meeting</td>
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<td>Purpose</td>
<td>To advise the Committee of the outcomes of the Academic Board meeting held on 7 August 2018</td>
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RECOMMENDATION

That the Undergraduate Studies Committee note the report of the Academic Board meeting held on 7 August 2018.

REPORT OF ACADEMIC BOARD MEETING

**Items related to the Academic Quality Committee**
The Academic Board noted the report from the meeting of the Academic Quality Committee held on 10 July 2018 and:
- noted the issues and initiatives outlined in the report ‘Towards an Institutional Response to Contract Cheating’.

**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 17 July 2018 and:
- approved the amendment of the Coursework Policy 2014 to enable the Academic Board to approve the setting of prerequisites for admission to award courses and approve the introduction of Admissions Prerequisites Standards – Mathematics; and
- discussed the amendment of Academic Promotions Normative Criteria, as presented.

**Items related to the Graduate Studies Committee**
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 17 July 2018 and:
- approved the proposal from the Faculty of Engineering and Information Technologies to introduce the Master of Professional Engineering (Accelerated); approved the introduction of course resolutions and unit of study tables arising from the proposal; and agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Engineering and Information Technologies, with effect from 1 January 2019; and
- approved the proposal from the Faculty of Health Sciences to amend the admission requirements for the Master of Speech Language Pathology and amend the course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019.

**Items related to the Undergraduate Studies Committee**
The Academic Board noted the report from meeting of the Undergraduate Studies Committee held on 10 July 2018 and:
- approved the amendment of the Resolutions of Faculty for the Faculty of Engineering and Information Technologies, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) (Chemical and Biomolecular) and approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019;

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- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Advanced Computing and Bachelor of Science Table A and approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) and Bachelor of Commerce and approved the amendment of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2019; and
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) and Bachelor of Arts and approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019.

Other matters
The Academic Board also:
- received a presentation from the Deputy Vice-Chancellor (Education) and the Deputy Dean (Business School) on strategies for improving education performance;
- approved changes to the membership of the Academic Board and committees;
- approved the 2019 meeting dates for the Academic Board and its committees;
- received and noted the Reports of the Chair and of the Vice-Chancellor;
- received and noted reports from the student members of the Academic Board;
- noted the process and timelines for the election of student members of Senate, faculties, faculty boards, University schools, University school boards and the Academic Board, and of staff members to the faculty board for the Faculty of Medicine and Health;
- noted changes to the membership of the Academic Panel 2018-2020;
- approved the amendment of the Resolutions of Faculty for the Sydney Conservatorium of Music; and
- approved the 2019 Academic Calendar for the Faculty of Health Sciences.

The agenda pack for the 7 August 2018 meeting of the Academic Board (excluding confidential items) is available from: sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2018/20180807-AB-Agenda-Pack.pdf

Associate Professor Tony Masters
Chair, Academic Board
Amendments to the Course Resolutions for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine degrees to clarify the requirements for the award in terms of placement duration, and credit point value in each component of the course.

RECOMMENDATION

That the Undergraduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Science to amend the Course Resolutions for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine

(2) approve the amendment to the Course Resolutions arising from the proposal with effect from 1 January 2019.

EXECUTIVE SUMMARY

Amendments to Course Resolutions for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine are to:

1. emphasise the requirement to successfully complete all Units of Study in order to progress to the higher year within the BVB/DVM
2. clearly state that to qualify for the award of both degrees, a candidate must complete prescribed program of 288 credit points and the prescribed extramural placements.
3. emphasise that candidates may exit with a Bachelor of Veterinary Biology after completion of prescribed program of 144 credit points, 96 credit points from the BVB unit of study table for year 1 and 2 and 48 credit points from the DVM unit of study table for year 1.
4. clarify that students from the integrated BVB/DVM who qualify to undertake BVB honours may elect to enrol in the honours program at any time after successful completion of year 3 of the integrated degree (DVM year 1 unit of study table), or after completion of both courses.

While students must successfully complete all units in each year before progressing to the next there are mechanisms in place to identify and support students at risk which are also in line with University policies and procedures including:

- special consideration (including supplementary exams)
- progression process and progression interviews
- Timely and prompt feedback on assessment tasks
- Early identification of at risk students (prior to week 8) either through lack of attendance (i.e. excessive special consideration and use of electronic attendance recording/SRES), lack of engagement with teaching resources (identifiable through canvas) or performance in assignments (Grade below credit in BVB and below pass in DVM). The identification of these students will be the responsibility of the degree coordinator in liaison with the ‘Staying on Track’ Faculty policy.
- Electronic notification to student by unit of study coordinators or degree coordinators of students at-risk, encouraging student to meet with unit of study coordinators or degree coordinators to discuss issues and if needs be providing contact details to student services that may aid the student.
- Dedicated academic advisory whose responsibility is to provide overall guidance on all matters of progression.
- Specific re-assessment policy which provides student who fail a unit at the DVM level to undergo a supplementary assessment task to enable progression.
IMPLEMENTATION

For implementation commencing 1 January 2019.
No Academic Model diets or tables need to be updated, only the resolutions in the Handbook.

ATTACHMENTS

1. Minor Course Amendment Proposal
2. Bachelor of Veterinary Science/Doctor of Veterinary Medicine resolutions
Minor Course Amendment Proposal

Faculty: Sydney School of Veterinary Science

Contact person: Dr. Bianca Waud

1. **Name of award course**

<table>
<thead>
<tr>
<th>Bachelor of Veterinary Biology/Doctor of Veterinary Medicine</th>
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<tbody>
<tr>
<td>Doctor of Veterinary Medicine</td>
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2. **Purpose of proposal**

This proposal seeks to amend the Course Resolutions for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and the Doctor of Veterinary Medicine.

To emphasise the requirement to successfully complete all Units of Studies in order progress to the higher year within both the BVB/DVM and DVM. The candidate is required to obtain at least a pass grade for each of the prescribed units of study to progress into the next year of the program.

In order to be awarded with the degree of BVB/DVM, the candidate must complete prescribed program of 288 credit points, and the prescribed extramural placements including:

a. 96 credit points from the BVB unit of study table year 1 and year 2
b. 48 credit points from the DVM unit of study table for year 1
c. 144 credit points from DVM unit of study table for year 2, 3 and 4
d. 4 weeks of preparatory clinical placements and
e. 8 weeks of farm placements and
f. 3 days of abattoir placements.

To emphasise the requirements for the honours degree. Outlining that students from the integrated BVB/DVM who qualify to undertake honours in the BVB may elect to enrol in the honours program at any time after successful completion of year 3 (DVM year 1 unit of study table). Students suspend their DVM studies to enrol in the relevant 4th year honours units of study, before returning to complete the combined course. Further, students will have the option to undertake the honours course after the completion of both courses.

In order to be awarded with the degree of DVM, the candidate must complete prescribed program of 192 credit points, and the prescribed extramural placements including:

g. 4 weeks of preparatory clinical placements and
h. 8 weeks of farm placements and
i. 3 days of abattoir placements.

Currently the prescribed extramural placements listed in the course resolutions reflect the requirements of the BVSc (Vet) curriculum which is no longer offered.

The proposed amendments are to provide clear and detailed guidance on the requirements for both, the BVB/DVM and the DVM.

The proposed changes further reflect the correct duration of the extramural placements requirements of the new DVM and BVB/DVM curriculum.

3. **Details of amendment**

The change is administrative only and does not involve changes to the degree structure or curriculum.

Changes to Course Resolutions – see extract below.
4. Transitional arrangements

N/A
The adjusted extramural placement requirement has been in effect since the introduction of the new DVM curriculum in 2015, consequently this amendment will not affect the progression of current DVM students.

5. Other relevant information

While students must successfully complete all units in each year before progressing to the next there are mechanisms in place to identify and support students at risk which are also in line with University policies and procedures including:

- special consideration (including supplementary exams)
- progression process and progression interviews
- Timely and prompt feedback on assessment tasks
- Early identification of at risk students (prior to week 8) either through lack of attendance (i.e. excessive special consideration and use of electronic attendance recording/SRES), lack of engagement with teaching resources (identifiable through canvas) or performance in assignments (Grade below credit in BVB and below pass in DVM). The identification of these students will be the responsibility of the degree coordinator in liaising with the ‘Staying on Track’ Faculty policy.
- Electronic notification to student by unit of study coordinators or degree coordinators of students at-risk, encouraging student to meet with unit of study coordinators or degree coordinators to discuss issues and if needs be providing contact details to student services that may aid the student.
- Dedicated academic advisory whose responsibility is to provide overall guidance on all matters of progression.
- Specific re-assessment policy which provides student who fail a unit at the DVM level to undergo a supplementary assessment task to enable progression.


6. Signature of Dean

Prof Iain M Young
Dean, Faculty of Science
28/8/18
Doctor of Veterinary Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), 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>
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<tbody>
<tr>
<td>MAVETMED-01</td>
<td>Doctor of Veterinary Medicine</td>
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</table>

2 Attendance pattern

The attendance pattern for this course is full time.

3 Master's type

The master's degree in these resolutions is a professional master's course.

4 Admission to candidature

With approval from the Dean, available places will be offered to qualified applicants based on merit, according to the following admissions criteria:

(a) Admission to the degree requires a bachelor's degree from the University of Sydney, or equivalent qualification, and completion of one semester of study in general chemistry (physical and inorganic), organic chemistry, biology and biochemistry.
(b) Applicants must submit a veterinary science admission statement including relevant work experience and animal handling experience.
(c) English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English.
(d) If some applicants are ranked equally according to the above criteria, the Faculty may further rank applicants according to the demonstration of their aptitude for the practice of veterinary medicine as assessed at an interview and make recommendations to the Dean for admission accordingly.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the table for the Doctor of Veterinary Medicine.
(2) To qualify for the Doctor of Veterinary Medicine a candidate must complete a prescribed program of 192 credit points, and:
(3) the prescribed extramural placements including:
   (a) 46 weeks of preparatory clinical placements and:
   (b) 42 weeks of farm placements and:
   (c) 2 days of abattoir placements

6 Progression rules

(1) Candidates for the degree may enrol in the units of study prescribed for Year 2 of candidature only after successful completion of Year 1.
(2) Candidates for the degree may enrol in the units of study prescribed for Year 3 of candidature only after successful completion of Year 1 and Year 2.
(3) Candidates for the degree may enrol in the units of study prescribed for the final year of candidature only after successful completion of Year 1, and Year 2 and Year 3.

7 Reassessment

Students enrolled in a postgraduate unit of study prescribed for Year 1, Year 2, Year 3 or Year 4 of candidature of the Doctor of Veterinary Medicine, who fail one unit of study only within a semester may be offered the opportunity for re-assessment for the failed unit of study.

(a) The scope of the re-assessment will encompass all topics and learning outcomes within the unit of study. The methods used for re-assessment may differ from those used in the original delivery of the unit.
(b) Re-assessment will only be offered to eligible students on the dates prescribed in the year schedule, and it is the student's responsibility to be available to attend at these times.
(c) The maximum mark awarded for a unit of study in these circumstances will be Pass (50 - PS for units of study with Mark and Grade assessment type or SR for units of study with Grade only (Pass/Fail) assessment type).
(d) Students who have been awarded an Absent Fail grade for a unit of study will not be eligible for re-assessment for that unit of study.

8 Award of the degree

The Doctor of Veterinary Medicine is awarded as a Pass degree only.
Bachelor of Veterinary Biology / Doctor of Veterinary 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), 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

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<tbody>
<tr>
<td>BPVBLVMD-01</td>
<td>Bachelor of Veterinary Biology/Doctor of Veterinary Medicine</td>
</tr>
<tr>
<td>BHVETBIO-01</td>
<td>Bachelor of Veterinary Biology (Honours)</td>
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2 Attendance pattern

1. The attendance pattern for Year 1 and Year 2 of the Bachelor of Veterinary Biology is full time or part-time according to candidate choice.
2. The attendance pattern for Year 3 to Year 6 is full-time only.

3 Admission to candidacy

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) and tertiary study. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for educationally disadvantaged applicants, rural applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked according to merit, and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule. In addition, admission to this course requires the applicant to submit a Commitment to Veterinary Science Form. The results of this process will form part of the ranking of applicants.

4 Requirements for award

1. The units of study that may be taken for the course are set out in the Table of units of study for the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine.

2. To qualify for the award of both degrees, a candidate must successfully complete 288 credit points comprising:
   (a) 144 credit points from the Bachelor of Veterinary Biology unit of study Table for Years 1 and 2, and
   (b) 48 credit points from the Doctor of Veterinary Medicine unit of study Table for Year 1 that contributes to Year 3 of the Bachelor of Veterinary Biology degree; students may exit at this point with a Bachelor of Veterinary Biology degree, and
   (c) 144 credit points from the Doctor of Veterinary Medicine unit of study Table for Years 2, 3 and 4.

3. the prescribed extramural placements as outlined in the Doctor of Veterinary Medicine resolutions

5 Progression rules

Progression to Year 3 of the course is based on successful completion of Year 1 and Year 2 of the course and academic merit in Year 1 and Year 2 of the course.

1. All students who have successfully completed Year 1 and Year 2 with a Weighted Average Mark (WAM) of 65.0 or greater at the end of Year 2 will be eligible for progression to Year 3.
2. Students who have successfully completed Year 1 and Year 2 with a Year 1 plus Year 2 WAM of less than 65.0 will not be eligible for entry into Year 3 of the course.
3. Students who commenced prior to 1 January 2018 and who fail to achieve progression into Year 3 of the combined course will be transferred to the Bachelor of Science or the Bachelor of Animal and Veterinary Bioscience until 2019.
4. Students who commenced prior to 1 January, 2018 and who fail to achieve progression into Year 3 of the combined course will be transferred to the Bachelor of Science or the Bachelor of Science/Bachelor of Advanced Studies (AVBS) from 2020.
5. Students who commenced after 1 January 2018 and who fail to achieve progression into Year 3 of the combined course will be transferred into the Bachelor of Science (no stream), or the Bachelor of Science/Bachelor of Advanced Studies (AVBS stream) with credit for the units of study completed.
6. Students for the course may enrol in the units of study prescribed for Year 4 of candidature only after successful completion of Year 1, Year 2 and Year 3.
7. Students for the course may enrol in the units of study prescribed for Year 5 of candidature only after successful completion of Year 1, Year 2, Year 3 and Year 4.
8. Students for the course may enrol in the units of study prescribed for Year 6 of candidature only after successful completion of Year 1, Year 2, Year 3, Year 4 and Year 5.

6 Requirements for the Honours degree

1. Honours in the Bachelor of Veterinary Biology is available to meritorious candidates who complete an additional year of full time study, after the successful completion of Year 3. Students 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 course on a full time basis and if the Dean so recommends, permission may be granted to undertake honours part-time over four consecutive semesters.

2. Admission to the honours programme requires a Year 2 plus Year 3 WAM of at least greater than 65.0
3. Students who qualify to undertake honours in the Bachelor of Veterinary Biology may elect to enrol in the honours programme:
   (a) at any stage after successful completion of Year 3, with the permission of the Faculty, by suspending candidature from the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine for one year at any stage after successful completion of Year 3 or Year 4 or Year...
6. with the permission of the Faculty; transferring to the Bachelor of Veterinary Biology (Honours) and enrolling in the units of study for this course, before returning to complete the combined course; or
   (i) suspending candidature from the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine for one year;
   (ii) transferring to the Bachelor of Veterinary Biology (Honours)/Doctor of Veterinary Medicine for one year;
   (iii) enrolling and completing the units of study for this course;
   (iv) returning to complete the combined course; or
   (b) by undertaking the honours course after completion of both courses in the combined course.

7. Award of the degree

   (1) The Bachelor of Veterinary Biology/Doctor of Veterinary Medicine is awarded as either Pass or Honours. The honours degree, Bachelor of Veterinary Biology Honours/Doctor of Veterinary Medicine, is awarded in classes ranging from First Class to Third Class.
   (2) The grade of honours and the honours mark are determined by performance in the honours course.
   (3) Honours is awarded in the following classes:

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>Mark &gt;= 80</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>75 &lt;= Mark &lt; 80</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>70 &lt;= Mark &lt; 75</td>
</tr>
<tr>
<td>Honours Class III</td>
<td>65 &lt;= Mark &lt; 70</td>
</tr>
<tr>
<td>Honours not awarded</td>
<td>Mark &lt; 65</td>
</tr>
</tbody>
</table>

Candidates for the award of the Honours degree who do not meet the requirements, and who have not already graduated, will be awarded the pass degree.

8. Course transfer

   A candidate may abandon the combined programme and elect to complete a Bachelor of Science or Bachelor of Animal and Veterinary Bioscience in accordance with the resolutions governing that degree. Candidates who discontinue after Year 3 without completing the combined course, but have satisfactorily completed 144 credit points including all requirements for Year 1, Year 2 and Year 3 may exit with the Bachelor of Veterinary Biology. Completion of the Doctor of Veterinary Medicine in the future will require a new application for admission to that course and completion in accordance with the resolutions governing that course.

9. Reassessment

   Students enrolled in a postgraduate unit of study prescribed for Year 3, Year 4, Year 5 or Year 6 of candidature of the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine, who fail one unit of study only within a semester may be offered the opportunity for re-assessment to that course and completion in accordance with the resolutions governing that course.

   (a) The scope of the re-assessment will encompass all topics and learning outcomes within the unit of study. The methods used for re-assessment may differ from those used in the original delivery of the unit.
   (b) Re-assessment will only be offered to eligible students on the dates prescribed in the year schedule, and it is the student’s responsibility to be available to attend at these times.
   (c) The maximum mark awarded for a unit of study in these circumstances will be Pass (50 - PS for units of study with Mark and Grade assessment type or SR for units of study with Grade only (Pass/Fail) assessment type).
   (d) Students who have been awarded an Absent Fail grade for a unit of study will not be eligible for re-assessment for that unit of study.


   These provisions apply for candidates who commenced after 1 January 2015.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Christine Lacey, Curriculum Team Leader, Faculty of Engineering and Information Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>David Lowe, Associate Dean (Education), Faculty of Engineering and Information Technologies</td>
</tr>
<tr>
<td>Paper title</td>
<td>New major in Intelligent Information Engineering in the Bachelor of Engineering (Honours) Electrical and Software streams</td>
</tr>
<tr>
<td>Purpose</td>
<td>To introduce a new Table A major in Intelligent Information Engineering to the Bachelor of Engineering (Honours) for the Electrical and Software streams</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

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

a) The proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours

b) The introduction of a new major to the Bachelor of Engineering Honours, and
c) The amendment to the table of Units of Study arising from these proposals, with effect from Semester 1, 2020

**EXECUTIVE SUMMARY**

The School of Electrical and Information Engineering proposes the introduction of a new Table A major into the Bachelor of Engineering Honours:

- Intelligent Information Engineering

**ATTACHMENTS**

Attachment 1: Minor Course Amendment proposal Bachelor of Engineering Honours
Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies

Contact person: Prof. Dong Xu, Dr. Wanli Ouyang, Dr. Craig Jin, Dr. Dong Yuan, Dr. Yash Shrivastava, Christine Lacey x40678

1. Name of award course
Bachelor of Engineering Honours

2. Purpose of proposal
Information engineering is considered as the generation, distribution, analysis and use of information in systems. In the last decade, we have seen the surge of intelligence being used in information engineering for information acquisition, communication and signal processing. According to Markets and Markets, intelligent sensor market is expected to grow to USD 57.77 Billion by 2022. Intelligent communication of information has been identified as the next big technology development enabling significant society changes and economic growth, at a predicted annual rate of 20%. According to Knowledge Sourcing Intelligence, intelligent digital information processing is expected to reach a market size of USD15.287 billion by 2023.

Information engineering major has been offered by the EE department in many universities, such as Imperial College London, King’s College London, University of Warwick, and City University of Hong Kong. See
https://www.imperial.ac.uk/study/ug/courses/electrical-engineering-department/
https://www.kcl.ac.uk/study/undergraduate/courses/electronic-and-information-engineering-beng.aspx
https://warwick.ac.uk/fac/SCI/ENG/study/pg/degree/msc/cie

In order to respond to such a significant demand for capability in intelligent information engineering from industry and students and to align with Faculty’s new strategic plan to “ensure Faculty offerings are relevant and attractive”, the School of Electrical and Information Engineering proposes to develop a new Table A major in Intelligent Information Engineering (IIE) in the Bachelor of Engineering Honours, commencing in 2020.

3. Details of amendment
The major will be optional, as per existing BE Hons rules.
Appendix 1 – Bachelor of Engineering Honours course resolutions
Appendix 2 – Details of proposed Intelligent Information Engineering major
Appendix 3 – Unit of Study Table for proposed Intelligent Information Engineering major

4. Transitional arrangements
The new major will be available to all students commencing in 2020 and beyond.

5. Other relevant information
Nil

6. Signature of Dean

[Signature]
17/8/18
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.

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
</tr>
</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. Candidates who qualify for the Space major must complete another stream in conjunction with the Space major, chosen from Aeronautical, Mechanical, or Mechatronic. 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 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 be 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.

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), 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 requirements are found in the Coursework Rule and Coursework Policy.

2. Admission to the Dalyell stream requires achievement of a minimum tertiary admission rank (ATAR) set by the Board of Interdisciplinary Studies, or equivalent standard.

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.

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 an Annual Average Mark (AAM) 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 an Annual 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.

<table>
<thead>
<tr>
<th>Description</th>
<th>HWAM Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Class I</td>
<td>75 EIHWAM</td>
</tr>
<tr>
<td>Honours Class II (Division 1)</td>
<td>70 EIHWAM &lt;75</td>
</tr>
<tr>
<td>Honours Class II (Division 2)</td>
<td>65 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 will have sufficient free electives to complete the required units.
(b) Students can be awarded multiple majors where those majors are available without the limits specified in clause (2) 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.
(f) A major requires:
(a) the completion of 48 credit points, chosen from units of study listed in the table for that major; and
(b) satisfying any additional requirements specified for the major, and listed with the table of units for the major.
(4) The majors available are:
(a) Chemical Engineering
(b) Computational Engineering
(c) Computer Engineering
(d) Construction Management
(e) Electrical Engineering
(f) Energy and the Environment
(g) Engineering Design
(h) Environmental Engineering
(i) Fluids Engineering
(j) Food and Bioprocessing*
(k) Geotechnical Engineering
(l) Humanitarian Engineering
(m) Information Technology
(n) Intelligent Information Engineering*
(o) Internet of Things
(p) Materials Science and Engineering
(q) Mechanical Engineering
(r) Mechatronic Engineering
(s) Power Engineering
(t) Process Intensification
(u) Robotics and Intelligent Systems
(v) Space Engineering
(w) Structures
(x) Telecommunications Engineering
(y) Transport
(z) Water and Environmental Treatment Processes

*Available from 2020

9 Transitional Provisions

(1) These resolutions will take effect from 1 January 2019.
(2) Candidates who commenced prior to 1 January, 2019:
(a) complete the requirements in accordance with the resolutions governing their candidacy 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.
Major in Intelligent Information Engineering

Overview
The major in Intelligent Information Engineering builds on foundations in mathematics, electrical engineering and basic computer and software engineering principles. The focus of this major is in understanding the lifecycle of information including information generation, information communication and intelligent information/signal processing behind various advanced applications such as: image and video recognition, speech recognition, multimedia signal processing and sensor array processing. This new major will cover the three key aspects (generation, communication, processing) of IIE by combining the study of telecommunications, electrical, computer and software engineering, with an emphasis on intelligent information processing technologies and its application to the areas such as speech recognition and processing and image/video recognition and processing. The new major aims to offer a comprehensive program with state of the art intelligent information engineering technologies and students are expected to engage in the creative development of the innovative intelligent information engineering.

Students will specialise in advanced information/signal processing and intelligent systems. A wide range of information-oriented electives are also available, including studies in software engineering and sensor design. As an intelligent information engineering graduate, one may pursue a career in big companies like Google, Facebook, Microsoft, Tencent and Alibaba who are eagerly looking for talents in the areas like speech and image/video recognition and processing. One may also pursue a career in other companies working on embedded systems, measurement and sensing, information processing systems, software and biomedical engineering.

Learning Outcomes
- Understand the lifecycle of information’s generation, processing, and analysis to its advanced applications.
- Be able to critically evaluate different intelligent information/ processing methods.
- Model and benchmark the performance of different information processing frameworks.
- Understand how economic issues affect intelligent information engineering.
- Capacity to apply information engineering concepts, principles and techniques to various engineering specific applications.

Unit of Study (Intelligent Information Engineering)
Complete all 42cp of:
- ELEC1103 Fundamentals of Electrical and Electronic Engineering
- ELEC2302 Signals and Systems
- ELEC3305 Digital Signal Processing
- ELEC3506 Data Communications and the Internet
- ELEC5304 Multidimensional Signal Processing
- ELEC5307 Advanced Signal Processing with Deep Learning
- ELEC5622 Signals, Software and Health

Complete 6cp from:
- ELEC5305 Acoustics, Speech and Signal Processing
- ELEC5306 Advanced Signal Processing: Video Compression
- ELEC5516 Electrical and Optical Sensor Design
- ELEC5517 Software defined networks
- ELEC5701 Technology Venture Creation

Note: ELEC3506 Data Communications and the Internet is a common core unit for the majors in Computer Engineering, Telecommunications Engineering, Internet of Things and Intelligent Information Engineering. This unit covers the design of communication networks, internet protocols, network management and security. This is an essential knowledge for understanding information transmission from computers/devices to the Internet via network. That is why this unit is a part of core units for these four majors.
Project units:

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. Electrical engineering core units of study include content from maths and physics. Although project based assessment is a common characteristic of many advanced units in electrical engineering, ELEC5622 Signals, Software and Health has been nominated as the designated project unit for the Intelligent Information Engineering major. This unit has a substantial design element requiring students to design an intelligent information system for health related applications including information acquisition, signal processing, and system design and integration. This project requires the integration and application of disciplinary knowledge and skills from biomedical engineering, health science, usability design, etc. The applications and design are multidisciplinary by nature where guest lecture sessions are invited from School of Medicine, Faculty of Health Sciences and School of Architecture, Design and Planning. In the project, our students are expected to collaborate with the students in IDEA9202 to use the 3D printing facilities to build the wearable health information trackers. Besides these exposures to projects, all the electrical engineering degree students also do a 12 cp project in their final year as part of the degree core.

Streams in which this major may be taken:

This major best aligns with Electrical Stream and is very complementary to the Software Stream. Single degree students doing Software Stream can accommodate this major with a strict choice of their stream elective units.
Bachelor of Engineering Honours
Intelligent Information Engineering Major

The Intelligent Information Engineering major focuses on understanding the lifecycle of information including information generation, information communication and intelligent information/signal processing behind various advanced applications such as: image and video recognition, speech recognition, multimedia signal processing and sensor array processing. This major covers the three key aspects (generation, communication, processing) of IIE by combining the study of telecommunications, electrical, computer and software engineering, with an emphasis on intelligent information processing technologies and its application to the areas such as speech recognition and processing and image/video recognition and processing.

Achievement of a major in Intelligent Information Engineering requires 48 credit points from this table including:

(i) 6 credit points of 1000-level core units
(ii) 6 credit points of 2000-level core units
(iii) 12 credit points of 3000-level core units
(iv) 12 credit points of 5000-level core units
(v) 6 credit points of 5000-level core interdisciplinary project units
(vi) 6 credit points of 5000-level selective units

Units of Study
The relevant 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><strong>Core units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC1103 Fundamentals of Electrical and Electronic Engineering</td>
<td>6</td>
<td>A Basic knowledge of differentiation &amp; integration, and HSC Physics</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>2000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC2302 Signals and Systems</td>
<td>6</td>
<td>A (MATH1001 OR MATH1021) AND MATH1002 AND (MATH1003 OR MATH1023). Basic knowledge of differentiation &amp; integration, differential equations, and linear algebra</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>3000-level units of study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC3305 Digital Signal Processing</td>
<td>6</td>
<td>P ELEC2302 A Familiarity with basic Algebra, Differential and Integral Calculus, continuous linear time-invariant systems and their time and frequency domain representations, Fourier transform, sampling of continuous time signals.</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC3506 Data Communications and the Internet</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
## 5000-level units of study

<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>ELEC5304</td>
<td>Multidimensional Signal Processing</td>
<td>6</td>
<td>A Mathematics (e.g. probability and linear algebra) and programing skills (e.g. Matlab/Java/Python/C++)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5307</td>
<td>Advanced Signal Processing with Deep Learning</td>
<td>6</td>
<td>A Mathematics (e.g. probability and linear algebra) and programing skills (e.g. Matlab/Java/Python/C++)</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

## 5000-level interdisciplinary project units of study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5622</td>
<td>Signals, Software and Health</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

## Selective units of study

## 5000-level units of study

<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>ELEC5305</td>
<td>Acoustics, Speech and Signal Processing</td>
<td>6</td>
<td>A Linear algebra, fundamental concepts of signals and systems as covered in ELEC2302/ELEC9302, fundamental concepts of digital signal processing as covered in ELEC3305/9305. It would be unwise to attempt this unit without the assumed knowledge. If you are not sure, please contact the instructor</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5306</td>
<td>Advanced Signal Processing: Video Compression</td>
<td>6</td>
<td>A Basic understanding of digital signal processing (filtering, DFT) and programing skills (e.g. Matlab/Java/Python/C++)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5516</td>
<td>Electrical and Optical Sensor Design</td>
<td>6</td>
<td>A Fundamental concepts of signal and systems, fundamental electrical circuit theory and analysis</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5517</td>
<td>Software defined networks</td>
<td>6</td>
<td>P ELEC3506 OR ELEC9506 A Students need to know the concepts of data communications and Internet, which could be gained in the following units of study: ELEC3506/ELEC9506 Data Communications and the Internet, or similar units. If you are not sure, please contact the instructor.</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5701</td>
<td>Technology Venture Creation</td>
<td>6</td>
<td>N ENGG5102</td>
<td>Semester 2</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.

This proposal seeks to amend courses with integrated honours, to clarify and align the resolutions relating to the requirements and award of Honours in the Faculty of Health Sciences.

**RECOMMENDATION**

That the Undergraduate Studies Committee:

1) Approve the proposed amendments to the course resolutions for the Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology), with effect from 1 Jan 2019; and

2) Recommend the Academic Board approve the proposal.

**EXECUTIVE SUMMARY**

This proposal seeks to amend the Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology), to clarify and align the resolutions relating to the requirements and award of Honours in the Faculty of Health Sciences.

**ATTACHMENTS**

Attachment 1 – Minor course amendment proposal – amendments to courses with integrated honours in the Faculty of Health Sciences

Attachment 2 – Details of amendments to Course Resolutions
Minor Course Amendment Proposal

Faculty: Health Sciences

Contact person: Dr Anne Honey

1. Name of award course

   Bachelor of Applied Science (Diagnostic Radiography) Pass and Honours
   Bachelor of Applied Science (Exercise Physiology) Pass and Honours
   Bachelor of Applied Science (Occupational Therapy) Pass and Honours
   Bachelor of Applied Science (Physiotherapy) Pass and Honours
   Bachelor of Applied Science (Speech Pathology) Pass and Honours

2. Purpose of proposal

   This proposal seeks to amend the Course Resolutions for each of the above listed courses, to clarify and align the resolutions relating to the requirements and award of Honours in the Faculty of Health Sciences.

   This is in response to differences, and sometimes ambiguity in the course resolutions of the various degrees relating to integrated honours admission and award. These differences relate to:
   - Whether students would be admitted to the honours program if they have achieved a high WAM but failed a unit of study
   - Whether students would be awarded an honours degree if they have failed one or more units of study.
   - Reference to the number of credit points in the honours pathway (some of which appeared to be based on previous discipline specific honours courses).
   - The wording and specificity of some of the information provided.

   Given that we have a faculty honours program the honours committee believes that it is important for these issues to be clear and consistent across courses. The merits of various requirements were debated in the honours committee, and discipline course directors and honours coordinators have been consulted.

3. Details of amendment

   The following 'standard resolutions will replace the corresponding statements in the existing resolutions (please refer to Attachment 2 for the specific amendments for each course)

[#] Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator after the completion of Second Year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must:
   i) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (discipline) Honours Table of units of study.
   ii) maintain a credit average or higher throughout the honours program
   iii) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval)

[#] Award of the degree

(1) The Bachelor of Applied Science (discipline) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

Minor Course Amendment Proposal

27/04/2018
(2) Candidates for the award of the Honours degree, who do not meet the requirements, will be awarded the pass degree if they have completed the requirements for that award.

4. Transitional arrangements

These amendments will come into effect for all Honours students, from 2019.

5. Other relevant information

6. Signature of Dean

[Signature]

Professor Kathy Refshauge
Dean, Faculty of Health Sciences
23/8/2018
Bachelor of Applied Science (Diagnostic Radiography)

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

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<td>BPASDRAD-01</td>
<td>Bachelor of Applied Science (Diagnostic Radiography)</td>
</tr>
<tr>
<td>BPASDRAD/1HON</td>
<td>Bachelor of Applied Science (Diagnostic Radiography) (Honours)</td>
</tr>
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</table>

2 Attendance pattern

The attendance pattern for these courses 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 pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences:

- Table of units of study for the Bachelor of Applied Science (Diagnostic Radiography); and
- Table of International Health UOSs; and
- Table of Undergraduate Elective units of study.

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

(a) 174 credit points of core units; and
(b) 6 credit points of elective units chosen from the 'International Health' list (BACH3128, HSBH3009 or HSBH3012); and
(c) 12 credit points chosen from the Faculty of Health Sciences Undergraduate Faculty Elective List (or from any undergraduate units available throughout the University, subject to approval by the Dean.)

5 Progression rules

Students are required to attempt and pass all MRTYXXXX Work Integrated Learning units of study in the progression order as displayed table of units of study for the Bachelor of Applied Science (Diagnostic Radiography) Pass and Honours. Students who fail Work Integrated Learning units of study will undergo remediation activities in accordance with the Faculty’s Clinical progression policy.

6 Requirements for the Honours degree

(1) Honours is available to meritorious students who will complete an alternative set of units of study in the third and fourth years of the program. Admission to the honours program is by permission of the program coordinator after the completion of second year. Admission requires a credit or higher average without any fail grades in units of study completed to that point, last three semesters of the program.

Admission to the Honours program is by permission of the program coordinator after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must: complete the requirements for the pass degree but include the alternative units of study (18 credit points) listed in the Honours pathway section of the Diagnostic Radiography Table of units of study. The grade of honours will be determined according to the rules specified in the resolutions of the Faculty of Health Sciences.

(i) maintain a credit average throughout the honours program.

(ii) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

7 Award of the degree

(1) The Bachelor of Applied Science (Diagnostic Radiography) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(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.

8 International exchange

The Faculty encourages candidates to participate in international exchange programs subject to the host institution offering units of study that are considered acceptable by the Course Director or contained within an institutional-specific MoU. For more information on international exchanges refer to the International Office.
Credit for previous study

Credit transfer is subject to the provisions of the Coursework Rule and the Resolutions of the Faculty of Health Sciences. All candidates for the Bachelor of Applied Science (Diagnostic Radiography) pass and Bachelor of Applied Science (Diagnostic Radiography) honours not withstanding any credit transfer, must complete 192 credit points of study.

Course Transfer

A student currently enrolled in the Bachelor of Applied Science (MRS) Diagnostic Radiography may apply for the Bachelor of Applied Science (Diagnostic Radiography) through the Universities Admissions Centre, or where applicable, through the International Office as a new student. Candidates who receive an offer of admission into the new degree may receive credit for some first year units of study but will not receive credit for any units of study completed in years 2 or 3 of their original course.

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 2024. The faculty may specify a later date for completion specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Exercise Physiology)

Bachelor of Applied Science (Exercise Physiology) (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

1 Course codes

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<td>BPSEXPH-01</td>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
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<tr>
<td>BPSEXPH1HON</td>
<td>Bachelor of Applied Science (Exercise Physiology) (Honours)</td>
</tr>
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</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

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

4 Requirements for award

(1) The units of study that may be taken for this course is set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Exercise Physiology).

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

(a) 180 credit points of core units; and
(b) 12 credit points of elective units, chosen either from the list of elective units in the Table or, with the approval of the Dean, from any undergraduate units offered by the Faculty of Health Sciences or by any other faculty in the University.

5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the third and fourth years of the program. Admission to the honours program is by permission of the program coordinator after the completion of second year. Entry to the Honours program is based on academic performance in years 1 and 2 of the course. Admission requires a WAM of at least 66 in units of study completed in those last three semesters of the program. Admission to the Honours program is by permission of the program coordinator after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

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

(i) complete the requirements for the pass degree but include the alternative 48 credit point honours pathway described in the Table of units of study for the degree.

(ii) maintain a credit average or higher throughout the honours program.

(iii) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

(iv) The final honours mark is determined by the following calculation:

\[ \text{Final Honours Mark} = \frac{2}{3} \text{(FHS HWAM)} + \frac{1}{3} \text{(Yr 3/4 WAM)} \]

where the FHS HWAM is the average mark for Honours units weighted as follows:

1 x BHS05021 Honours A: Research Design
1 x BHS05022 Honours B: Applied Research Skills
7 x BHS04913 Honours C: Research Project

and the Yr 3/4 WAM is the average mark of all attempted Year 3 and Year 4 units of study, as specified in the Faculty of Health Sciences Handbook, excluding Practicum and Clinical Placement units.

6 Award of the degree

(1) The Bachelor of Applied Science (Exercise Physiology) is awarded in the grades of either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(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 if they have completed the requirements for that award.
7 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, 2024. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Occupational Therapy)

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.

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<tr>
<td>BPASOCTE5HON</td>
<td>Bachelor of Applied Science (Occupational Therapy) (Honours)</td>
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</table>

2 Attendance pattern

The attendance pattern for these courses 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 pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

1. The units of study that may be taken for these courses are set out in the Faculty of Health Sciences:
   (a) Table of units of study for the Bachelor of Applied Science (Occupational Therapy); and
   (b) Table of Undergraduate Elective units of study.

2. To qualify for the award of the pass degree, a candidate must complete 192 credit points of units of study comprising:
   (a) 156 credit points of core units; and
   (b) 36 credit points of elective units, including a minimum of 6 credit points from the Behavioural or Social Sciences and 6 credit points from the Biomedical Sciences.

5 Requirements for the Honours degree

1. Honours is available to meritorious students who complete an alternative set of units of study in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator after the completion of Second Year. Entry to the Honours program is based on performance during years 1 and 2 of the course. Selection of students into the Honours program is competitive and based on the student's Weighted Average Mark (WAM) last three semesters of the program. Admission to the Honours program is by permission of the program coordinator after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

2. To qualify for the award of the honours degree a candidate must:
   (i) complete the requirements for the pass degree but include the alternative 54 credit points of honours units of study listed in the Bachelor of Applied Science (Occupational Therapy) Table of units of study;
   (ii) maintain a credit average or higher throughout the honours program;
   (iii) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Award of the degree

1. The Bachelor of Applied Science (Occupational Therapy) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences. Candidates for the award of the Honours degree, who do not meet the requirements, may will be awarded the pass degree if they have completed the requirements for that award.

7 Transitional provisions

1. These resolutions apply to students who commenced their candidature after 1 January, 2014, and students who commenced their candidature prior to 1 January, 2014, who elect to proceed under these resolutions.

2. Candidates who commenced prior to 1 January, 2014, 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, 2024. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Physiotherapy)

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.

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<td>BPASPHYS-06</td>
<td>Bachelor of Applied Science (Physiotherapy)</td>
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<tr>
<td>BPASPHYS6HON</td>
<td>Bachelor of Applied Science (Physiotherapy)(Honours)</td>
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2 Attendance pattern

The attendance pattern for these courses 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 pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

(1) The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Physiotherapy).

(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points of units of study, comprising 174 credit points of core units of study and 18 credit points of elective units of study.

5 Requirements for the Honours degree

(1) Honours is available to meritorious students who complete an alternative set of units of study in the third and fourth years of the program. Admission to the honours program is by permission of the program coordinator after the completion of the first semester of the second year. Admission requires a credit or higher average without any fail grades in units of study completed to that point last three semesters of the program. Admission to the Honours program is by permission of the program coordinator after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student's Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study.

(2) To qualify for the award of the honours degree a candidate must: complete the requirements for the pass degree but include the alternative 18 credit point unit of study listed in the Honours pathway section of the Physiotherapy Table of units of study.

(i) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Physiotherapy) Honours Table of units of study.

(ii) maintain a credit average or higher throughout the honours program.

(iii) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).

6 Award of the degree

(1) The Bachelor of Applied Science (Physiotherapy) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.

(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. will be awarded the pass degree if they have completed the requirements for that award.

7 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2014 2019 and students who commenced their candidature prior to 1 January, 2014 2019 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2014 2019 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, 2024. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Bachelor of Applied Science (Speech Pathology)

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.

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<td>Bachelor of Applied Science (Speech Pathology)</td>
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<tr>
<td>BPASSPPA-HON</td>
<td>Bachelor of Applied Science (Speech Pathology)(Honours)</td>
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2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

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 pathways are open for mature aged applicants who do not possess a school leaving qualification, educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission policies are found in the Coursework Rule.

4 Requirements for award

1. The units of study that may be taken for these courses are set out in the Faculty of Health Sciences Table of units of study for the Bachelor of Applied Science (Speech Pathology).
2. To qualify for the award of the pass degree, a candidate must complete 192 credit points of units of study in the order prescribed in the Table, including:
   (a) 186 credit points of core units; and
   (b) 6 credit points of elective units, chosen from the list of elective units in the Table.

5 Requirements for the Honours degree

1. Honours is available to meritorious students who will complete an alternative set of units in the last three semesters of the program. Admission to the Honours program is by permission of the program coordinator after the completion of second year. Admission is competitive and is based on performance during years 1 and 2 of the course. Performance is assessed based on the student’s Weighted Average Mark (WAM), however, students will not normally be admitted to the honours program if they have failed a unit of study third and fourth years of the program. Admission to the honours program is by permission of the program coordinator after the completion of second year. Admission requires a credit or higher average without any fail grades in units of study completed to that point.
2. To qualify for the award of the honours degree a candidate must:
   (i) complete the requirements for the pass degree but include the alternative honours units of study listed in the Bachelor of Applied Science (Speech Pathology) Honours Table of units of study;
   (ii) maintain a credit average or higher throughout the honours program;
   (iii) not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).
3. To qualify for the award of the honours degree a candidate must complete the requirements for the pass degree but include the alternative 66 credit point Honours pathway set out in the Speech Pathology Table of units of study.
4. Candidates must maintain a credit average throughout the honours program and complete the degree in the minimum, standard, full-time duration.

6 Award of the degree

1. The Bachelor of Applied Science (Speech Pathology) is awarded at either Pass or Honours level. The honours degree is awarded in classes ranging from First Class to Third Class according to the rules specified in the Resolutions of the Faculty of Health Sciences.
2. Candidates for the award of the Honours degree, who do not meet the requirements, may be awarded the pass degree if they have completed the requirements for that award.

7 Transitional provisions

1. These resolutions apply to students who commenced their candidature after 1 January, 2014 and students who commenced their candidature prior to 1 January, 2014 who elect to proceed under these resolutions.
2. Candidates who commenced prior to 1 January, 2014 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, 2024. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
RECOMMENDATION

That the Undergraduate Studies Committee endorse the proposal from Sydney Nursing School to amend the admission requirements for the Bachelor of Nursing (Post-Registration) Singapore and endorse the amendment of course resolutions arising from the proposal, with effect from the Semester 1 2019 admission round.

EXECUTIVE SUMMARY

The University of Sydney admission requirements do not support O level English however, the present resolutions for the Bachelor of Nursing (Post-Registration) Singapore degree list O-level English as a potential requirement for admission to the degree. To align the resolutions with the University of Sydney, a minor course amendment has been submitted to remove the text “a O level English or” from the resolutions for this degree within the Susan Wakil School of Nursing handbook section of the Faculty of Medicine and Health Handbook, 2019. The deletion of this line of text will align the degree’s admission requirements with the University of Sydney admission requirements. This proposal is to seek endorsement from the Undergraduate Studies Committee to remove this line of text from the resolutions.

This change has been unanimously approved by the School of Nursing’s Curriculum Subcommittee and the School of Nursing’s Learning and Teaching Committee.
Minor Course Amendment Proposal

Faculty: Faculty of Medicine and Health – School of Nursing

Contact person: Stuart Skene or Jacqueline Bloomfield

1. Name of award course
   Bachelor of Nursing (Post-Registration) Singapore

2. Purpose of proposal
   To amend the course resolutions for the Bachelor of Nursing (Post-Registration) Singapore
degree to bring the English language proficiency in line with the universities requirements.

3. Details of amendment
   Bachelor of Nursing (Post-Registration) Off Shore (Singapore)
   Course Resolution 3 Admissions to Candidature
   (4) a O level English or English language proficiency requirements as detailed in the school
   resolutions; and

4. Transitional arrangements
   No transitional arrangement necessary.

5. Other relevant information
   Nil

6. Signature of Dean
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), 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.

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<td>Bachelor of Nursing (Post-registration)</td>
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<tr>
<td>BUNUFORE-02</td>
<td>Bachelor of Nursing (Post-registration) (off-shore)</td>
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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) GCE '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:

(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.

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.

8 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.

(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 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.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Bandana Saini, Academic Leader (Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Andrew McLachlan, Head of School and Dean of Pharmacy</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor Course Amendment – Course Resolutions for Pharmacy Undergraduate Coursework programs</td>
</tr>
<tr>
<td>Purpose</td>
<td>Endorsement of Minor Course Amendment for the Pharmacy Undergraduate Coursework programs</td>
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</tbody>
</table>

**RECOMMENDATION**

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

1. Approve the proposal from the Faculty of Medicine and Health to amend the Course Resolutions with regards to the progression rules for the Pharmacy Undergraduate Coursework programs.

**EXECUTIVE SUMMARY**

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

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

Faculty: Faculty of Medicine and Health

Contact person:

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**
   To amend the Course resolutions of the degrees to clarify the criteria for a prerequisite waiver and to exceed the credit point limit in a semester.

3. **Details of amendment**
   - Bachelor of Pharmacy
   - Bachelor of Pharmacy (Honours)
   - Bachelor of Pharmacy and Management
   - Bachelor of Pharmacy and Management (Honours)
   
   Clause 6.5
   Candidates who fail only one third year unit of study (except PHAR3820, PHAR3815, PHAR3825), and who have an annual average mark (AAM) of >60 for third year, 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.

4. **Transitional arrangements**
   These changes will apply to undergraduate students from 2019 onwards.

5. **Other relevant information**
   Successful completion of both PHAR3815 and PHAR3825 is necessary prior to commencing fourth year units of study, and students should not be attempting fourth year dispensing without having passed a third year dispensing unit.

6. **Signature of Dean**
   
   Professor Andrew McLachlan
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), 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>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 Policy) or on the basis of Flexible Entry Admission as set out in Admissions section of the Coursework 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.
(2) To qualify for the award of the pass degree, a candidate must successfully complete 192 credit points, including:
   (a) 144 core credit points in the first three years; and
   (b) an additional 48 credit points consisting of:
      (I) 48 credit points of core units of study; or
      (II) 24 credit points of core units of study plus 24 credit points of major units of study.

5. Additional requirements prior to commencing clinical placements

(1) Information about the procedures for gaining clearance for clinical placements will be provided after enrolment.
(2) 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 year unit of study until they have:
   (a) successfully completed the first year units of study, prescribed by the Faculty as qualifying or prerequisite units of study for the second year, as set out in the Units of Study table.
(2) Candidates who fail only one first year unit of study and have no previous record of failure in the degree, who have an annual average mark (AAM) of >60 for first year, may apply to the Dean for a prerequisite waiver which would allow enrolment in the full complement of second year units of study, together with the failed unit of study.
(3) Candidates may not take a third year unit of study until they have successfully completed all the first year units of study, and 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.
(4) 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).
(5) Candidates who fail only one third year unit of study (except PHAR3820, PHAR3815, PHAR3825), and who have an annual average mark (AAM) of >60 for third year, 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 Structured Clinical Examination), which is a barrier examination and a component of all units of study (except Pharmaceutical Skills and Dispensing A and B and Clinical Placement 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 and Clinical Placement 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:
Requirements for the Honours degree

1. The Dean may admit a student to the integrated Honours program if:
   (a) a student 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; and
   (d) the student has met the requirements stated in the Pharmacy Professionalism Expectations Provisions 2017.

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.

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.

Transitional provisions

1. These resolutions apply to all students enrolled in all years of the Bachelor of Pharmacy from 1 January 2019.
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), 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

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<tr>
<th>Code</th>
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<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 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.

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

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

(b) an additional 48 credit points consisting of:

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

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

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 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) 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 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 (except PHAR3820, PHAR3815, PHAR3825), and who have an annual average mark (AAM) of >60 for fourth year, 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 Structured Clinical Examination), which is a barrier examination and a component of all units of study (except Pharmaceutical Skills and Dispensing A and B and Clinical Placement 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 and Clinical Placement 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 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; and
(d) the student has met the requirements stated in the Pharmacy Professionalism Expectation Provisions 2017.

(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.

9 Transitional Provisions

(1) These resolutions apply to all students enrolled in all years of the Bachelor of Pharmacy and Management from 1 January 2019.
**RECOMMENDATION**

That the Undergraduate Studies Committee note the meeting dates for 2019.

**2019 Meeting Dates**

The Undergraduate Studies Committee is to meet on Tuesday from 10am-12pm on the following dates:

- 12 February
- 19 March
- 7 May [this is the final meeting for 2020 course approvals]
- 25 June
- 13 August
- 15 October
RECOMMENDATION

That the Undergraduate Studies Committee notes the development of the Outbound Student Mobility Policy.

EXECUTIVE SUMMARY

Outbound student mobility is a key pillar of the University of Sydney's Strategic Plan 2016-2020. Pursuant to the Strategic Plan, USYD is committed to developing a distinctive educational experience that encourages students to take advantage of mobility experiences as an integral part of their study. Initiative 3 of Strategy 4 of the Strategic Plan issues an ambitious challenge: by 2020, 50% of our students should undertake a mobility experience prior to graduation (the “50:20 target”). The 50:20 Target has been set because the benefits of mobility experiences in terms of learning outcomes and the development of graduate attributes are clear and convincing.

A report published by the International Education Association of Australia (IEAA) titled Outcomes of Learning Abroad Programs (Potts, May 2016) documents the findings of several studies indicating that students who engage in student mobility experiences develop the following competencies as graduates: adaptability, initiative, assertiveness, persistence, problem-solving ability, analytical competencies, cultural competence, ability to manage uncertainty, communication skills and an ability to work with people from different cultural backgrounds. Many of these qualities overlap with the graduate attributes USYD will deliver in its unique transformed undergraduate education, to ensure USYD graduates have the skills, knowledge and values to lead in a rapidly changing world.

The proposed Outbound Student Mobility Policy 2018 is aimed at ensuring that the growth in outbound student mobility over the coming years is appropriately underpinned and supported by University-level policy.

The Outbound Student Mobility Policy will establish key principles and operational requirements around outbound student mobility with application to the following areas:

(a) minimum eligibility requirements;
(b) assessment of applications for exchange mobility;
(c) the application of mobility credit;
(d) the establishment and operation of a mobility credit precedent database;
(e) the establishment and operation of a University of Sydney global travel registry; and
(f) roles and responsibilities in relation to global mobility.

The Proposal for the Policy was signed by Professor Philippa Pattison, Deputy Vice-Chancellor (Education) on 20 March 2018 and was approved for development by Richard Fisher, General Counsel, on 7 May 2018.

The draft Policy has been the subject of extensive consultation. Feedback has been sought and received from across the Faculties and Schools, and well as from Faculty Services and residential colleges.

This updated version of the Policy will now be circulated to the appropriate committees, before being tabled with Academic Board for approval (see timetable at "Next Steps" below).

**KEY PROVISIONS OF DRAFT POLICY**

| Clauses 8(1), 8(2) and 8(3) – Eligibility requirements | The draft Policy provides that all USYD students who have a WAM of at least 50 and who are meeting the progression requirements of their course are eligible to undertake exchange mobility or non-exchange mobility for which mobility credit may be awarded. Additional requirements may be imposed by the host institution (see (a) and (b) below).

As outlined above, the benefits of mobility experiences are clearly understood. The 50:20 target is aimed at maximizing these opportunities, while the 50WAM threshold ensures that all students who are successfully progressing in their degree can access these transformational experiences, as part of their University of Sydney education. Note also that in 2019, the University increased its mobility scholarships budget to $2M, to improve access to mobility programs. Research into the field of student mobility confirms that students from across the academic spectrum benefit from undertaking a period of academic-related mobility. The research does not support the proposition that mobility programs are only of benefit to high achieving students.

At present, 24.7% of our students possess a WAM in the range of 50-64 and are deemed successfully progressing, but are not encouraged or supported to participate in outbound mobility. Lowering the eligibility threshold to a 50WAM for students who are successfully progressing will provide access to a further 3,991 students to pursue global opportunities.

The proposal to establish a 50WAM threshold for credit-bearing global mobility has not received broad support as part of the consultation process, although many respondents focussed solely on exchange mobility. Whilst some respondents would support a lowering of the threshold to a WAM of 60 or 55, there are concerns that too low a threshold would allow participation of a new cohort of students who would be better served by remaining at USYD for the duration of their course. This would allow such students to maintain access to the support mechanisms in place at USYD (academic and otherwise).

However, in support of a 50 WAM threshold, it is worth considering:
(a) Many of our top ranked host institutions will impose a higher grade eligibility requirement for exchange mobility, ensuring reputational risk concerns can be eliminated;

(b) Faculty-specific mobility programs (such as the Con, SCA, Law and CEMS-specific exchanges) have host partners who impose higher grade requirements or require specific pre-requisites, consistent with clause 8(c) allowing faculties to appropriately manage reputational risk;

(c) There is significant competition for popular exchange places, meaning that in order to be nominated, USYD students will very often need a higher WAM than the published minimum eligibility criteria (in practice, there will be little risk that USYD would undermine our relationship with top partners who impose higher grade requirements, instead USYD would only nominate students with a 50 WAM to select host institutions who are happy to accept them);

(d) Sydney Global Mobility will curate a stable of exchange partners whose eligibility criteria currently accept students with lower WAMs (this list will include smaller institutions who are well placed to support this student cohort academically);

(e) At present, any student (irrespective of their WAM) can undertake non-exchange mobility, without conditional credit approval, and seek recognition of credit on their return to USYD. Consequently, what benefit is there in imposing a higher than 50WAM requirement in the Policy?

(f) It is anticipated that lowering the eligibility threshold to 50WAM will see greater participation rates in short-term exchange mobility and non-exchange mobility opportunities during the University break periods, as most short-term programs will accept students with a 50WAM. The new 6-week mid-year break commencing in 2019 will provide a longer gap that better aligns with established summer schools in the Northern Hemisphere, significantly growing the number of program opportunities students can access. Undertaking short-term exchange mobility and non-exchange mobility opportunities in the break periods enables students to gain the benefits of a mobility experience, and helps students stay on track with their degree.

**Clause 8(4) – Citizenship and Dual Nationality**

The draft Policy provides that all USYD students will be eligible to undertake global mobility of any type to a country of which they are or have been a citizen or permanent resident, provided that this is permitted by the host institution or organisation.

At present, the default position in some faculties is that students undertaking exchange mobility are prohibited from returning to their country of origin (or country where they are a dual citizen). (Note, that unless otherwise indicated by the host institution, there is no general prohibition for students undertaking non-exchange mobility).

Historically, the prohibition has been aimed at seeking to ensure that students get the maximum benefit of a new international experience. However, at present, the prohibition seems at odds with the Strategic Plan’s push to make mobility programs more accessible, and our increasingly nuanced understanding of the myriad ways in which mobility benefits students.

In support of the current drafting of the Policy, it is worth considering:
(a) Students are able to receive a culturally enriching experience in country
where they are (or have been) a citizen or permanent resident. An
example of this may be a student from a regional area of country returning
to a major city of that country on a mobility experience;
(b) International students have already engaged in a culturally enriching
experience by choosing to come to USYD to study;
(c) Such a mobility experience may offer tangible benefits to a student in
terms of building networks or engaging in projects useful for graduate
employment;
(d) There are concerns that the current prohibition is unfairly aimed at
international students (whose nationality is known) but is not consistently
applied to Australian students who are dual nationals (whose dual
citizenship is not recorded in Sydney Student). Clause 8(4) of the Policy
would remove this issue from USYD’s consideration (unless otherwise
specified by the host institution or organisation);
(e) To the extent that USYD has concerns about students identifying non-
academically rigorous overseas programs as a way of avoiding fees or
academically challenging units of study at USYD, this would be better
addressed from a credit approvals perspective rather than a country of
origin ban.

### Clauses 9 and 10 - Application Requirements

The Policy wording has been refreshed to reflect the same responsibilities
outlined in earlier consultation drafts. However, the sequencing has been
removed to allow for procedural improvements to be implemented. Degree
checks for short-term non-exchange mobility was initially omitted from the draft
Policy, assuming students could self-manage that step, and reduce the
administrative workload on Faculty Services. However, there was strong feedback
from Faculties and Faculty Services seeking its inclusion to provide students with
clear advice and remove downstream enrolment issues, so that clause has been
added into the Policy.

### Clause 12(8) - Mobility credit precedent database

The Policy will prompt the creation and maintenance of a database of conditional
credit approval decisions. The precedent database will record all decisions made
about mobility credit in the preceding three-year period and unless notified by the
relevant delegate that a particular decision is not to be taken as a precedent,
Faculty Services may decide to award conditional credit approval on the basis of
decisions recorded in the database.

### Clause 12(11) - Mobility Credit

The Policy has been amended to formalise sound current practise, that while
grades achieved from global mobility will not be included in the calculation of a
student’s WAM, units of study undertaken overseas can be counted towards a
student’s major or minor.

### Clause 13 – Enrolment Requirements

The Draft policy received overwhelming support to allow student enrolment on
semester exchange to sit within the range of 18-30 credit points. The Policy will
now reflect that the relevant Associate Dean, in consultation with the Director,
Compliance and Student Affairs, can permit enrolment variance for exchange
mobility. There are student visa enrolment and ESOS implications that need
consideration when an international student seeks to vary their exchange
enrolment. Accordingly, the Policy confirms that the Director, Compliance and
Student Affairs, can provide advice to the relevant Associate Dean on ESOS related
requirements for student visa holders and the University’s obligations under the
ESOS Framework.
Clause 14 – Withdrawing from or deferring global mobility

Following feedback from consultation, the Policy will now include a statement that if a student who withdraws from global mobility also withdraws from a related University of Sydney unit of study, the USYD academic calendar will apply for the purposes of determining relevant deadlines and time limits, including those relating to fees and grades.

Clause 16 - Student Mobility Travel Register

The Policy will formalise the establishment of a Student Mobility Travel Register. All students undertaking global mobility will be required to record details of their overseas travel on the register prior to their departure. University-wide Audit and Risk measures are currently being explored to ensure USYD is equipped to support the growing numbers of students on mobility experiences and to respond to critical incident matters. The development of the Travel Register, as a source of truth, is the first step in that plan. In time, the establishment of the Travel Register will also reduce the burden on Faculties to maintain and collect student mobility data, as the Travel Register should be able to provide the required reports for the annual mobility audit.

Clause 18 - Roles and responsibilities

The Policy will formalise the key roles and responsibilities in relation to student mobility and contains explicit language around the roles of relevant Associate Deans in relation to decisions around mobility credit, and enrolment requirements for exchange mobility.

NEXT STEPS

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<td>Draft Policy to be tabled for noting by members.</td>
</tr>
<tr>
<td>2. University Executive Student Life Committee</td>
<td>Draft Policy to be tabled for noting by members.</td>
</tr>
<tr>
<td>3. Mobility Sydney Operation Model (SOM)</td>
<td>Draft Policy to be tabled for consideration by members.</td>
</tr>
<tr>
<td>4. University Executive Education Committee</td>
<td>Draft Policy to be tabled for consideration by members.</td>
</tr>
<tr>
<td>5. Academic Standards and Policy Committee</td>
<td>Draft Policy to be tabled for consideration by members and for recommendation to the Academic Board.</td>
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<tr>
<td>6. Graduate Studies Committee</td>
<td>Draft Policy to be tabled for noting by members.</td>
</tr>
<tr>
<td>7. University Executive</td>
<td>Draft Policy to be tabled for consideration by members and for recommendation to the Academic Board.</td>
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<tr>
<td>8. Safety Health and Wellbeing Unit</td>
<td>Draft Policy to be provided for feedback.</td>
</tr>
<tr>
<td>9. Disability Services Plan Project Implementation Officer</td>
<td>Draft Policy to be provided to Disability Action Plan Project Implementation Officer for feedback.</td>
</tr>
<tr>
<td>10. Students’ Representative Council (SRC)</td>
<td>Draft Policy to be provided to the President of the SRC for consultation with SRC membership.</td>
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<td>No.</td>
<td>Item</td>
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<td>11.</td>
<td>Sydney University Postgraduate Representative Association (SUPRA)</td>
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<tr>
<td>12.</td>
<td>Academic Board</td>
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</table>
OUTBOUND STUDENT MOBILITY POLICY
2018

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

Dated: [TBC]
Signature: DRAFT ONLY – NOT FOR SIGNING
Name: Professor Philippa Pattison

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1 Name of policy

This is the Outbound Student Mobility Policy 2018.

2 Commencement

This policy commences on [date].
3 Policy is binding

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

4 Statement of intent

This policy:

(a) states the types of outbound student global mobility offered by the University;
(b) sets out the eligibility requirements for students participating in outbound global mobility;
(c) provides for credit to be granted for successfully completed global mobility;
(d) establishes the Student Mobility Register; and
(e) supports the University’s values of courage and creativity; inclusion and diversity; and openness and engagement.

5 Application

This policy applies to all students participating in outbound global mobility.

6 Definitions

centre has the meaning given in the Centres and Collaborative Networks Policy 2017, which at the date of this policy is:

means an academic grouping or collaborative network established by the University to add value to research or education activities, enhance collaboration and increase knowledge transfer.

conditional credit approval means a decision to award a stated amount of specific or non-specific credit for a particular global mobility study or activity, conditional upon the student successfully completing it.

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

means advanced standing based on previous attainment in another award course at the University or at another institution, or in a non-award course approved by the Academic Board. The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit.
delegate means an employee, member or committee of Senate or any other person or entity to whom or to which a delegation has been made by Senate

Note: See University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

exchange mobility means overseas study completed under an exchange agreement between the University and another educational institution, as provided in clause 7.

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

Note: See University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

exchange mobility means overseas study completed under an exchange agreement between the University and another educational institution, as provided in clause 7.

faculty includes, where appropriate, University school.

global mobility means study or other academic activity undertaken overseas consistently with this policy.

mobility credit means specific or non-specific credit awarded to a student after successful completion of global mobility under this policy.

non-exchange mobility means overseas study or other academic activity which is not subject to an exchange agreement between the University and another educational institution, as specified in clause 7.

semester exchange mobility means exchange mobility undertaken for one or two semesters, as provided in clause 7.

short-term exchange mobility means exchange mobility undertaken in breaks between semesters or over a period of less than one semester, as provided in clause 7.

Student Mobility Register means the register established by clause 15.

weighted average mark (WAM) means the average mark obtained by a student for all units of study undertaken, weighted according to credit point value.

7 Types of outbound global mobility

(1) The University provides, and will grant credit for successful completion of, the following kinds of outbound global mobility:

(a) semester exchange mobility;
(b) short-term exchange mobility; and
(c) non-exchange mobility.

(2) Exchange mobility is undertaken at another educational institution with which the University has a formal exchange agreement.

(a) A student undertaking exchange mobility must enrol in exchange units of study at the University, and pay all necessary tuition and other fees to the University.
(b) Semester exchange mobility is undertaken during semester, for a period of one or two semesters.
(c) Short-term exchange mobility is undertaken during breaks between semesters or over a shorter period than a semester.

(3) Non-exchange mobility is undertaken at another educational institution, or through a third-party provider, in the absence of an exchange agreement.
(a) Non-exchange mobility may be taken during or between semesters.
(b) A student undertaking non-exchange mobility does not enrol in exchange units of study at the University.
(c) Types of non-exchange mobility include, but are not limited to:
   (i) fee-paying study abroad;
   (ii) fieldwork;
   (iii) internships;
   (iv) faculty-led offshore programs and competitions;
   (v) University competitions; or
   (vi) study tours.

8 Eligibility

(1) To be eligible to undertake exchange mobility, a student must:
   (a) be enrolled in an award course during the period of the exchange mobility;
   (b) at the time of application:
      (i) have a weighted average mark of at least 50;
      (ii) be meeting the progression requirements of the relevant course resolutions and the Coursework Policy 2014;
      (iii) not be the subject of any current disciplinary proceedings under the University of Sydney (Student Discipline) Rule 2016;
   and
   (c) meet any further requirements imposed by the host institution, including but not limited to requirements about:
      (i) grades;
      (ii) language ability;
      (iii) unit of study pre-requisites;
      (iv) course progression;
      (v) field of study;
      (vi) portfolios of work; or
      (vii) auditions.

(2) To be eligible to undertake non-exchange mobility for which mobility credit may be awarded, a student must:
   (a) at the time of undertaking mobility:
(i) have a weighted average mark of at least 50;
(ii) be meeting the progression requirements of the relevant course resolutions and the Coursework Policy 2014;
(iii) not be the subject of any current disciplinary proceedings under the University of Sydney (Student Discipline) Rule 2016;

and

(b) meet any further requirements imposed by the host institution, including but not limited to requirements about:
   (i) grades;
   (ii) language ability;
   (iii) unit of study pre-requisites;
   (iv) course progression;
   (v) field of study;
   (vi) portfolios of work; or
   (vii) auditions.

(3) **To be eligible to undertake non-exchange mobility without the award of mobility credit,** a student must:
    (a) meet the requirements of the host institution or organisation, including but not limited to requirements about:
        (i) grades;
        (ii) language ability;
        (iii) unit of study pre-requisites;
        (iv) course progression;
        (v) field of study;
        (vi) portfolios of work; or
        (vii) auditions.

(4) A student is eligible to undertake global mobility of any type to a country of which they are or have been a citizen or permanent resident, provided that this is permitted by the host institution or organisation.

9 Applications for global mobility

(1) **For semester exchange mobility and short-term exchange mobility:**
    (a) all applicants must apply to the Sydney Global Mobility unit in the manner specified in the procedures;
    (b) Sydney Global Mobility will check that the applicant meets applicable University and host institution requirements;
    (c) Faculty Services will check that the applicant will be able to continue to meet applicable degree progression requirements if they undertake the proposed mobility; and

    **Note:** See the relevant course resolutions and the Coursework Policy 2014.
(d) Sydney Global Mobility will then either:
   (i) nominate the eligible applicant to the host institution consistently with the terms of the relevant exchange agreement and inform the applicant of this in writing; or
   (ii) inform the student in writing if a place is not allocated.

(2) For non-exchange mobility:
   (a) If the opportunity is managed by Sydney Global Mobility, the student must apply to that unit, in the manner specified in the procedures;
   (b) If the opportunity is managed by a faculty or centre, the student must apply directly to the faculty or centre;
   (c) If the opportunity is not managed by Sydney Global Mobility, a faculty or a centre, the student must apply directly to the host institution or organisation.

10 Applications for conditional credit approval

(1) For semester exchange mobility and short-term exchange mobility:
   (a) A student must lodge an application for conditional credit approval with Faculty Services in the manner specified in the procedures.
   (b) Faculty Services will:
      (i) consistently with clause 12, determine whether or not to grant conditional credit approval;
      (ii) inform the student of this decision in writing; and
      (iii) if conditional credit approval is granted, enrol the student in the relevant exchange units of study.

(2) For non-exchange mobility where the student wishes to obtain mobility credit:
   (a) except where subclause 10(2)(c) applies, a student must lodge an application for conditional credit approval with Faculty Services in the manner specified in the procedures.
   (b) Faculty Services will:
      (i) check that the student will be able to continue to meet applicable degree progression requirements if they undertake the proposed mobility;
      (ii) consistently with the clause 12, determine whether or not to grant conditional credit approval; and
      (iii) inform the student of this decision in writing.
   (c) For non-exchange mobility where a student enrols in a University unit of study which involves an overseas component:
      (i) the student must follow the enrolment procedures specified by the relevant faculty; and
      (ii) an application for conditional credit approval is not required.
11 Allocating exchange mobility places

(1) Where the number of applicants for exchange mobility exceeds the number of places available under the agreement with the relevant host institution, the Director, Sydney Global Mobility or their nominee will allocate the available places in the manner specified in the procedures, based on:

(a) consultation with the relevant faculty; and

(b) the following criteria:

(i) the number of available places;

(ii) the suitability of the host institution to each applicant’s area of study;

(iii) preferences expressed by the host institution in relation to student areas of study;

(iv) availability of suitable alternative host institutions which could accommodate an applicant’s study plans within the relevant period;

(v) applicants’ academic results; and

(vi) any supporting or other material which has been required as part of the application.

(2) A decision whether or not to nominate a particular applicant to a particular host institution is not an academic decision for the purposes of the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

Note: See clause 14 of this policy in relation to appeals and reviews of decisions.

12 Mobility credit

(1) The University is committed to providing credit for study and activities undertaken as part of global mobility, wherever it is appropriate to do so.

(2) A student who obtains a conditional credit approval from Faculty Services before departure and then successfully completes global mobility will be awarded the credit specified in the conditional approval upon return, consistently with the provisions of this clause.

Note: See clause 10.

(3) A student who successfully completes global mobility without having obtained conditional credit approval may apply to Faculty Services for mobility credit, but is not assured of credit being awarded, at all or in any particular manner or quantity.

(4) If a student proposes to make changes to their global mobility after obtaining conditional credit approval, the student must apply again and obtain conditional credit approval for the varied program.

(5) For students undertaking combined degree courses, mobility credit may be awarded towards one or both degrees.

(6) Decisions about mobility credit will be made by the relevant Associate Dean, in consultation with Faculty Services.

Note: See University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 Part 6; Coursework Policy 2014 Part 11.
(7) In making decisions about whether or not to award conditional credit approval, and how much credit to award, the relevant delegate must take the following matters into consideration:

(a) the requirements of applicable course resolutions;

(b) the requirements of any statutory, regulatory or professional body applicable to the relevant award course;

(c) the learning outcomes of the units of study or other activities to be undertaken:
   (i) specific credit may only be awarded where learning outcomes are comparable to a University unit of study;
   (ii) to count towards requirements for a curriculum component such as a major, minor, program or stream, an exchange unit of study must contribute to the prescribed learning outcomes of the relevant component;
   (iii) non-specific credit may be awarded where there is no direct comparability to a University unit of study if the learning outcomes of the exchange unit of study contribute towards the learning outcomes and graduate qualities of the relevant award course;

(d) the academic standards of the study or other activities to be undertaken;
   (i) the academic standard and rigour of the exchange unit of study or activity should be at least consistent with the student’s current level of study;

(e) the volume of learning of the units of study or other activities to be undertaken, as a proportion of the load normally undertaken by a full-time student.
   (i) The procedures may provide for particular calculations to be applied in specified circumstances to determine equivalent study loads.

(8) The Head of Faculty Services will establish and maintain a database of conditional credit approval decisions made under this policy.

(a) The database will record all decisions made about mobility credit in the preceding three year period.

(9) Unless notified by the relevant delegate that a particular decision is not to be taken as a precedent, Faculty Services may decide to award conditional credit approval on the basis of decisions recorded in the database.

(10) As soon as possible after receiving an official transcript or equivalent from the host institution or organisation, a student who has received conditional credit approval must provide a copy of that document to Faculty Services, in the manner specified in the procedures.

(a) Faculty Services will take such steps as they consider necessary to verify or confirm the reported results.

(b) Upon confirmation of results Faculty Services will:
   (i) record the results and award of mobility credit in the student’s academic record; and
   (ii) inform the student in writing of having done so.
(11) Mobility credit awarded to a student, and grades achieved from global mobility, will not be included in the calculation of a student’s weighted average mark (WAM).

(12) Grades will be awarded for study undertaken as part of global mobility as follows.

(a) A student who passes an exchange mobility unit of study will receive a grade of Satisfied Requirements (SR).

(b) A student who passes an exchange mobility unit of study which is equivalent to a unit of study they have already completed at the University will receive a grade of Discontinue Not Fail (DC).

(c) A student who fails an exchange mobility unit of study will receive a grade of Failed Requirements (FR).

Note: Details of grades awarded at the University are set out in Schedule 1 to the Coursework Policy 2014.

13 Enrolment requirements

(1) Subject to subclause 13(2), students undertaking semester exchange mobility must maintain full time enrolment:

(a) at the University, of 24 credit points per semester; and

(b) at the host institution, of an equivalent load.

(2) The relevant Associate Dean, in consultation with the Director, Compliance and Student Affairs, may permit a student undertaking semester exchange mobility to enrol:

(a) at the University, with a load of between 18 and 24 credit points; and

(b) at the host institution, with an equivalent load;

if satisfied that:

(c) there are documented compassionate and compelling reasons (which may include advice from a host institution) that make a 24 point credit load inadvisable; or

(d) the student requires fewer than 24 credit points to complete their award course.

(3) Subject to clause 13(4), the relevant Associate Dean, in consultation with the Director, Compliance and Student Affairs, may permit a student undertaking semester exchange mobility to enrol:

(a) at the University with a load of between 24 and 30 credit points; and

(b) at the host institution, with an equivalent load;

if satisfied that:

(c) the student is capable of successfully undertaking the additional study load.

(4) Unless approved by the relevant Associate Dean, in consultation with the Director, Compliance and Student Affairs, a student undertaking semester exchange mobility is not permitted to enrol in University units of study in excess of the credit points necessary to complete their award course.
14 Withdrawing from or deferring global mobility

(1) A student who has received an offer of exchange mobility for a particular semester or study period may not defer that offer for a later time. The student must withdraw, and reapply at a later time.

(2) A student who wishes to withdraw from exchange mobility must provide written notice to Sydney Global Mobility as soon as possible;
   (a) Sydney Global Mobility must inform the host institution upon receiving such notice.

(3) A student who has commenced study at a host institution and who wishes to withdraw from exchange mobility must also provide written notice to the relevant host institution.

(4) A student who wishes to withdraw from non-exchange mobility must provide written notice as soon as possible:
   (a) to Sydney Global Mobility if the opportunity is managed by Sydney Global Mobility;
   (b) to the relevant faculty or centre, if the opportunity is managed by a faculty or centre; or
   (c) to the relevant host institution or organisation, if the opportunity is not managed by Sydney Global Mobility, a faculty or centre.

(5) If a student who withdraws from global mobility also withdraws from a related University of Sydney unit of study, the University academic calendar will apply for the purposes of determining relevant deadlines and time limits, including those relating to fees and grades.

15 Review of decisions

(1) Academic decisions in relation to global mobility may be appealed under the University of Sydney (Student Appeals against Academic Decisions) Rule 2016.

(2) Applications for review of other decisions may be made to the Deputy Vice-Chancellor (Education), in the manner specified in the procedures.

16 Student Mobility Register

(1) The Director, Sydney Global Mobility will establish and maintain a register of all students undertaking global mobility.

(2) In relation to each such student, the register must record at least:
   (a) the name of the student;
   (b) the name of the host institution, conference or event;
   (c) dates of the student's travel;
   (d) the destination city and country;
   (e) contact details for the student while overseas;
   (f) contact details for the student’s next of kin;
(g) contact details for a responsible person at the host institution or organisation, conference or event.

(3) All students undertaking global mobility must provide the information specified in subclause 16(2) to Sydney Global Mobility, in the manner prescribed in the procedures, before their departure.

Note: See the Privacy Policy 2017

17 Reporting

(1) The Director, Sydney Global Mobility will prepare an annual report on outbound student global mobility addressing:

(a) the number and types of global mobility activities undertaken;
(b) information on participation:
   (i) by level of course (undergraduate coursework; postgraduate coursework; higher degree by research) and
   (ii) by faculty;
(c) the destinations of participants; and
(d) an analysis of the performance of the University’s outbound student global mobility program.

(2) The annual report must be provided to each of:

(a) the Deputy Vice-Chancellor (Education);
(b) the Vice-Principal (External Relations);
(c) Executive Deans;
(d) Deans; and
(e) Head of School and Deans of University Schools.

(3) The Deputy Vice-Chancellor (Education) must consider the annual report and provide it, with recommendations as appropriate, to:

(a) the Academic Board; and
(b) the University Executive Education Committee.

18 Roles and responsibilities

(1) Sydney Global Mobility is responsible for:

(a) publicising to students opportunities for global mobility;
(b) receiving and processing applications for exchange mobility and some applications for non-exchange mobility;
(c) confirming with Faculty Services applicants’ eligibility for exchange mobility;
(d) allocating places for exchange mobility under the terms of the University’s inter-institutional exchange agreements;
(e) nominating students for exchange mobility to host institutions, under the terms of the University's inter-institutional exchange agreements;
(f) maintaining the Student Mobility Register; and
(g) providing annual reports as specified in clause 16.

(2) **Faculty Services** is responsible for:
   (a) checking that applicants will be able to continue to meet applicable degree progression requirements if they undertake proposed mobility;
   (b) receiving and processing applications for conditional credit approval;
   (c) establishing and maintaining a database of decisions about conditional credit approval;
   (d) implementing decisions to award conditional credit approval;
   (e) informing students of the outcome of applications for conditional credit approval;
   (f) enrolling students in exchange units of study;
   (g) verifying students’ results after global mobility; and
   (h) recording students’ results and any credit awarded after global mobility.

(3) **Relevant faculties or centres** are responsible for:
   (a) receiving and processing applications for non-exchange mobility managed by them; and
   (b) consulting with and providing academic advice to students in relation to global mobility.

(4) **The relevant Associate Dean** is responsible for:
   (a) making decisions about the award of mobility credit;
   (b) providing information about such decisions to Faculty Services for entry into the conditional credit approval decision database;
   (c) informing Faculty Services of any decision about conditional credit approval which is not be used as a precedent for further decision making; and
   (d) determining, in consultation with the Director, Compliance and Student Affairs, whether to permit a student undertaking semester exchange to enrol with a reduced or increased study load.

(5) **The Director, Compliance and Student Affairs** is responsible for determining, in consultation with the relevant Associate Dean, whether to permit a student undertaking semester exchange to enrol with a reduced or increased study load.

(6) **The Deputy Vice-Chancellor (Education)** is responsible for considering annual reports from the Director, Sydney Global Mobility and providing them to University governance bodies as specified in clause 17.

(7) **Students** are responsible for:
   (a) lodging applications for global mobility and providing all necessary associated information;
   (b) complying with:
      (i) the [Code of Conduct for Students](#);
      (ii) the codes of conduct and other requirements of the host institution or organisation;
(iii) the laws and regulations of countries visited during global mobility, including but not limited to visa requirements;

(c) paying all required fees and participation costs for their global mobility;

(d) informing Sydney Global Mobility, and if required Faculty Services, of any changes to their proposed global mobility;

(e) meeting the requirements of their award course resolutions;

(f) attending any required pre-departure or orientation sessions associated with their global mobility;

(g) registering the required information with the Student Mobility Register;

(h) complying with advice provided by Faculty Services in relation to conditional credit approval; and

(i) informing Faculty Services of the results of their global mobility study or activity.

NOTES

Outbound Student Mobility Policy 2018

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

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

Administrator: Director, Sydney Global Mobility?

Review date: [This date must be no more than 5 years from the date of commencement.]

Related documents:

- University of Sydney (Coursework) Rule 2014
- University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
- University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016
- University of Sydney (Student Appeals against Academic Decisions) Rule 2006
- University of Sydney (Student Discipline) Rule 2016
- Coursework Policy 2014
- Learning and Teaching Policy 2015
Privacy Policy 2017
Recordkeeping Policy 2017
Resolution of Complaints Policy 2015
Student Complaints Procedures 2015

AMENDMENT HISTORY

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Outbound Student Mobility Policy 2018

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RECOMMENDATION

That Undergraduate Studies Committee note the Educational Integrity Trend Report for Semester 1 2018.

EXECUTIVE SUMMARY

The Educational Integrity Trend Report for Semester 1 2018 (Attachment 1) demonstrates that alleged breaches of academic honesty have increased from 2017 levels and returned to those first recorded in 2016. This trend has not been universal, however, with a number of faculties and University schools recording fewer alleged breaches in Semester 1 2018 than in the first semester of the previous two years. The report also highlights the impact that increasingly aggressive external “tutoring” services are beginning to have on the academic integrity of units of study, particularly, though not exclusively, in the Faculty of Engineering and Information Technologies. With the endorsement of the Academic Quality and University Executive Education Committees, the Office of Educational Integrity is now pursuing a suite of University-wide initiatives aimed at mitigating the increasing risks posed by external tutoring and custom writing (or contract cheating) services (Attachment 2).

The rate at which alleged breaches involving international students have been reported relative to their domestic peers has also increased on 2017 levels in all faculties and University schools except the Business School. This is despite the Office of Educational Integrity’s addition of a series of preventative workshops in the early stages of Semester 1, which were promoted directly to all first year and international students. Of all faculties and University schools, the Business School has been the most successful in reducing the proportion of international students reported for breaches of academic honesty relative to the proportion of enrolled international students. The strategies employed by the Business School thus serve as a useful model for initiatives to be pursued locally by other faculties and University schools and by the Office of Educational Integrity at the University level.

COMMUNICATION

The Educational Integrity Trend Report will be submitted to the Academic Board via the Academic Quality Committee, the University Executive Education Committee, and to faculties via Educational Integrity Coordinators. The report has been provided to the Academic Standards and Policy, Undergraduate and Graduate Studies Committees of the Academic Board, and the key findings of the report are being communicated to students and staff via institutional circulars.

ATTACHMENTS

Attachment 1 – Educational Integrity Trend Report, Semester 1, 2017
Attachment 2 – Towards an institutional response to the risks posed by contract cheating
Educational Integrity Trend Report
Semester 1, 2018

Office of Educational Integrity
Executive Summary

The Educational Integrity Trend Report for Semester 1 2018 demonstrates that alleged breaches of academic honesty have increased from 2017 levels and returned to those first recorded in 2016. This trend has not been universal, however, with a number of faculties and University schools recording fewer alleged breaches in Semester 1 2018 than in the first semester of the previous two years. The report also highlights the impact that increasingly aggressive external “tutoring” services are beginning to have on the academic integrity of units of study, particularly, though not exclusively, in the Faculty of Engineering and Information Technologies. With the endorsement of the Academic Quality and University Executive Education Committees, the Office of Educational Integrity is now pursuing a suite of University-wide initiatives aimed at mitigating the increasing risks posed by external tutoring and custom writing (or contract cheating) services.

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Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
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<tr>
<td>AHEM</td>
<td>Academic Honesty Education Module</td>
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<tr>
<td>ARTS</td>
<td>Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>BUSI</td>
<td>The University of Sydney Business School</td>
</tr>
<tr>
<td>CONS</td>
<td>Sydney Conservatorium of Music</td>
</tr>
<tr>
<td>ENGI</td>
<td>Faculty of Engineering and Information Technologies</td>
</tr>
<tr>
<td>HSCI</td>
<td>Faculty of Health Sciences</td>
</tr>
<tr>
<td>LAWS</td>
<td>The University of Sydney Law School</td>
</tr>
</tbody>
</table>
| MEDH         | Faculty of Medicine and Health

1 The Faculty of Medicine and Health includes the former Faculty of Dentistry, Sydney Medical School, Sydney Nursing School and Faculty of Pharmacy. Figures reported for 2016 and 2017 for the Faculty of Medicine and Health represent the combined reporting figures of the merged faculties.
Education in academic honesty

To complement discipline-specific education in academic honesty delivered in units of study, all students enrolling in a coursework degree for the first time must complete the mandatory Academic Honesty Education Module (AHEM) within the first semester of their candidature. As shown in figure 1, over 20,000 students have completed the AHEM this year. Despite appearing as if there has been a significant decline in completions in Semester 1, this figure is closer to the actual number of students commencing a coursework degree for the first time. In previous years, students transferring between degrees were considered to be commencing students for AHEM purposes—a number of that has been falling as almost all current students have completed the module since it was introduced in 2016. The total number of students who have completed the AHEM now stands at over 65,000.

Figure 1: AHEM completions, 2016 to 2018

While the number of AHEM completions represents a significant milestone for the University, assessing its impact on preventing breaches of academic honesty has been difficult to quantify given the high number of student completions relative to the much lower number of students reported for breaches of academic honesty. However, recent analysis of AHEM completions relative to breaches reported in 2018 indicates that a high proportion of the reported students were reported within four months of having completed the AHEM (figure 2). Most of these students completed the AHEM within the first month of enrolling at the University, which is intended to be complementary to, not as a substitute for, unit of study level education in academic honesty and writing conventions, especially by way of formative assessment tasks and feedback.

Figure 2: Months elapsed between students’ completion of AHEM and reported breaches, Semester 1 2018

Students reported for breaches of academic honesty are also provided with access to development activities on quoting, paraphrasing and summarising source materials. These activities can be completed via an online module or via a three-hour workshop delivered by the University’s Learning Centre. Both options have proven to be effective in reducing rates of

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2 Unless otherwise specified, all figures reported for 2018 represent year-to-date figures as at 10 August 2018.
recidivism (i.e., “repeat offending”): only 45 students who completed a development activity in 2016 were reported again in 2017; and only 32 students who completed a development activity in 2017 were reported again in 2018. As shown in figure 3, just over 600 students completed either the online module or a required workshop in Semester 1 2018.

Given their relative success, a series of voluntary, preventative workshops are now also scheduled across the first four weeks of each semester. Though they are available to all students, the preventative workshops are promoted directly to first year and international students to address the higher rates at which they have been reported in previous years. Approximately 280 students completed one of these preventative workshops in Semester 1 (figure 3).

Figure 3: Development course completions, 2016 to 2018

![Development course completions chart]

Trends in detection and reporting

**Volume, timing and distribution**

In total, 1,840 incidents (i.e., suspected breaches of academic honesty) involving 1,639 students were reported across the University in Semester 1 (see figure 4 and table 1 on p.9). The number of reported students was marginally lower at 1,639 students, representing 2.9% of all students undertaking a coursework degree. As demonstrated in figure 4, this is equivalent to the figures recorded for Semester 1 2016, although it represents an increase of approximately 20% on the figures recorded for Semester 1 2017. The number of students reported in relation to more than one incident has also increased marginally in relation to the previous semester, although this is still broadly in line with historical trends at approximately 10% of reported students and less than 0.5% of all coursework students. The proportional volume and timing of reporting in 2018 has also remained broadly consistent with trends identified in previous years (see figure 5).

Figure 4: Reported incidents and students each semester, 2016 to 2018

![Reported incidents and students chart]
Figure 5: Proportional volume and timing of reporting in Semester 1, 2016 to 2018

The overall increase in incidents reported in Semester 1 was not uniform, though, with most faculties and University schools recording marginally lower rates of reporting as compared to the previous two years (see figure 6 and table 1 on p.9). Increases were recorded in Arts and Social Sciences, and the Sydney School of Architecture, Design and Planning. However, the principal driver of the overall increase in Semester 1 was a significant increase in the number of breaches reported in Engineering and Information Technologies. The distribution of incidents across undergraduate degrees also reflects the increased incidents reported in Engineering and Information Technologies, with six of the faculty’s degrees being amongst those recording the highest number of incidents in Semester 1.

Figure 6: Reported incidents by faculty, 2016 to 2018

The twenty undergraduate degrees recording the highest number of incidents in Semester 1 are shown in figure 7. The reported incidents involving students enrolled in these degrees accounted for close to 70% of all undergraduate incidents despite course enrolments in these degrees representing only 51% of all undergraduate coursework enrolments. A similar pattern was evident at the postgraduate level (see figure 8), with incidents associated with the twelve postgraduate degrees shown in figure 7 accounting for 67% of all postgraduate incidents despite enrolments in these degrees representing only 41% of all postgraduate coursework enrolments.
The significant increase in incidents reported in Engineering and Information Technologies is itself the result of an increased number of incidents reported for two core units of study in the School of Information Technologies, accounting for approximately 60% of the faculty’s total volume for Semester 1. On investigation, many of these incidents relate to the activities of an external “tutoring” service that has been particularly aggressive in its advertising to students enrolled in these units. The faculty is now working closely with the School of Information Technologies on identifying and mitigating further risks to the integrity of the affected units. The Office of Educational Integrity has also initiated work with stakeholders across the University to implement more robust institutional measures for addressing the impact of third party tutoring and custom writing services on the integrity of the University’s courses.

**Detection methods and allegation types**

The use of similarity detection software (SDS) has again underwritten the efforts of teaching staff to detect potential breaches of academic honesty. As a result, over two thirds of the incidents reported in Semester 1 related to allegations of plagiarism and collusion between students (see figures 9 and 10), although it is worth noting that allegations of plagiarism have declined from 55% of all allegations in 2017 to 42% of allegations made thus far in 2018.

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2 The University uses Turnitin for similarity detection for text-based written assignments. Additionally, the School of Information Technologies uses the program MOSS (Measure of Software Similarity) to check work submitted by students enrolled in their large core programming units of study.
Notably, the use of similarity detection software in the two School of Information and Technologies units discussed above enabled the unit coordinator and faculty to detect the influence of the third party service insofar as this service had provided students with model answers derived from the instructions given for a number assessment tasks. This means that a number of the recorded allegations of collusion have involved behaviours increasingly associated with contract cheating. With explicit allegations of contract cheating made to date in 2018 already equal to those made annually in 2017 (49 and 51 allegations respectively), this indicates that contract cheating represents an increasing threat to the University’s educational integrity.

Outcomes
Almost one quarter of the incidents reported in Semester 1 2018 have yet to be resolved (see table 1 on p.9). The figures presented here are provisional and will be updated in the 2018 annual report due to the Academic Board in March 2019. Of those that have been resolved:
- 519 incidents (28%) were resolved with an outcome of no impropriety
- 265 incidents (14%) were resolved with an outcome of development completed
- 234 incidents (13%) were resolved with an outcome of plagiarism
- 372 incidents (20%) with an outcome of academic dishonesty and
- 29 incidents (2%) were referred to the Registrar on grounds of potential misconduct.

Figure 11 indicates changes in outcomes between 2016 and 2018 thus far, although the presently high number of unresolved incidents in 2018 makes it difficult to offer any conclusive analysis of changes in the proportionality of outcomes relative to previous years.
It is worth noting, though, that the number of incidents resolved with a finding of no impropriety thus far is artificially high. This arises from the Faculty of Engineering and Information Technologies’ decision to withdraw a number of small, continuous assessment items from the two programming units impacted by the aforementioned tutoring company. The nature of this company’s advertising and recruitment of students to its services, particularly international students in their first semester of study, meant that many of the reported students were of the genuinely mistaken belief that the company was acting in a manner endorsed by, and consistent with the academic standards of, the University. These students have been issued with strong warnings against engaging with similar companies in future and informed that the relevant case records have been retained confidentially on their student files in case they should be reported again. Such warnings will also form part of the Office of Educational Integrity’s University-wide campaign in Semester 2. Importantly, no unreported students were disadvantaged by the faculty’s handling of this matter.

**Demographic trends**

Previous reports of the Office of Educational Integrity have identified that undergraduate students in their first year of study and coming to the University from overseas are reported in proportionally higher numbers than other categories of students (see tables 3 to 6 on pp. 10-11. As indicated in figure 12, these trends have continued and extended in Semester 1 despite the continuing efforts to improve mandatory and preventative education on academic honesty.

A high degree of the change in the demographic profile of students reported in Semester 1 was driven in large part by the high number of incidents reported in Engineering and Information Technologies. However, all faculties except the Business School recorded a
significant increase in the proportion of incidents involving international students relative to the proportion of international student enrolments (figure 13 and table 6 on p.11). At the University level, the proportion of incidents involving international students was 65% higher than the proportion of international student enrolments at the University at 62% of incidents and 38% of enrolments respectively. The difference in these proportions at the faculty and University school level was higher again, running to over 200% in most other faculties and University schools.

**Figure 13: Proportion of incidents involving international students and proportion of faculty international student enrolments, Semester 1 2018**

With the highest volume of international student enrolments, the parity between incidents involving international students and international student enrolments as a proportion of all enrolments in the Business School is notable. In particular, this reflects the Business School’s historical commitment to, and effectiveness at, closing the gap between incident and enrolment ratios. It has achieved this through a variety of education programs and, in educational integrity cases, its model of one-on-one consultation sessions for students in need of developing their academic writing skills. The experience of the Business School positively demonstrates that the higher proportions at which international students have been reported can be reduced through concerted action. It also highlights the need for all faculties and University schools to ensure that all students, particularly incoming international students, are provided with ongoing instruction on academic honesty beyond that provided through central modules and workshops by the Office of Educational Integrity and the University’s Learning Centre.
Tables

All figures summarised in the following tables are for Semester 1 2018.

### Table 1: Reported incidents by faculty and outcome

<table>
<thead>
<tr>
<th>Faculty</th>
<th>No Impropriety</th>
<th>Development Completed</th>
<th>Plagiarism</th>
<th>Academic Dishonesty</th>
<th>Potential Misconduct</th>
<th>Outcome Pending</th>
<th>Total Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>29</td>
<td>0</td>
<td>44</td>
<td>85</td>
<td>0</td>
<td>53</td>
<td>211</td>
</tr>
<tr>
<td>BUSI</td>
<td>116</td>
<td>50</td>
<td>15</td>
<td>69</td>
<td>4</td>
<td>46</td>
<td>300</td>
</tr>
<tr>
<td>CONS</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>ENGI</td>
<td>242</td>
<td>30</td>
<td>88</td>
<td>173</td>
<td>23</td>
<td>140</td>
<td>696</td>
</tr>
<tr>
<td>HSCI</td>
<td>28</td>
<td>37</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>84</td>
</tr>
<tr>
<td>LAWS</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>MEDH</td>
<td>27</td>
<td>87</td>
<td>41</td>
<td>17</td>
<td>1</td>
<td>35</td>
<td>208</td>
</tr>
<tr>
<td>SCIE</td>
<td>55</td>
<td>4</td>
<td>12</td>
<td>16</td>
<td>0</td>
<td>61</td>
<td>148</td>
</tr>
<tr>
<td>UADP</td>
<td>6</td>
<td>43</td>
<td>16</td>
<td>2</td>
<td>0</td>
<td>72</td>
<td>139</td>
</tr>
<tr>
<td>Total</td>
<td>519</td>
<td>265</td>
<td>234</td>
<td>372</td>
<td>29</td>
<td>421</td>
<td>1840</td>
</tr>
<tr>
<td>Ratio</td>
<td>28.2%</td>
<td>14.4%</td>
<td>12.7%</td>
<td>20.2%</td>
<td>1.6%</td>
<td>22.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Table 2: Reported incidents by use of similarity detection software (SDS)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Total Incidents</th>
<th>SDS Used</th>
<th>Incident Ratio</th>
<th>SDS Not Used</th>
<th>Incident Ratio</th>
<th>Invigilated Examination</th>
<th>Incident Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>211</td>
<td>164</td>
<td>77.7%</td>
<td>19</td>
<td>9.0%</td>
<td>28</td>
<td>13.3%</td>
</tr>
<tr>
<td>BUSI</td>
<td>300</td>
<td>160</td>
<td>53.3%</td>
<td>77</td>
<td>25.7%</td>
<td>63</td>
<td>21.0%</td>
</tr>
<tr>
<td>CONS</td>
<td>30</td>
<td>26</td>
<td>86.7%</td>
<td>3</td>
<td>10.0%</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td>ENGI</td>
<td>696</td>
<td>637</td>
<td>91.5%</td>
<td>28</td>
<td>4.0%</td>
<td>31</td>
<td>4.5%</td>
</tr>
<tr>
<td>HSCI</td>
<td>84</td>
<td>81</td>
<td>96.4%</td>
<td>1</td>
<td>1.2%</td>
<td>2</td>
<td>2.4%</td>
</tr>
<tr>
<td>LAWS</td>
<td>24</td>
<td>14</td>
<td>58.3%</td>
<td>1</td>
<td>4.2%</td>
<td>9</td>
<td>37.5%</td>
</tr>
<tr>
<td>MEDH</td>
<td>208</td>
<td>199</td>
<td>95.7%</td>
<td>3</td>
<td>1.4%</td>
<td>6</td>
<td>2.9%</td>
</tr>
<tr>
<td>SCIE</td>
<td>148</td>
<td>107</td>
<td>72.3%</td>
<td>15</td>
<td>10.1%</td>
<td>26</td>
<td>17.6%</td>
</tr>
<tr>
<td>UADP</td>
<td>139</td>
<td>136</td>
<td>97.8%</td>
<td>3</td>
<td>2.2%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1840</td>
<td>1524</td>
<td>82.8%</td>
<td>150</td>
<td>8.2%</td>
<td>166</td>
<td>9.0%</td>
</tr>
</tbody>
</table>

---

4 Incident reporting data relative to undergraduate and postgraduate degrees is not provided in this report due to the high number of unresolved cases and the considerable administrative work underway to amend the case records associated with the core first year programming course in the School of Information Technologies in which a number of assessment tasks were withdrawn. This data will be published in the next annual report to be submitted to the Academic Board in March 2019.
Table 3: Incidents reported by level of coursework qualification

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Undergraduate Incidents</th>
<th>Undergraduate Incident Ratio</th>
<th>Undergraduate Enrolment Ratio</th>
<th>Postgraduate Incidents</th>
<th>Postgraduate Incident Ratio</th>
<th>Postgraduate Enrolment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>211</td>
<td>166</td>
<td>78.7%</td>
<td>77.0%</td>
<td>45</td>
<td>21.3%</td>
<td>23.0%</td>
</tr>
<tr>
<td>BUSI</td>
<td>300</td>
<td>100</td>
<td>33.3%</td>
<td>40.2%</td>
<td>200</td>
<td>66.7%</td>
<td>59.8%</td>
</tr>
<tr>
<td>CONS</td>
<td>30</td>
<td>22</td>
<td>73.3%</td>
<td>91.8%</td>
<td>8</td>
<td>26.7%</td>
<td>8.2%</td>
</tr>
<tr>
<td>ENGI</td>
<td>696</td>
<td>585</td>
<td>84.1%</td>
<td>71.1%</td>
<td>111</td>
<td>15.9%</td>
<td>28.9%</td>
</tr>
<tr>
<td>HSCI</td>
<td>84</td>
<td>59</td>
<td>70.2%</td>
<td>70.3%</td>
<td>25</td>
<td>29.8%</td>
<td>29.7%</td>
</tr>
<tr>
<td>LAWS</td>
<td>24</td>
<td>2</td>
<td>8.3%</td>
<td>28.4%</td>
<td>22</td>
<td>91.7%</td>
<td>71.6%</td>
</tr>
<tr>
<td>MEDH</td>
<td>208</td>
<td>105</td>
<td>50.5%</td>
<td>33.7%</td>
<td>103</td>
<td>49.5%</td>
<td>66.3%</td>
</tr>
<tr>
<td>SCIE</td>
<td>148</td>
<td>133</td>
<td>89.9%</td>
<td>88.1%</td>
<td>15</td>
<td>10.1%</td>
<td>11.9%</td>
</tr>
<tr>
<td>UADP</td>
<td>139</td>
<td>68</td>
<td>48.9%</td>
<td>58.2%</td>
<td>71</td>
<td>51.1%</td>
<td>41.8%</td>
</tr>
<tr>
<td>Total</td>
<td>1840</td>
<td>1240</td>
<td>67.4%</td>
<td>62.5%</td>
<td>600</td>
<td>32.6%</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

Table 4: Incidents reported by year of candidature (course block)

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</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>ARTS</td>
<td>211</td>
<td>139</td>
<td>49</td>
<td>19</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>BUSI</td>
<td>300</td>
<td>207</td>
<td>65</td>
<td>24</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>CONS</td>
<td>30</td>
<td>18</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ENGI</td>
<td>696</td>
<td>429</td>
<td>150</td>
<td>90</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>HSCI</td>
<td>84</td>
<td>61</td>
<td>20</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>LAWS</td>
<td>24</td>
<td>20</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MEDH</td>
<td>208</td>
<td>110</td>
<td>63</td>
<td>31</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>SCIE</td>
<td>148</td>
<td>111</td>
<td>27</td>
<td>6</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>UADP</td>
<td>139</td>
<td>98</td>
<td>23</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1840</td>
<td>1193</td>
<td>405</td>
<td>198</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>Ratio</td>
<td>100.0%</td>
<td>64.8%</td>
<td>22.0%</td>
<td>10.8%</td>
<td>1.8%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
Table 5: Incidents reported by attendance pattern

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Incidents</th>
<th>Full-time Incident Ratio</th>
<th>Enrolment Ratio</th>
<th>Incidents</th>
<th>Part-time Incident Ratio</th>
<th>Enrolment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>211</td>
<td>187</td>
<td>88.6%</td>
<td>79.7%</td>
<td>24</td>
<td>11.4%</td>
<td>20.3%</td>
</tr>
<tr>
<td>BUSI</td>
<td>300</td>
<td>276</td>
<td>92.0%</td>
<td>85.1%</td>
<td>24</td>
<td>8.0%</td>
<td>14.9%</td>
</tr>
<tr>
<td>CONS</td>
<td>30</td>
<td>28</td>
<td>93.3%</td>
<td>88.4%</td>
<td>2</td>
<td>6.7%</td>
<td>11.6%</td>
</tr>
<tr>
<td>ENGI</td>
<td>696</td>
<td>650</td>
<td>93.4%</td>
<td>86.4%</td>
<td>46</td>
<td>6.6%</td>
<td>13.6%</td>
</tr>
<tr>
<td>HSCI</td>
<td>84</td>
<td>82</td>
<td>97.6%</td>
<td>86.5%</td>
<td>2</td>
<td>2.4%</td>
<td>13.5%</td>
</tr>
<tr>
<td>LAWS</td>
<td>24</td>
<td>20</td>
<td>83.3%</td>
<td>58.0%</td>
<td>4</td>
<td>16.7%</td>
<td>42.0%</td>
</tr>
<tr>
<td>MEDH</td>
<td>208</td>
<td>180</td>
<td>86.5%</td>
<td>59.7%</td>
<td>28</td>
<td>13.5%</td>
<td>40.3%</td>
</tr>
<tr>
<td>SCIE</td>
<td>148</td>
<td>144</td>
<td>97.3%</td>
<td>83.7%</td>
<td>4</td>
<td>2.7%</td>
<td>16.3%</td>
</tr>
<tr>
<td>UADP</td>
<td>139</td>
<td>125</td>
<td>89.9%</td>
<td>87.4%</td>
<td>14</td>
<td>10.1%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Total</td>
<td>1840</td>
<td>1692</td>
<td>92.0%</td>
<td>79.9%</td>
<td>148</td>
<td>8.0%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

Table 6: Incidents reported by enrolment type

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Incidents</th>
<th>Domestic Incident Ratio</th>
<th>Enrolment Ratio</th>
<th>Incidents</th>
<th>International Incident Ratio</th>
<th>Enrolment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>211</td>
<td>86</td>
<td>40.8%</td>
<td>72.9%</td>
<td>125</td>
<td>59.2%</td>
<td>27.1%</td>
</tr>
<tr>
<td>BUSI</td>
<td>300</td>
<td>91</td>
<td>30.3%</td>
<td>31.9%</td>
<td>209</td>
<td>69.7%</td>
<td>68.1%</td>
</tr>
<tr>
<td>CONS</td>
<td>30</td>
<td>16</td>
<td>53.3%</td>
<td>91.5%</td>
<td>14</td>
<td>46.7%</td>
<td>8.5%</td>
</tr>
<tr>
<td>ENGI</td>
<td>696</td>
<td>279</td>
<td>40.1%</td>
<td>50.7%</td>
<td>417</td>
<td>59.9%</td>
<td>49.3%</td>
</tr>
<tr>
<td>HSCI</td>
<td>84</td>
<td>36</td>
<td>42.9%</td>
<td>81.2%</td>
<td>48</td>
<td>57.1%</td>
<td>18.8%</td>
</tr>
<tr>
<td>LAWS</td>
<td>24</td>
<td>7</td>
<td>29.2%</td>
<td>80.3%</td>
<td>17</td>
<td>70.8%</td>
<td>19.7%</td>
</tr>
<tr>
<td>MEDH</td>
<td>208</td>
<td>82</td>
<td>39.4%</td>
<td>79.1%</td>
<td>126</td>
<td>60.6%</td>
<td>20.9%</td>
</tr>
<tr>
<td>SCIE</td>
<td>148</td>
<td>62</td>
<td>41.9%</td>
<td>80.1%</td>
<td>86</td>
<td>58.1%</td>
<td>19.9%</td>
</tr>
<tr>
<td>UADP</td>
<td>139</td>
<td>41</td>
<td>29.5%</td>
<td>57.7%</td>
<td>98</td>
<td>70.5%</td>
<td>42.3%</td>
</tr>
<tr>
<td>Total</td>
<td>1840</td>
<td>700</td>
<td>38.0%</td>
<td>62.6%</td>
<td>1140</td>
<td>62.0%</td>
<td>37.4%</td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Academic Quality Committee:

− endorse and provide feedback on the initiatives proposed by the Office of Educational Integrity to address the risks posed by contract cheating; and

− recommend that the Academic Board note the issues and initiatives outlined in this report.

EXECUTIVE SUMMARY

Contract cheating is an expanding and global phenomenon affecting all higher education institutions. In working closely with faculties, the Office of Educational Integrity (the Office) has identified an increasing range of issues related to contract cheating over recent months that extend beyond breaches of academic honesty. This includes breaches of policies related to on-campus advertising and the use (or misuse) of University venues, intellectual property, and information and communication technologies resources (ICT resources).

To address these issues, this paper proposes initiatives to be coordinated by the Office during the second half of 2018. A primary focus of the proposed work will involve raising student awareness of the range of risks posed by contract cheating, with options being explored for running a student competition to develop the messaging and collateral of a broader campaign. This would be complemented by a parallel program of updating the information and resources available to staff. Options for improving the detection and investigation of contract cheating are also being considered, including a new contract cheating tool developed by Turnitin and software for identifying University teaching materials illicitly placed on external websites. To ensure an institutionally robust approach, the Office also proposes a tactical review of policies associated with breaches identified as being related to the growing risks posed by contract cheating to the University and its students.

CONTEXT

The Educational Integrity Annual Report 2017 indicated that a relatively small proportion of the incidents investigated in 2017 (n = 51; or 2% of all incidents) involved an allegation of contract cheating. In simple terms, contract cheating involves the outsourcing of academic work by a student to a third party for some kind of mutual benefit, which may or may not involve payment. The University of Sydney is no stranger to this issue, with media reports of cheating scandals in 2015 precipitating the Vice-Chancellor’s decision to establish a Taskforce on Academic Misconduct and Plagiarism.

The Taskforce’s final recommendations were implemented during 2016, which included the creation of the Office of Educational Integrity and the enhancement of measures for preventing, detecting and reporting breaches of academic honesty. This has led to significant improvements in the University’s approach to
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educating students about the importance of academic honesty. The University is also much better placed to address trends and other issues identified through its refurbished reporting and case management processes.

Despite these improvements, the relatively small number of allegations of contract cheating investigated last year is at odds with the recent findings of an Australian Government Department of Education and Training Strategic Priority Project, Contract Cheating and Assessment Design: Exploring the Connections. In particular, of the 14,000 students surveyed, 814 students (5.78%) admitted to having engaged in at least one of five cheating behaviours identified by the project team. These behaviours include procuring academic work for submission as one’s own work (2.2% of respondents), providing or receiving exam assistance (3.1% and 2.4% respectively), sitting an exam for another student (0.5%) or engaging another person to do so (0.2%). The project team also identified two, more common practices that they have classified as “sharing” behaviours: that is, buying, selling or trading notes with other students (15.3%), and sharing assignments with other students (27.2%). While the number of students admitting to engaging in cheating behaviours was relatively low, the voluntary, self-reporting nature of the survey suggests that the proportion of students engaging in cheating and sharing behaviours could be higher than that reported for the study.

That the market in contract cheating and sharing services has achieved an industrial scale with global reach also suggests that demand is higher than is presently understood. This has involved the proliferation of essay repositories, document sharing sites and custom writing services, with the latter becoming increasingly sophisticated in their operations. The advertisement of contract cheating and sharing services has also become more assertive, both online and in the physical and surrounding environments of university campuses. These services are ostensibly open to all, yet they particularly target the vulnerable and time poor, offering fast production times, work that is “plagiarism free”, and an easy (and “legitimate”) way to reduce the pressures of tertiary study.

Such is the concern with the growth of the contract cheating services industry that the Australian Government has now taken steps to extend the remit of the Tertiary Education Quality and Standards Agency (TEQSA) to include development of legislative mechanisms to deter commercial cheating services. This follows similar moves in the United Kingdom, Ireland and New Zealand, with the first prosecution of a contract cheating service already underway in New Zealand’s High Court. TEQSA’s new role in this space is thus encouraging news, especially since the issue of contract cheating transcends institutional boundaries. Even so, recent matters brought to the Office indicate that more must be done at the institutional level to mitigate the risks posed by contract cheating services and their increasing normalisation as part of the fabric of tertiary education.

**ISSUES**

Of the 51 allegations of contract cheating investigated by faculty nominated academics at the University last year, only six matters were referred to the Registrar for investigation as cases of potentially serious academic misconduct. Five of these referrals have since been resolved with a formal finding of misconduct, with the outcome of the sixth matter still pending. In all cases where misconduct has been found, penalties have included failure of the relevant unit or units of study. They have also included deferred suspensions through to exclusion from the University for a defined period.

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5 See [https://cheatingandassessment.edu.au/](https://cheatingandassessment.edu.au/). The project is led by Associate Professor Tracey Bretag and Dr Rowena Harper of the University of South Australia, and includes project members from other institutions, including the University of Sydney’s Pearl Rozenberg.

6 See Bretag et al. 2018, pp.4-5.

7 On the potential problems associated with self-reporting in studies of cheating, see Yaniv, Siniver and Tobol 2017.

8 Ellis, Zucker and Randall 2018.


10 Rogerson 2014; Wallace and Newton 2014; Rowland et al. 2018.

11 Powell 2018.

12 Halpin 2017; Owen 2018.
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Taken together, the relatively small number of contract cheating investigations conducted last year and the even smaller number referred to the Registrar highlight the difficulties associated with detecting, investigating and substantiating breaches of this nature. However, recent experience indicates growing staff awareness of the issues associated with contract cheating, with the Office being increasingly called upon to provide expert advice and investigative assistance to both teaching staff and faculty educational integrity teams. This is supported by data generated through the University’s centralised reporting system, with 19 (or ~4%) of the first 500 cases reported in 2018 involving allegations of contract cheating. The Office’s experience suggests that the upward trend in allegations of contract cheating has continued beyond the 500 cases analysed to date.

A number of related issues of concern have also come to the Office’s attention. This includes breaches related to students’ misuse of the University’s venues, its intellectual property, and information and communication technology resources. At the same-time, on-campus advertising of custom writing and other third party tutoring services have become a particularly salient (and visible) issue, with at least one of these services being recently linked to a number of reported cases. While steps have been taken to address immediate issues of concern, there remains a pressing need to develop a more coordinated approach to mitigating and managing breaches of a raft of University policies as they relate to the increasing risk posed by contract cheating.

To do so, the Office proposes that the following initiatives be pursued through the second half of 2018.

1. **Engage students in a contract cheating awareness campaign**
   - The Office proposes that a student-awareness raising campaign be conducted. This would involve communications informing students about the range of risks associated with contract cheating, including the dangers of engaging with contract cheating companies. To ensure the effective engagement of all students, the Office will seek to meet with student representatives to the Academic Board and from the Student Representatives’ Council, Sydney University Postgraduate Representatives Association, and the University of Sydney Union. Options for running a student competition to develop the messaging and collateral for a broader campaign are also being explored with the Student Communications team.

2. **Improve staff knowledge and resources**
   - A staff communications campaign around the increasing risks posed by contract cheating and the issue of on-campus advertising is planned. Staff will be encouraged to report all suspicions of contract cheating, although the University’s use of anonymous marking presents challenges in this regard. Consequently, the Office will seek to work with colleagues across the University to develop recommendations for a model marking and detection process. The information and resources available to staff in relation to detecting contract cheating, plagiarism and other forms of academic dishonesty will also be refreshed.

3. **Enhance the University’s capacity to detect and investigate contract cheating**
   - The Office is currently exploring the feasibility of participating in the early-adopter program for Turnitin’s new contract cheating investigation tool, Authorship Investigation. This tool has the potential to improve the University’s ability to investigate allegations of contract cheating and to automate significant elements of the currently labour intensive nature of these investigations. Like Turnitin’s similarity detection tool, Authorship Investigation flags potential problems and evidence that can be used to inform academic judgement. Should a trial proceed, its use would be limited to investigations conducted by faculty educational integrity teams. Additionally, the Office has initiated exploratory discussions about the potential to have software developed to identify misappropriated University teaching materials hosted on the web and for issuing automated take down notices.

4. **Review current policies and guidelines**
   - As indicated above, the Office has already had constructive discussions with a number of professional services units regarding contract cheating related breaches of the University’s non-academic policies. Even so, it has become apparent that addressing the issues identified above will required a coordinated approach involving stakeholders from across the institution. The Office will thus be seeking to convene a meeting of key staff from across the University to identify amendments to relevant policies in order to further safeguard the academic integrity of University’s courses. A broader review of the University’s Academic Honesty in Coursework Policy 2015 and Guidelines on the Use of Similarity Detection Software may also be necessary to limit the possibility that they may be contributing to more problematic forms of student conduct.
REFERENCES


