ACADEMIC BOARD 2 OCTOBER 2018

Chair: Associate Professor Tony Masters
Committee Officer: Dr Matthew Charet
University Secretariat | Office of the Vice-Chancellor
Quadrangle (A14)

NOTICE OF MEETING

Meeting 4/2018 of the Academic Board will be held from 2:00pm – 4:00pm on Tuesday 2 October 2018 in the Professorial Boardroom, Quadrangle. Members who are unable to attend are asked to notify Matthew Charet at the above address. Enquiries concerning this meeting may also be directed to Dr Charet.

The agenda for this meeting is below.

Dr Matthew Charet
Executive Officer to Academic Board

AGENDA

This symbol indicates items that have been starred for discussion at the meeting. All unstarred items are resolved as recommended.

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Paper</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td></td>
<td>2:00pm</td>
</tr>
<tr>
<td>Chair</td>
<td></td>
<td>2:05pm</td>
</tr>
</tbody>
</table>

1 WELCOME AND APOLOGIES

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarred items Chair
2.2 Minutes of Previous Meeting Chair attached
2.3 Business Arising Chair confidential circulation
2.4 2019 Meeting Dates Chair attached

3 STRATEGIC ITEMS OF BUSINESS

3.1 Ramsay Centre Memorandum of Understanding Provost attached 2:10pm

4 REPORT OF THE CHAIR

4.1 General Report Chair verbal
4.2 Student members’ report Students verbal
4.3 End-of-year event and charitable collection Chair verbal
4.4 Honours and Distinctions Chair attached

5 REPORT OF THE VICE-CHANCELLOR Vice-Chancellor attached 2:55pm

Respect is a core value of the Academic Board
QUESTION TIME

Questions to the Vice-Chancellor and Chair of the Academic Board.

Vice-Chancellor & Principal / Chair

REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Jane Hanrahan

attached

7.1 Academic Promotions Normative Criteria

Eric Knight

3:25pm

7.2 Educational Services Agreements Policy 2017

Chair

attached

3:40pm

REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

8.1 Science: Bachelor of Veterinary Biology /Doctor of Veterinary Medicine course resolution amendment

8.2 Engineering & IT: Bachelor of Engineering (Honours) new major in Intelligent Information Engineering

8.3 Health Sciences: Bachelor of Applied Science course resolution amendment

8.4 Nursing: Bachelor of Nursing (Post-Registration) course resolution amendment

8.5 Pharmacy: Bachelor of Pharmacy and Bachelor of Pharmacy (Honours), and the Bachelor of Pharmacy Management and Bachelor of Pharmacy Management (Honours) course resolution amendments

REPORT OF THE GRADUATE STUDIES COMMITTEE

Patrick Kelly

attached

3:45pm

9.1 Engineering & IT: Master of Engineering, Master of Professional Engineering, Master of Professional Engineering (Accelerated)

9.2 Conservatorium: Master of Music Studies (Conducting)

9.3 Architecture: Master of Philosophy (Architecture)

9.4 Architecture: Doctor of Philosophy (Architecture)

9.5 Higher Degree by Research: Research Training Program Scholarships Policy 2018

9.6 Higher Degree by Research: HDR Enhanced Scholarships

REPORT OF THE ACADEMIC QUALITY COMMITTEE

Wendy Davis

attached

3:50pm

10.1 Course Monitoring

10.2 Appeals Reporting 2017

10.3 Educational Integrity Trend Report, Semester 1 2018

10.4 Student Experience Survey (SES): 2017 Results summary
11  GENERAL BUSINESS  

11.1  2018 Level D and E Central Promotions Committee Membership  

11.2  Arts & Social Sciences: Faculty Resolutions  

11.3  Arts & Social Sciences: 2019 Academic Calendar  

11.4  Medicine & Health: Resolutions of Senate (Dentistry)  

11.5  Medicine & Health: 2019 Academic Calendar (Dentistry)  

11.6  Science: 2019 Academic Calendar (Veterinary Science)  

Next meeting: 2:00pm – 4:00pm, Tuesday 27 November 2018  
Level 1 Auditorium 1 & 2, Ground Floor, Administration Building (F23)
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet (Executive Officer to Academic Board)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minutes of the Previous Meeting</td>
</tr>
<tr>
<td>Purpose</td>
<td>To ask the Academic Board adopt the minutes of the previous meeting held on 7 August 2018 as a true record.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board adopt the minutes of the previous meeting held on 7 August 2018 as a true record.

UNCONFIRMED MINUTES

ACADEMIC BOARD

2:00 pm, Tuesday 7 August 2018
Professorial Boardroom, Quadrangle (A14)

Members Present: The Chair (Associate Professor Tony Masters); Associate Professor Judy Anderson (Arts & Social Sciences); Dr Tim Anderson (Arts & Social Sciences); Professor Sally Andrews (Science); Associate Professor Salvatore Babones (Arts & Social Sciences); Anne Bell (Director of University Libraries); Associate Professor Jacqueline Bloomfield (Sydney Nursing School); Dr Amanda Budde-Sung (Business); Dr Betty Chaar (Sydney Pharmacy School); Professor Geoff Clarke (Science); Professor Deborah Cobb-Clark (Arts & Social Sciences); Associate Professor Steven Cumming (Health Sciences); Associate Professor Wendy Davis (Chair, Academic Quality Committee); Dr Joanna Diong (Medical School); Professor Alan Fekete (Engineering & IT); Denzel Florez (Student, Science); Dr Alan Freeman (Medical School); Professor Ofer Gal (Science); Dr Jinlong Gao (Dental School); Professor Stephen Garton (Provoast); Professor Mark Gorrell (Medical School); Professor Manuel Graeber (Medical School); Imogen Grant (President, SRC); Associate Professor Pablo Guillen Alvarez (Arts & Social Sciences); Professor Jane Harrah (Chair, ASPC); Dr Christopher Hartney (Arts & Social Sciences); Professor Barbara Helwing (Arts & Social Sciences); Professor Duncan Ivison (Deputy Vice-Chancellor (Research)); Gemma Jacklyn (Medical School); Professor Annamarie Jagose (Dean, Arts & Social Sciences); Dr Sascha Jenkins (Nominee, Faculty General Managers Committee); Rebecca Johnson (Nominee, SUPRA); Associate Professor Annette Kaelaris (Medical School); Dr Melanie Keep (Health Sciences); Dr Claudia Keitel (Science); Associate Professor Patrick Kelly (Acting Chair, Graduate Studies Committee); Jeffrey Khoo (UG Student, Sydney Law School); Professor Sharon Kilbreath (for Professor Kathy Refshauge); Associate Professor Eric Knight (Pro-Vice-Chancellor (Research – Engagement and Enterprise)); Christina Lee (Student, Science); Daniel Lee (Student, Science); Weihong Liang (President, SUPRA); Dr Arunima Malik (Science); Dr Slade Matthews (Medical School); Professor Tricia McCabe (Health Sciences); Associate Professor Susan McGrath-Champ (Business); Professor Richard Miles (Pro-Vice-Chancellor (Education - Enterprise & Engagement)); Dr Matthew Mindrup (Architecture); Tanya Mitchell (Law); Sayan Mitra (Student, Pharmacy); Associate Professor Nicole Mockler (Arts & Social Sciences); Dr Shanika Nanayakkara (Dentistry); Associate Professor John O’Byrne (Science); Associate Professor Juliette Overland (Business); Dr James Parkinson (Science); Professor Pip Pattinson (Deputy Vice-Chancellor (Education)); Associate Professor Maurice Peat (Business); Associate Professor Jennifer Rowley (Conservatorium); Dr Justin Scanlan (Health Science); Dr Matthew Smith (Arts & Social Sciences); Professor Heiko Spallek (Acting Dean, Dentistry); Associate Professor Catherine Sutton-Brady (Business); Dr Rayner Thwaites (Law); Associate Professor Marjorie Valix (Engineering & IT); Dr Gareth Vio (Engineering & IT); Professor Robyn Ward (Executive Dean, Medicine & Health); Dr Bianca Waud (Science); Associate Professor Tim Wilkinson (Engineering & IT); Dr Narelle Yeo (Conservatorium); Dr Ülkü Yüksel (Business); Professor Willy Zwaenepoel (Dean, Engineering & IT).

Attendees: Elijah Abraham (Editor, Honi Soit); Associate Professor Jennifer Barrett (Director, Culture Strategy); Dr Matthew Charet (Executive Officer); Dr Glenys Eddy (Committee Officer, Secretariat); Professor

Respect is a core value of the Academic Board
Non-Confidential
Colm Harmon (Vice-Provost (Academic Performance)); Sally Hilton (Committee Officer, Secretariat);
Associate Professor Peter McCallum (Director, Educational Strategy and Acting Registrar, Student Discipline & Academic Appeals); Professor John Shields (Deputy Dean, Business) (for Item 3.1); Kate Small (Deputy Chief of Staff, Office of the Vice-Chancellor).

Apologies: Helen Agus (Science); Dr Susie Dracopoulos (Dentistry); Professor Maria Fiatarone Singh (Health Sciences); Dr Ingrid Gelissen (Pharmacy School); Krystal Hakkaart (PG Student, Sydney Dental School); Dr Melissa Hardie (Chair, Undergraduate Studies Committee); Associate Professor Steven Kamper (Medical School); Phoebe Kay (Student, Arts & Social Sciences); Associate Professor Michael Kertesz (Chair, Graduate Studies Committee); Dr Alan Maddox (Conservatorium); Jennifer Ong (Pharmacy); Associate Professor Rhonda Orr (Health Sciences); Associate Professor Evangelos Pappas (Health Sciences); Dr Fernanda Peñaloza (Arts & Social Sciences); Yvette Quinn (Student, Health Sciences); Professor Kathy Refshauge (Dean, Health Sciences) (Professor Sharon Kilbreath attending instead); Professor Anna Reid (Head of School and Dean, Conservatorium); Associate Professor Siegbert Schmid (Science); Dr Carl Schneider (Pharmacy); Professor Juanita Sherwood (Acting Deputy Vice-Chancellor (Indigenous Strategy & Services)); Dr Michael Spence (Vice-Chancellor); Bonnie Stanway (Student, Business); Professor Greg Whitwell (Dean, Business); Associate Professor Bronwyn Winter (Arts & Social Sciences); Professor Iain Young (Dean, Faculty of Science).

UNCONFIRMED MINUTES

This symbol indicates items that have been starred for discussion at the meeting.

1 WELCOME AND APOLOGIES
The Chair welcomed new members and noted the apologies received, asking that any further apologies be communicated to the Executive Officer.

2 PROCEDURAL MATTERS

2.1 Starring of Items and adoption of unstarred items
No additional items were starred. All unstarred items were resolved as presented.

Resolution AB2018/4-1
The Academic Board resolved as recommended with respect to all unstarred items.

2.2 Minutes of Previous Meeting
The minutes of the meeting held on 12 June 2018 were accepted as a true record.

Resolution AB2018/4-2
The Academic Board adopted the minutes of the previous meeting held on 12 June 2018 as a true record.

2.3 Business Arising
There was no business arising

2.4 2018 Membership of the Academic Board and committees
Members approved the changes to membership as presented.

Resolution AB2018/4-3
The Academic Board approved changes to membership of the Board and appointment of members to its committees, as presented.

2.5 2019 Meeting Dates
The Secretary provided a verbal summary of the paper circulated with the agenda, highlighting in particular the inclusion of a two week reading window for Academic Board agenda papers. A possible adjustment to the date of the September 2019 meeting was also
Respect is a core value of the Academic Board
In response, the Deputy Vice-Chancellor (Education) acknowledged that the USS survey is not a perfect measure, and that broader measures are needed to ensure educational quality; the work currently being led by the Director, Educational Integrity, to develop an approach to assess the graduate qualities is anticipated to contribute to this. She also advised that students are “sophisticated consumers of education” and that USS data does not simply capture immediate levels of satisfaction but also aspects of the overall educational experience that are established predictors of learning. Satisfaction responses confirm that undergraduates regarding the experience of learning but less satisfied with quality of teaching. Achieving symmetry in teaching and research is challenging but possible for staff, and the need for professional support is recognised and forms part of the Sydney Operating Model project. Increasingly, teaching quality is also becoming part of international institutional rankings. The Provost supported these observations, and also informed members that notable Level E promotions are increasingly targeting teaching-focussed roles.

Members were invited to submit any additional feedback to the Deputy Vice-Chancellor (Education), for review and revisiting in future.

4 REPORT OF THE CHAIR

4.1 General Report

The Chair informed members that he had recently attended a University welcome for new students as well as an alumni function, and was pleased to advise that both groups hold the University in high esteem.

Resolution AB2018/4-5

The Academic Board noted the General Report of the Chair.

4.2 Student Members’ Report

The President, SRC, informed members that student feedback has reported significant delays in provision of critical student advice by Faculty Services, including resolution of appeals, enrolment advice and variations, credit processing and exchange applications, each of which may impact on Semester 2 subject selection. She also commented on the recently-released Student Sexual Assault and Sexual Harassment Policy 2018 and accompanying Procedures, and confirmed that the SRC had been consulted in their development. Reservations were expressed, however, with the reporting portal, which requires a UniKey to log in; this prevents a member of the public from reporting an incident. The portal also requires submission of data-mining information (gender, sexuality, post-event support mechanisms and the like) and imposes what seem to be arbitrary limits on the volume of information which can be submitted; this does not accommodate the complexity of some situations. The Provost acknowledged that these are known issues that need to be addressed, and the Deputy Vice-Chancellor (Education) added that the portal needs to be available to all; the UniKey is an interim measure until this can be addressed, and anonymous reports can be provided using the 1800 Helpline. She also advised that demographic data has recently been made voluntary rather than mandatory.

Based on his recent experience as a member of the Student Disciplinary Committee, Mr Florez called for more timely deadlines for University response to student appeals; he observed that policy currently mandates response times for students to act, but does not commit the University to similar expectations in response. The Acting Registrar, Student Discipline & Academic Appeals, confirmed that he is aware of the delays, and that ensuring procedural fairness for students can extend the time taken to resolve a case. Adjustments to the policy are in discussion to reduce timelines and approach student discipline from a non-legalistic perspective; there are also workload issues emerging from an increase in the volume of complaints. He undertook to advise the Board at a future meeting regarding the number of matters raised and the process for resolving them.

The President, SUPRA, observed that he has just started his term in office, and advised that his primary goal in 2018/2019 is to increase educational quality and experience for postgraduate coursework students. He informed members that in a recent meeting of the
Student Consultative Committee, he called for the creation of a working group to specifically address the needs of international students. Members were also advised of an incident last semester involving the processing of results for a unit of study, and the Deputy Vice-Chancellor (Education) undertook to follow up this matter and report back to the Academic Board.

Resolution AB2018/4-6
The Academic Board noted the report of the student members of the Academic Board.

4.3 2019 Staff and Student Elections
This paper was noted as presented.

Resolution AB2018/4-7
The Academic Board noted the report on 2019 Staff and Student Elections, as presented.

4.4 Honours and Distinctions
The Chair drew the attention of members in particular to the inclusion of the Vice-Chancellor’s Award recipients, with the observation made by the Deputy Vice-Chancellor (Education) that there were a large number of high-quality staff put forward for these peer-nominated awards.

Members noted the honours and distinctions circulated with the agenda.

Resolution AB2018/4-8
The Academic Board noted the report of the Chair of the Academic Board on honours and distinctions and congratulated the recipients.

Action 136/2018: Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.

5 REPORT OF THE VICE-CHANCELLOR AND PRINCIPAL
On behalf of the Vice-Chancellor, the Provost drew the attention of members to the written report circulated with the agenda.

Resolution AB2018/4-9
The Academic Board received and noted the written report of the Vice-Chancellor and Principal and the verbal report of the Acting Vice-Chancellor and Principal.

6 QUESTION TIME
Professor Fekete requested further information regarding two matters included in the Vice-Chancellor’s written report (Item 5 above). An update was requested on whether any commentary is available on discussions with the Ramsay Centre, including what has been discussed and where the University sees the discussion going. He observed that even opening discussion with the Ramsay Centre might be interpreted as giving the Centre legitimacy, as well as negatively impacting on the University’s reputation. In response, the Provost reaffirmed the Vice-Chancellor’s previous commitment that the University will not compromise its academic independence, and that the Expression of Interest that has been submitted as part of an iterative process was put together by University academics and reflects our program and not that of the Ramsay Centre. The Provost also reaffirmed the University’s commitment to “disagreeing well”, observing that conflating the opinions of some members of the Ramsay Centre’s Board and the Centre itself hinders the expression of a diversity of viewpoints both within and outside the University. The University is currently exploring a funding opportunity for an academic area that needs monetary support, and rejecting money from donors on the basis of the political viewpoints of some members of the donating organisation would be absurd. The Chair advised that the University already accepts funding from the Ramsay Foundation, and that the principle of partnership with external organisations has recently been tested with the establishment of award courses in collaboration with Taronga Zoo. Members were advised that an update on the Ramsay Centre discussions will be provided if and when there is more to report.

Professor Fekete also commented on the recent creation of and appointment to the role of Vice-Provost (Academic Performance), expressing concern regarding the balance between helping staff to aim
higher and achieve more, versus penalising under-performance. He observed that it would be desirable to avoid a repetition of the approach taken in the mid-2000s and called for a positive rather than punitive approach to academic under-achievement. In response, the Provost informed members that the new role is intended to assist deans and Heads of School to identify areas of under-performance and mentor and support staff to address these. The Vice-Provost (Academic Performance) will focus on improving the performance of the institution as a whole, by encouraging staff development and mentoring.

Associate Professor Peat praised the University’s initiatives in addressing sexual assault and asked whether the work undertaken for students (for example, the mandatory consent module) will also be extended to staff. The Deputy Vice-Chancellor (Education) informed members that the reporting portal is available to both students and staff, but agreed that the current policy is student-centred and further advice on the matter is to be sought.

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2018/4-10
The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee held on 17 July 2018.

7.1 Maths Prerequisites
The Chair of the Academic Standards and Policy Committee reminded members that the introduction of mathematics prerequisites for admission to some award courses was approved by the Academic Board in 2015; the current proposal implements this approval and provides a policy framework to support the implementation. She advised members that at its most recent meeting, the Committee had been presented with two categories of exemption (for Aboriginal and Torres Strait Islander and low-SES students) and had agreed after extensive discussion to extend the exemption to all applicants. In consultation following the meeting, a decision was taken by the Chair of the Committee and the Chair of the Academic Board (with the advice of the deans and the Director, Educational Strategy) that the extension of exemptions to all students has significant resourcing impact, and that the two categories of exemption would be removed until those impacts are further analysed. Members were informed that additional work is needed on how the prerequisites might be applied to international students, and alternative pathways for low-SES students may also be investigated for future presentation.

In discussion, Associate Professor Babones advised that the matter of exemptions had been discussed and voted on by the Committee and asked that the affirmative decision of that Committee be taken more seriously, calling for further debate. The Director, Educational Strategy, noted that the Academic Board sets admissions standards but that the deans are required to carry them out and so are well-placed to inform Academic Board discussion. He also advised that the paper circulated with the agenda provides the projected impact of extending exemption to all applicants and that options need to be worked through; the original limitation of exemption required additional support for exempted students, for example, which would have significant resourcing implications if extended to all.

The proposal was voted on by a show of hands and was approved as presented, with one member against.

Resolution AB2018/4-11
The Academic Board 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.

Action 147/2018: Executive Officer to submit the amended Coursework Policy 2014 for promulgation to the Policy Register.

Action 148/2018: Deans and Faculty Managers to note the introduction of Admissions Prerequisites Standards – Mathematics.
Non-Confidential

7.2 Academic Promotions Normative Criteria

The Pro-Vice-Chancellor (Research – Engagement and Enterprise) spoke to this item and advised that the proposal builds on work undertaken in recent years to increase recognition of impact and engagement. This particular project was flagged at the Academic Board in late 2017, with the intent to embed impact and engagement within academic promotions criteria. A consultation paper has been discussed at a number of University Executive committees and by the Academic Quality Committee, feedback from which has been incorporated into the current version. Members were informed that the existing promotion criteria have largely been left unchanged, with the addition of engagement only where it makes sense. A final version of the proposal will be tabled at the next meeting of the Academic Standards & Policy Committee (ASPC), to which members were invited, before being finalised for the next Academic Board meeting.

In discussion, Professor Fekete applauded the concept but expressed concern regarding some of the amended wording, including changes to sections that make no mention of engagement; the use of ‘may’ and ‘will where appropriate’ also open the procedures to interpretation, with potential mismatch between perceptions of ‘appropriateness’ possibly penalising those who choose not to have an engagement focus. Professor Graeber expressed reservations at the emphasis on translational research throughout the proposal, observing that universities should be autonomous and free to engage in fundamental research, with the possible danger that early career researchers will move straight to translational research if this imperative is built into promotions. Professor Clarke observed that inclusion of engagement criteria will allow conversations with senior academics who are not pulling their weight to improve performance in this area and better develop a shared cultural experience of engaged academia. Use of the plural ‘grants’ was observed to value quantity over quality, and it was noted that those with political acumen are more likely to be successful for promotion under these criteria.

The Pro-Vice-Chancellor (Research – Engagement and Enterprise) responded that it is not intended to reduce the importance of basic research and that the current text in the procedures has been retained as-is, with proposed changes marked up. He also emphasised that the procedures are not intended to be used as a checklist, so staff should not feel obliged to tick off every single criteria, only those that are relevant to their activities. He also suggested that the ‘may’ versus ‘should’ wording will be worked through at ASPC. Workload implications should be more appropriately addressed at the faculty level and via the budget process.

The Provost advised that the proposed amendments are not replacing the existing categories for promotion, and that engagement criteria should be viewed as an additional (and currently absent) pathway by which capability can be demonstrated. Further feedback prior to the upcoming ASPC discussion was invited to be returned to Kathy Lynch, the Pro-Vice-Chancellor (Research – Engagement and Enterprise) or the Secretary.

Resolution AB2018/4-12
The Academic Board discussed the amendment of Academic Promotions Normative Criteria, as presented.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2018/4-13
The Academic Board noted the report from the meeting of the Undergraduate Studies Committee held on 10 July 2018.

8.1 Engineering & IT: Faculty Resolutions
This proposal was approved as presented.

Resolution AB2018/4-14
The Academic Board approved the proposal from the Faculty of Engineering and Information Technologies to amend the Resolutions of Faculty, with effect from 1 January 2019.
Non-Confidential

**Action 149/2018**: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to amend the Resolutions of Faculty.

8.2 **Engineering & IT: Bachelor of Engineering (Honours) (Chemical and Biomolecular)**

This proposal was approved as presented.

**Resolution AB2018/4-15**

The Academic Board:

(1) approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) (Chemical and Biomolecular); and

(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019.

**Action 150/2018**: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to amend the Bachelor of Engineering (Honours) (Chemical and Biomolecular) and update unit of study tables in CMS.

8.3 **Engineering & IT: Bachelor of Advanced Computing and Bachelor of Science**

This proposal was approved as presented.

**Resolution AB2018/4-16**

The Academic Board:

(1) 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

(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019.

**Action 151/2018**: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to amend the Bachelor of Advanced Computing and Bachelor of Science and update unit of study tables in CMS.

8.4 **Engineering & IT: Bachelor of Engineering (Honours) and Bachelor of Commerce**

This proposal was approved as presented.

**Resolution AB2018/4-17**

The Academic Board:

(1) approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) and Bachelor of Commerce; and

(2) approved the amendment of the course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2019.

**Action 152/2018**: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to amend the Bachelor of Engineering (Honours) and Bachelor of Commerce and update course resolutions and unit of study tables in CMS.

8.5 **Engineering & IT: Bachelor of Engineering (Honours) and Bachelor of Arts**

This proposal was approved as presented.

**Resolution AB2018/4-18**

The Academic Board:

(1) approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) and Bachelor of Arts; and

(2) approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019.
9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2018/4-19
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 17 July 2018.

9.1 Engineering & IT: Master of Professional Engineering (Accelerated)
This proposal was approved as presented.

Resolution AB2018/4-20
The Academic Board:
(1) approved the proposal from the Faculty of Engineering and Information Technologies to introduce the Master of Professional Engineering (Accelerated);
(2) approved the introduction of course resolutions and unit of study tables arising from the proposal; and
(3) 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.

Action 154/2018: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to introduce the Master of Professional Engineering (Accelerated) and update course resolutions and unit of study tables in CMS.

Action 155/2018: Chair of Academic Board to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Engineering and Information Technologies.

9.2 Health Sciences: Master of Speech Language Pathology
This proposal was approved as presented.

Resolution AB2018/4-21
The Academic Board:
(1) approved the proposal from the Faculty of Health Sciences to amend the admission requirements for the Master of Speech Language Pathology; and
(2) amend the course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019.

Action 156/2018: Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Speech Language Pathology and update course resolutions and unit of study tables in CMS.

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

Resolution AB2018/4-22
The Academic Board noted the report from the meeting of the Academic Quality Committee held on 10 July 2018.

10.1 Towards an Institutional Response to Contract Cheating
This proposal was noted as presented.

Resolution AB2018/4-23
The Academic Board noted the issues and initiatives outlined in the report ‘Towards an Institutional Response to Contract Cheating’.

Respect is a core value of the Academic Board
11 GENERAL BUSINESS

11.1 Nominations and amendments to the Academic Panel 2018-2020

This paper was noted as presented.

Resolution AB2018/4-24
The Academic Board noted the amendments to the academic staff members of the Academic Panel for the period 2018-2020.

11.2 Sydney Conservatorium of Music: Faculty Resolutions

This proposal was approved as presented.

Resolution AB2018/4-25
The Academic Board approve the amendment of the Resolutions of Faculty for the Sydney Conservatorium of Music, with immediate effect.

Action 157/2018: Head of School and Dean and School General Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the proposal to amend the Resolutions of Faculty and update the resolutions in CMS.

11.3 Health Sciences: 2019 Academic Calendar

This item was approved as presented.

Resolution AB2018/4-26
The Academic Board approve the proposed variation of the 2019 Academic Calendar for the Faculty of Health Sciences, as presented.

Action 158/2018: Dean and Faculty General Manager, Faculty of Health Sciences, to note the Academic Board’s approval of the proposal to amend the 2019 Academic Calendar for the Faculty of Health Sciences.

11.4 Any other business

There being no other business, the meeting closed at 3:55pm.

The agenda pack for this meeting is available at: sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2018/20180807-AB-Agenda-Pack.pdf
RECOMMENDATION

That the Academic Board approve the revised 2019 meeting schedule for the Academic Board and committees, as presented.

EXECUTIVE SUMMARY

At its meeting of 7 August 2018, the Academic Board approved the 2019 meeting schedule for the Academic Board and its committees. As flagged at that meeting, it has been necessary to reschedule the September 2019 meeting of the Academic Board, as highlighted below, and to also reschedule the September meeting of the Board of Interdisciplinary Studies.

The **Academic Board** is to meet on Tuesday from 2pm-4pm on the following dates:

- 5 March (agenda distribution 19 February)
- 16 April (agenda distribution 2 April)
- 4 June (agenda distribution 21 May)
- 23 July (agenda distribution 9 July)
- 3 September (agenda distribution 20 August)
- 5 November (agenda distribution 22 October)

The **Admissions Sub-Committee** is to meet on Tuesday from 2pm-4pm on the following dates:

- 26 February
- 9 April
- 28 May
- 18 July
- 24 September
- 3 December

The **Academic Quality Committee** is to meet on Tuesday from 2pm-4pm on the following dates:

- 5 February
- 12 March
- 30 April
- 18 June
- 6 August
- 8 October

The **Academic Standards & Policy Committee** is to meet on Tuesday from 2pm-4pm on the following dates:

- 12 February
- 19 March
- 7 May
- 25 June
- 13 August
- 15 October
Non-Confidential

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

- 5 February
- 12 March
- 30 April
- 18 June
- 6 August
- 8 October

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

- 12 February
- 19 March
- 7 May
- 25 June
- 13 August
- 15 October

The Board of Interdisciplinary Studies is to meet from 2pm-4pm on the following dates:

- Wednesday 20 February
- Wednesday 10 April
- Wednesday 29 May
- Wednesday 17 July
- Thursday 26 September
- Wednesday 11 December

The dates of calls for agenda items, close-off for receipt of agenda items and agenda distribution will be publicised via the appropriate committee website.
University of Sydney and Ramsay Centre for Western Civilisation
Key Principles for an Agreed Memorandum of Understanding

The Purpose of this document is to outline the key principles that will guide further discussion between the parties – the University of Sydney and the Ramsay Centre for Western Civilisation. This document is not intended to document all the terms and conditions of any final agreement between the University of Sydney and the Ramsay Centre for Western Civilisation but it is designed to set the foundation for any such agreement.

Founding Principles:
That the University of Sydney, as a world class university, committed to the principle of academic freedom will have responsibility for delivering and managing the proposed program in Western Civilisation – and in this capacity, will be solely responsible for the development of the curriculum, admission of students, the teaching, marking and graduation of students and the appointment of academic staff.

That the Ramsay Centre for Western Civilisation, as the vehicle for the donation of funds to support the University’s program in Western Civilisation will have the right to review the program at an agreed point in time, that review to be conducted by a group of academics proposed by the Centre, to assist the Centre in deciding whether to renew the funding agreement under the terms and conditions of this MOU or any agreed variation.

Key Issues
If the Ramsay Centre agrees to support the program offered by the University the following key issues will be managed on the following basis:

- The curriculum for the proposed course will be developed solely by staff of the University and go through the normal course approval processes of the University.
- The agreed program and any combination with other degree programs in the University will conform to the normal degree and combined degree structures of the University.
- If, in the opinion of the Ramsay Centre, the final agreed curriculum does not fulfil the agreed scope and focus of the program the Centre has the right to indicate that it will not fund this program, although the University will have the right to offer the program without Ramsay Centre support.
- While the Ramsay-funded program in Western Civilisation would offer a distinctive, coherent and structured program with core units of study in Western Civilisation, students will be free to combine this with other studies on offer (eg. A second major in their degree, a combined undergraduate or vertical degree, and available electives within the degree).
- All students admitted into the program will be admitted through the normal admission processes of the University.
- Awarding of scholarships for students in the program will be governed by normal University scholarship processes. The criteria for the award of such scholarships will be agreed between the Ramsay Centre and the University, although it is acknowledged that financial disadvantage should be one of the criteria considered.
• The Ramsay Centre will be entitled to have one academic member of the Centre (normally the Director or Deputy Director) on the scholarship selection committee for the program in Western Civilisation.
• The University will have the capacity to second existing academic staff to teach into the program.
• Additional academic staff will also be recruited for the program. All academic staff appointed to teach in the program will be appointed by the University through its normal recruitment and appointment processes.
• The Ramsay Centre will be entitled to have one academic member of the Centre (normally the Director or Deputy Director) on the normally constituted selection committees for those academic appointments funded using Ramsay funds.
• The teaching and marking of the students in the program will be the sole responsibility of the University and the staff appointed or seconded to the program will be free from any interference or oversight outside of normal University mechanisms governing the provision of all other programs in the University.
• The funding agreement supported by this MOU will be for a specific period, sufficient for the University to develop the program and offer it to at least 4 cohorts of students.
• At the end of this period or an agreed period beyond the fourth cohort the Ramsay Centre will have the right to establish an international academic review of the program to ensure that it is meeting the agreed aims and outcomes of the program and may decide at that point either to renew the agreement for a further period or indicate to the University that it will not renew the funding agreement.
• Any notice that funding will not be renewed will give the University at least four years of further funding to assist in managing existing cohorts in the program through to completion.
• At the end of this wind-up phase responsibility for any remaining students in the program will be the University’s.
Respect is a core value of the Academic Board
This report provides Academic Board with an update on matters that have occurred since the previous meeting.

RECOMMENDATION

That the Academic Board receive and note the Vice-Chancellor's Report.

EXECUTIVE SUMMARY

This report provides information on current issues for the information of the Academic Board.

UPDATE ON THE SEVEN KEY STRATEGIC PRIORITIES

Excellence
1. Excellence in Research Australia
   The University's ERA and ERA Impact and Engagement submissions were lodged on schedule in July and August 2018 respectively. The results of these assessment exercises are expected in early 2019.

2. Transforming the curriculum and the student experience
   Transforming the curriculum
   The Industry and Community Project Unit (ICPU) pilot for semester 1 has been completed with excellent USS survey results. The overall mean across 13 projects was 4.3 out of 5. A Global ICPUs pilot was successfully delivered in Hong Kong in July. A total of 20 students participated undertaking projects with PwC and Infiniti Motors. Three further Global ICPUs pilots will be delivered intensively in Hong Kong, India and China in December. For semester 2, approximately 400 students are enrolled in ICPUs across 26 projects. Partners involved in semester 2 include; Accenture, Airbnb, Allianz, ANZW, CommBank, Public Service Commission, NSW Parliamentary education, Swisslog, Telstra Thales Career Seekers. Examples of projects include: impact of climate change; solutions to obesity; future of milk; and using virtual and augmented reality in training. An agreement with Moller Centre, Cambridge has also been signed to run a Global ICPU for 40 Dalyell students, undertaking a project with AstraZeneca.

Transforming the experience of learning
   Our educators’ commitment to sharing best practice and exploring new ways to teach and support students’ experience of learning is demonstrated in several excellent peer to peer learning initiatives taking place this semester.

   Open Canvas builds on the successful rollout of the new learning management system, Canvas, to identify what a great Canvas site looks like from a student perspective. Drawing on feedback from over 5000 students, the Educational Innovation team has identified and analysed the qualities of 20 outstanding Canvas sites. With the agreement of the site owners, these sites have been made available to all staff as exemplars of good practice from a student perspective. Both new and experienced Canvas users have the opportunity to benefit from seeing real, live sites alongside feedback on both general and specific site elements from students.

   The successful Open Door program is running for the fifth time for two weeks in late September and early October. In this University-wide event, staff volunteer to ‘open the door’ to their classrooms to their peers, to enable all staff to observe, connect and learn from their teaching colleagues. Participation in this program has been consistently strong, with more than 270 'open' classrooms and almost 1,000 classroom visits over the past two years. This semester, more than 50 classes will be open across the
Camperdown/Darlington, Cumberland, Surry Hills and Westmead campuses and across a range of disciplines, class types and teaching techniques. For the first time, the Education portfolio will be facilitating connections between observers and teachers so that the learning can continue informally over a post-event conversation.

The Student Relationship Engagement System (SRES) developed by Senior Lecturer Dr Danny Liu and Professor Adam Bridgeman continues to improve students’ learning experience, particularly in units of study with large enrolments. The SRES allows lecturers to interact and engage with students by combining context-specific teaching expertise with analytical insights gained from relevant student data to personalise learning and support at scale. Approximately one in every seven staff now use the SRES, with benefits for tens of thousands of students. The positive impact on the student learning experience was highlighted in a feature article in student publication Honi Soit in September: http://honisoit.com/2018/09/a-lecturers-passion-project-is-changing-tertiary-education/.

Enabling student mobility
In line with our goal for 50 per cent of students to undertake an international mobility experience, we are instituting changes to make our outbound mobility procedures simpler for students from Semester 1, 2019. Key changes include expanding eligibility to all students successfully progressing within their degree, centralising confirmation of outbound semester exchanges to the Faculty Services team, and improving procedures for processing mobility credit. These changes are a precursor to more extensive changes to the Outbound Student Mobility Policy expected later this year, and a Sydney Operating Model project on outbound mobility scheduled to commence in 2019.

Transforming the student experience outside the classroom
Great Australian Welcome
On 3 August, we hosted “the Great Australian Welcome”, an Australian-themed gala dinner in the Great Hall for nearly 200 new international students. The purpose of this event is to welcome these students and help them build a network of peers. The evening was also a celebration of the history, culture and achievements of Aboriginal and Torres Strait Islander peoples, as well as the wonderful multicultural communities that call Sydney home. It was heartening to see students leave the Great Hall with new friends and networks to help them make the most of their Sydney experience. This event built on the success of the University’s Welcome to Sydney program, in which alumni, staff and friends of the University host around 60 small to medium sized events, for almost 400 new international and regional students, every year.

Attract and invest in the best PhD students
The review of scholarship funding chaired by Professor Simon Chapman will be completed within the coming month. The review has identified many opportunities for reform including reducing complexity, simplifying financial models and aligning scholarship provision with research strengths, both current and emerging. Following the development of graduate qualities for the PhD in 2017, the university community is now also contributing to the design and development of coursework for HDR students and strategies for enabling engagement with industry and community.

3. Academic aspiration
A workslate for academic aspiration is being shaped by the Office of the Provost, led by the Vice Provost with support from colleagues in HR. Activity is under way on a range of issues including revisions and enhancements to probation and confirmation procedures, managing research performance, recruitment processes for senior and early/mid career academic staff and establishing priorities for academic aspiration in 2019.

Engagement
4. Parramatta/Westmead multidisciplinary campus
In July, UrbanGrowth NSW held a market sounding process for the acquisition of the land adjacent to the Westmead Health Precinct. We presented our response to EY (representing UrbanGrowth NSW) on 17 July and submitted a formal written proposal on 30 July. Our response is aligned to the parameters of previous presentations to the Parramatta/Westmead PCB, UE and Senate.

We have also continued shaping our strategy to create a truly multidisciplinary campus. Throughout 2018, we have been working to identify possible flagship academic themes for Parramatta/Westmead through an extensive expression of interest process. Following significant input from across the University’s
academic community, a review panel has recommended to UE for consideration at the meeting on 9 August that three themes (covering Advanced Manufacturing; Artificial Intelligence, Data and Society; and Inequality) should be developed further to deliver an overall vision for a campus focused on the intersection of technology and the human experience.

In addition to the themes activities, Professor Annemarie Jagose is leading a working group to plan the academic operating model, and UE has recently endorsed a proposal to engage in formal discussions with potential partners to establish a comprehensive pre-K–12 school facility with a focus on innovative learning and teaching practice and an embedded centre to build capacity for schools in Western Sydney.

5. External Engagement

As I have previously reported, the Sydney Operating Model project to create an external engagement framework and implement a CRM solution commenced in May. A steering group has been established and is meeting fortnightly, and a working group has been established to work on the practicalities of the operating model and the CRM structure and implementation of both. Units that are in-scope for the CRM pilot are my office, commercialisation and business development management within the DVC Research portfolio; public and government relations and industry engagement within the Vice-Principal External Engagement portfolio; industry engagement within the DVC Education portfolio, the Business School; and the Faculty of Engineering and IT.

We have recently run Innovation Week, an annual celebration of the ground breaking discoveries and transformative inventions from our academics and students and one of the major events on our annual engagement calendar. This year’s event was again extremely successful. Highlights included two sell-out Sydney Ideas panel discussions (750 people plus media coverage from ABC Sydney and the Guardian for the ‘Is storytelling bad for science?’ panel, and 1600 people plus recording by the ABC’s Big Ideas program for a panel on ‘Art and neuroplasticity: are they linked?’); a gala dinner for almost 250 researchers, students, entrepreneurs, investors and alumni that showcased our ground-breaking start-ups and demonstrated the University’s vision for industry engagement and impact; a student innovation showcase at which student-led teams pitched their ideas to a panel of experts and shared in $30000 in grant funding to bring their ideas to life; a research partnership workshop where $10000 in seed funding was awarded to promising partnerships.

6. Revenue Diversification

Diversification of country-of-origin for international fee-paying students

We are moving ahead with implementation of the India strategy. We have completed a competitive process to engage an organisation in India to implement the infrastructure for the India office, and are currently negotiating costs with a preferred supplier.

We are working towards development of a South East Asia strategy and have selected an organisation to help us develop this strategy.

Philanthropy

The University’s major annual public fundraising event, Pave the Way, took place on 18 September. This year’s event raised funds to support animal behaviourist Dr Valentina Mella’s research in assisting koalas suffering from the effects of drought and climate change. Over $2.2 million was raised from over 4200 donors, and an extraordinary donor provided $130,000 in matching funds. Pave the Way is part of the University’s INSPIRED philanthropic campaign, which has received support from over 60,000 donors since 2008, and is on track to be the first Australian campaign to pass $1 billion some time in 2019.

Simplification

7. Sydney Operating Model

Thirteen Sydney Operating Model projects are underway in 2018. These projects focus on core operational issues that lay the foundation for the University to operate with simpler and more consistent processes, supported by appropriate enabling technology, ahead of projects focused on education and research in 2019 and 2020.
ITEMS FOR NOTING

1. Ramsay Centre
   A two-week University-wide consultation process regarding the draft proposed MoU with the Ramsay Centre commenced on 24 September. An update and opportunity for further discussion of the draft will be provided at the 2 October Academic Board meeting.

2. St Paul’s Report
   The Broderick Report into cultural renewal at St Paul’s college was publicly released on 14 September. Under the leadership of Warden Dr Don Markwell, the College has apologised unreservedly and issued an action plan to implement all recommendations outlined in the report, assuring its community it will do whatever is needed to achieve change. The University issued a statement welcoming the College’s commitment to the recommendations outlined in the review.

3. Deputy Vice-Chancellor Indigenous Strategy and Services
   Professor Lisa Jackson Pulver AM has been appointed Deputy Vice-Chancellor, Indigenous Strategy and Services and will commence the position on 15 October 2018. Professor Jackson Pulver is an Aboriginal woman and the first known Aboriginal person to receive a PhD in medicine at the University of Sydney. She is an accomplished advisor, researcher and educator, particularly in the areas of Aboriginal health, data collection, analysis and management and strategy. Professor Jackson Pulver’s previous role was as Pro Vice-Chancellor Engagement, Pro Vice-Chancellor Aboriginal & Torres Strait Islander Leadership, and Provost Parramatta South Campus at Western Sydney University.

   I wish to express sincere thanks, both on behalf of the University and personally, to Professor Juanita Sherwood, who has done superb work while acting in the position since September 2017. We owe Juanita an enormous debt of gratitude for the grace and leadership she has shown during this time. Her achievements include presiding over the National Centre for Cultural Competence conference; a substantial review of Indigenous Strategy and Services programs; significant stakeholder relationship management, including on the Western Sydney strategy; international, community and academic engagement; and continuation with her own research while simultaneously leading the National Centre for Cultural Competence. Professor Sherwood will return to her substantive role as Director of the National Centre for Cultural Competence and we thank her for her leadership.

4. Size and Shape conversation
   The University commenced a conversation about the future size and shape of our institution in March, when Senate considered possible paths for the University in terms of number of disciplines, proportions of undergraduate/graduate and international/domestics students, pre-Bachelor pathways, executive education, and the implications of continuing on our current trajectory. As I have reported previously, a similar exercise was conducted with a broad leadership group from across the University in June. In early August, we continued this conversation at UE, where the Director, Strategic Planning presented information on our current size and shape with particular reference to current sector funding sources and international student cohorts. Our conversation at UE considered the current student experience in programs with high international student numbers, how other institutions are and continue to adopt international student growth strategies, and reinforced our commitment to monitoring diversification risk when recruiting.

5. Vice-Chancellors Awards for Excellence
   On 30 July, I was delighted to host the third annual Vice-Chancellor’s Awards for Excellence for University staff. More than 300 staff and their families came together to celebrate outstanding achievements across the University and acknowledge the excellent work of 89 academic and professional staff members who received awards. Staff who received awards ranged from grounds keepers to nanoscientists and public policy experts.

   A key element of our culture strategy, these flagship whole-of-university, peer-nominated awards recognise exceptional performance not only in research and education, but also in engagement, mentoring and leadership. This year, there were also two new categories in the areas of disability inclusion and Indigenous education strategies. This year’s field was extremely strong, with a 30 per cent increase in applications demonstrating both the quality of work and our growing capacity as an institution to recognise and celebrate excellence at all levels.
6. **Annual amendment to University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016**

The University has traditionally amended its delegations rules annually, but this process was suspended during the organisational design project. The process of annual amendment has now recommenced. Amendments to the Administrative Delegations Rule were approved at the August meeting of Senate. Most of the changes address business as usual variations in the University’s business, such as changes to nomenclature and structures. The following are the most significant amendments.

- **Clarification of calculation of amounts when exercising financial delegations.** Section 2(11)(a) has been amended more clearly to specify that financial delegations need to be valued by reference to both future and historical expenditure under the relevant contract or transaction.

- **Changes to support new procurement systems.** New terminology has been added to support the development and roll out of new systems for procurement. Additionally, expenditure approval limits have been increased for more senior positions in relation to capital expenditure (see 6.3) and across the board for acquisition of goods and services (see 6.4.3).

- **Changes to HR delegations.** Amendments have been made throughout Part 7 to embed the “two up” principle, by which decisions which affect a delegate’s direct reports need to be approved by the delegate’s supervisor. Amendments have also been made to increase the level at which approval can be given for remuneration packages more than 10% above the Enterprise Agreement levels (see 7.3.4 and 7.3.5), and express delegations to initiate performance improvement processes and workplace change processes have been added (see 7.12.1 and 7.14).

- **Additional delegations in relation to research related matters.** Express delegations have been added to approve clinical trial agreements (see 12.7), material transfer agreements (see 12.8.4) and applications for permits relating to sanctions imposed by foreign governments (see 10.10).

7. **Policy update**

The University is currently grappling with many external policy developments relevant to our activities. Brief summaries of key current issues are provided in the attached Policy Update.
RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on 11 September 2018;

(1) note the Committee’s review of the Academic Promotions Normative Criteria as expressed in the Academic Promotions Procedures 2015; and

(2) note the Committee’s review of the Educational Services Agreements Policy 2017 and the recommendations offered.

ITEMS FOR decision

7.1 Academic Promotions Normative Criteria

The Academic Standards & Policy Committee noted the changes to the normative criteria as expressed in the Academic Promotions Procedures 2015, including the explicit acknowledgement of the work academics undertake around research engagement.

ITEMS FOR NOTING

7.2 Educational Services Agreements Policy 2017

The Academic Standards & Policy Committee reviewed the Educational Services Agreements Policy 2017 and made the following recommendations:

- The principles need clearer articulation in the current Educational Services Agreements Policy, possibly using the Research Agreements Policy as a guide.
- A statement of the principle of academic freedom should be included.
- The Gift Acceptance Policy states that the University will not accept a gift that compromises its academic freedom. This should be emphasised in the Educational Services Agreements Policy.
- Other policies relevant to the Educational Services Agreements Policy, such as the Gift Acceptance Policy, need to be referenced in the policy document.
- The Policy needs to contain a Conflict of Interest clause.
- The Policy needs to contain or reference guidelines for commercial activities.
- Members gave positive feedback on the statement that any agreement should be of no more than five years duration, but can be renewed. This should be clearly stated.

The Committee also:
- noted the report of the Academic Board meeting held on 7 August 2018;
- noted the Higher Education Policy Quarterly Update, September 2018;
- noted the Educational Integrity Trend Report, Semester 1 2018; and
- noted the Educational Integrity Decision-Making and Penalty Guidelines 2018.
Non-Confidential


Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
## Academic Promotions Procedures document 2015 – (Section 4, Normative criteria for performance at each academic level) presented in track changes and Schedule 2 (Criteria at Levels A – E) presented in table format

### Criteria Comparison – This document lists and addresses the specific concerns raised by AB members regarding sections of the Academic Promotions Procedures document (amended)

### ASPC collated feedback – this document incorporates feedback received at the last ASPC meeting and subsequent feedback received post AB meeting 7 August.

### Purpose

The amended normative criteria for performance at each academic level (Section 4 of the Academic Promotions Procedures 2015) and Schedule 2 (Criteria at Levels A-E) includes information that explicitly acknowledges the work academics undertake around research engagement – for noting by the Academic Standards and Policy Committee regarding.

### RECOMMENDATION

That the Academic Standards and Policy Committee note the changes to the normative criteria (within the Academic Promotions Procedures document) that includes information that explicitly acknowledges the work academics undertake around research engagement.

### EXECUTIVE SUMMARY

One change that can assist the University achieve the objectives of growing the number of academic staff engaged in engagement activities; have deeper relationships with large partners in multi-project, multi-disciplinary research and teaching engagements; and create a culture that shares and celebrates success in research/teaching enterprise and engagement activities is to address the promotions criteria to encourage changes in the focus of staff engaged in research.
CONSULTATION

Over the last several months discussions have been held with Heads of Schools and at the Academic Board to canvas views on this approach. In particular two options were developed together with various changes to the Academic Promotions Procedures and Promotions Guidelines: one which treated “engagement” as a new, additional category within promotions, and a second which embedded it more explicitly within the core mission of research and teaching activity. As a result of the feedback received, the second option was identified as the preferred go-forward option.

Submissions from across the university community were considered in terms of how “engagement” is defined and reflected within the various changes to Academic Promotions Procedures and Promotions Guidelines, as well as other programs affected. After reviewing these submissions, feedback received at UE Education, HoS and Research, and based on consultations, the amended criteria was put forward as a package of changes at the whole-of-university level to give recognition to engagement activity for consideration by the ASPC.

The ASPC committee requested that the criteria be presented in track changes to more clearly map the amendments made during the lengthy consultation process. The document was amended and then presented at the Academic Board meeting (in track changes) on 7 August as follows:

1. Academic Promotion Procedures document, with Section 4, *Normative criteria for performance at each academic level*, presented in track changes. What was previously presented as schedule 2 (Focussed role expectations) was incorporated back into Section 4, Normative criteria.

2. Additionally, an excerpt from Section 4, *Normative criteria for performance at each academic level*, Sections 6-10, criteria at Levels A – E, is now presented as Schedule 2, to the procedures document, in table format.

After discussion at the Academic Board meeting, Associate Professor Knight invited AB members to email their concerns with the amended criteria for consideration and incorporation where relevant, into a further amended document to be presented at ASPC. Academic Board members were also invited to attend the ASPC meeting.

This amended criteria document does not preclude additional initiatives at the faculty and school level; indeed, this is actively encouraged.

IMPLEMENTATION

These promotions are planned to be implementation as of 2019. The following initiatives are proposed:

**Changes to Promotions Procedures and Promotions Guidelines**
- Edits and restructuring to the normative criteria in the Promotions Procedures (Schedule 1).
- Additional criteria for research-focussed and GLE focused roles (Schedule 2).
- Promotions Applicant Guidelines will be updated based on the above endorsed amendments.

**Aligning of AP&D discussions to embed engagement**
- Engagement will be aligned into AP&D discussions, embedded into the current domains within the online system and called out in the relevant document. AP&D discussions will be guided to differentiating between engagement activities contributing to the research, teaching, or service missions of the academic under discussion. This will be done in collaboration with the Office of Workforce Development, and will come into effect in 2019.

**Committee (LPC) training**
- Online training (20 minutes maximum) will be prepared for all members of LPC. This will give context to engagement within the broader context of the application overall. This is intended to improve consistency of approach amongst LPCs. This will be done in collaboration with the Office of Workforce Development, and will be available in 2019.
Non-Confidential

University-wide training to staff about engagement

- The university will run an appropriate communications plan during 2018 and 2019 to educate staff on the changes, and make the changes accessible online.

COMMUNICATIONS

This process relates to promotion criteria. However, the overall endeavour of improving industry, government, and community engagement needs to be supported by the university as a whole. The initiatives highlighted above are just one dimension, and complement existing initiatives. Activities as diverse as resource planning (to ensure sufficient time is available to carry out these endeavours) through to infrastructure design (to ensure there are appropriate spaces available that are compatible with industry engagement) and embedded Business Development Managers need to be working in unison to support academics and our mission.

ATTACHMENTS

2. Criteria Comparison
3. ASPC Collated feedback
1 Purpose and application

(1) These procedures are to give effect to the Academic Promotions Policy 2015 (“the policy”).

(2) These procedures apply to:

(a) all academic staff employed by the University on a continuing or fixed term contract basis; and

(b) all applications for promotion of such academic staff.

(3) Section 4 of these procedures, Normative criteria for performance at each academic level, provide a guide as to University expectations and set out the generic attributes and responsibilities for each academic level. Within these levels staff undertake particular roles which may vary over time and over the course of a career and the University recognises that not all criteria will be met. The criteria should be read in conjunction with the Academic Promotions Policy 2015, Schedule 2, Minimum standards required for academic promotion.

2 Commencement

These procedures commence on 1 January 2016.
3 Interpretation

(1) Words and phrases used in these procedures and not otherwise defined in this document have the definitions they have in section 6 of the policy.

(2) In relation to clause 4 of these procedures:

ERA means Excellence in Research Australia, a report on research activity in Australian higher educational institutions compiled annually by the Australian Research Council.

faculty includes University school.

will means that staff at the relevant level are expected to meet this requirement.

may means that some but not all staff at the relevant level would meet this requirement.

will normally means that staff at the relevant level are expected to meet this requirement, but that compelling reasons in individual cases or the requirements of specific disciplines may mean that it is not met.

will, where appropriate means that staff at the relevant level are expected to meet this requirement where it is appropriate to their discipline.

4 Normative criteria for performance at each academic level

(1) All academic staff are expected to have the following generic attributes and responsibilities:

(a) will normally hold a relevant higher degree for appointment at Level A;

(b) will normally hold a PhD or other higher professional qualifications appropriate to their discipline for appointment at Level B or above;

(c) will develop expertise in either or both of teaching and research with an increasing degree of autonomy (for example, through enrolment in appropriate courses or workshops);

(d) will carry out the duties assigned to them under their school or faculty workload provisions, as appropriate to their academic level;

(e) will be actively engaged in research and scholarship;

(f) will disseminate their knowledge and expertise in education and their research skills as appropriate to their role and academic level;

(g) will be involved in both formal and informal staff or other mentoring programs, including beyond the University where relevant appropriate;

(h) will engage in continuing professional development;

(i) will be institutionally engaged as a member of the University community through participation in committees, administrative duties and governance at
any or all of school, faculty or University level, as appropriate to their role and academic level;

(j) will interact with staff and students in a professional and collegial manner;

(k) will seek to engage, with the wider community where appropriate, through research or education related activities with industry, government or community partners;

(l) will, where appropriate, engage in translational research with a view to establishing building strong, sustained partnerships with external organisations with outputs such as research and development, commercialisation, improved practice and policy development;

(m) will seek to use their expertise to inform the general public or engage in public debate on key issues of public importance, where appropriate and consistent with University policy.

(2) **Staff in education-focussed roles** are expected to:

(a) devote most of their effort to excellence in, and contribution to, teaching;

(b) contribute to research in either their discipline or the pedagogy of their discipline;

(c) be building (at junior levels) and to have achieved (at senior levels) national and international reputations for their contributions to pedagogical issues within their discipline and more broadly; and

(d) to have a record of success in competitive grant applications or teaching awards; and

(e) may, where appropriate, demonstrate teaching engagement, for example through curricula involving industry, government or community, where appropriate partners.

(3) **Staff in research-focussed roles** are expected to:

(a) devote most of their effort to research in their discipline;

(b) participate in teaching through supervision and instruction of postgraduate students, interaction with honours students or limited instruction to undergraduate students;

(c) be building (at junior levels) and to have achieved (at senior levels) national and international reputations for their research;

(d) may, where appropriate, demonstrate sustained engagement research impact, for example through research impact and activities with industry, government or community, where appropriate.

(e) to have a record of success in competitive external grant applications.

(4) **Staff applying on the basis of governance, leadership and engagement focus** are expected to:

(a) devote a significant proportion of their effort and focus on governance, leadership, engagement activities; and

(b) demonstrate sustained engagement over a substantial period of time in governance and significant leadership roles with one or more of the University, faculty, school, discipline or community; and
(c) may, where appropriate, demonstrate sustained engagement with industry, government or community or business organisations, where appropriate;

(d) demonstrate meaningful quality outcomes from these activities that provide benefit to the University; and

(e) provide evidence of the impact these activities have had in limiting achieving outcomes within their teaching and research portfolios.

Note: This stream applies only to applications for promotion to Level D or E. See clause 7(5) of the policy.

(5) The specific normative criteria for Level A to E staff are set out in subclauses 4(6) to 4(10), and summarised in the table in Schedule 2.

(5)(6) Level A staff:

(a) will undertake administration primarily relating to their activities;

(b) may supervise research students at undergraduate level;

(c) may be mentored in a formal University mentoring program;

(a) General expectation:

(i) will normally work under supervision of staff at Level B or above, with an increasing degree of autonomy as they gain skill and experience;

(ii) may be pursuing education and professional development opportunities to enhance their expertise and professionalism in higher education.

(b) Education and education engagement: may supervise research students at undergraduate or honours level;

(c) Research and research engagement:

(i) will normally conduct research or scholarly activities under limited supervision either independently or as a member of a team;

(ii) may, where appropriate, be involved or mentored in translational research with a view to external collaboration and establishing partnerships with outputs such as research and development, commercialisation, improved practice and policy;

(d) Governance, leadership and engagement:

(i) will undertake administration primarily relating to their activities;

(ii) may be mentored in a formal University mentoring program;

(iii) may participate in external activities related to the discipline or profession.

(6)(7) Level B staff:

(a) General expectation:

(i) will contribute to any or all of research, scholarship or teaching, either independently or as part of a team, through professional practice and expertise;
(i)(ii) may be pursuing education and professional development opportunities to enhance their expertise and professionalism in higher education.

(b) will co-ordinate or lead the activities of other staff as appropriate to their discipline;

(b) **Education and education engagement:**

(i) (c) will be involved in evaluating teaching and learning, both at the program level and in relation to their own practice;

(d) may be engaged in research evaluation and in the assessment of their own research practice through participation within the University or their discipline, whether as reviewer or subject of review;

(e) will engage in scholarly development and engagement in their subject area;

(ii) (f) may have experience in education-related scholarly activities, which have resulted in demonstrated improvements in teaching quality or education outcomes, or successful outcomes in research supervision;

(iii) (g) may be involved in training in either or both of pedagogical skills or research;

(h) may be required to perform the full academic responsibilities and related administration of co-ordination of a unit of study within a faculty, consistently with the faculty’s workload provisions;

(i) may be mentored in a formal University mentoring program;

(j) will be an informal mentor for other staff at Levels A or B;

(iv) (k) will normally contribute to teaching at honours, undergraduate and postgraduate level, including within appropriate in units of study or through research supervision.

(c) **Research and research engagement:**

(i) will be able to demonstrate a record of research and scholarly activities relating to their discipline;

(ii) may, where appropriate will contribute to academic, practice or professional journals on issues relevant to their discipline or contribute more broadly as appropriate to their discipline;

**Note:** A premium may be placed on ERA recognised contributions;

(iii) (l) will normally demonstrate evidence of competitive grant applications within the University or externally, either individually or as a part of a team;

(ii) will normally contribute to teaching at honours, undergraduate and postgraduate level in units of study through research supervision;

(iv) May, where appropriate, be involved or mentored in translational research with a view to external collaborations and establishing partnership with outputs such as research and development, commercialisation, improved practice and policy.
(d) Governance, leadership or engagement:

(i) may be required to perform the full academic responsibilities, and related administration, of co-ordination of a unit of study within a faculty, consistently with the faculty’s workload provisions;

(ii) will co-ordinate or lead the activities of other staff as appropriate to their discipline;

(iii) will be an informal mentor for other staff at Levels A and B, or colleagues beyond the university;

(iv) may be mentored in a formal University mentoring program;

(v) will engage in scholarly development and engagement in their subject area;

(vi) (m)will, where appropriate, participate in continuing professional development (for example through seminars or and conferences);

(n) may, where appropriate, be involved or mentored in translational research with a view to external collaboration and establishing partnerships with outputs such as commercialisation, improved practice and policy.

(vii) may have involvement in discipline or professional associations.

(7)(8) Level C staff:

(a) will make independent and original contributions to scholarship within their discipline and will disseminate these among colleagues;

(a) General expectations:

(i) will be able to demonstrate a strong record of research, scholarly activities, teaching or teaching practices relating to their discipline;

(ii) (b) will be acknowledged at national level as influential in expanding knowledge, or pedagogical and curriculum practice, within their discipline;

(iii) will normally make a significant contribution to any or all of the research scholarship, teaching or administration activities of an organisational unit or interdisciplinary area, at undergraduate honours or postgraduate level;

(iv) may be pursuing education and professional development opportunities to enhance their expertise and professionalism in higher education.

(b) Education and education engagement:

(i) expanding knowledge within their discipline; or

(ii) pedagogical and curriculum issues;

(c) will be able to demonstrate a strong record of:

(i) research;

(ii) scholarly activities relating to their discipline; or

(iii) teaching or teaching practices;
(d) will disseminate knowledge to benefit and promote good practice in their faculty and the University, in learning and teaching or research and research training;

(i) will provide leadership with a significant impact on their faculty or school in teaching, teaching innovation or curriculum development, or research training and supervision;

(ii) may be pursuing education opportunities and/or professional development to enhance their expertise and professionalism in higher education;

(c) Research and research engagement:

(i) will make independent and original contributions to scholarship within their discipline and will disseminate these among colleagues or the community;

(ii) teaching, teaching innovation or curriculum development; or

(ii) research training and supervision.

(iii) will contribute to academic or professional journals on issues relevant to their discipline or contribute more broadly as appropriate to their discipline. A premium may be placed on ERA recognised contributions;

Note: A premium may be placed on ERA recognised contributions;

(iii) will demonstrate evidence of competitive grant applications within the University or externally;

(iv) may, where appropriate, be involved or mentored in translational research with a view to external collaboration and establishing partnerships with outputs such as research and development, commercialisation, improved practice and policy;

(v) may contribute their research expertise and knowledge to broader forums of public debate, consistently with University policy.

(d) Governance, leadership or engagement:

(i) will contribute to governance in their school or faculty or the University, through activities such as participation in committees, membership of the Academic Board or administrative roles in centres or institutes;

(ii) may be pursuing education opportunities to enhance their expertise and professionalism in higher education;

(iii) may be required to perform the full academic responsibilities, and related administration, of co-ordination of a large unit of study or award program or a number of small award programs, consistently with the faculty's workload provisions;

(iii) may be mentored in a formal University mentoring program and will be an informal mentor for other staff at Level C or below, or colleagues beyond the University;

(iv) may be a formal mentor for other staff at Level C or below;
(v) may contribute to will disseminate knowledge of benefit to, and promote good practice in, their faculty and the University's work of community and alumni engagement;

(n) may contribute their expertise and knowledge to broader forums of public debate, consistently with University policy;

(o) will normally make a significant contribution to any or all of the research, scholarship, teaching or administration activities of an organisational unit or interdisciplinary area at undergraduate honours or postgraduate level;

(vi) may be mentored in a formal University mentoring program;

(vii) will normally play a major role or provide a significant degree of leadership in scholarly, research or professional activities relevant to any or all of their profession, discipline or community;

(q) may, where appropriate, be involved or mentored in translational research with a view to external collaboration and establishing partnerships with outputs such as commercialisation, improved practice and policy.

(8)(9) Level D staff:

(a) General expectations:

(i) will have attained and maintained recognition at national or international level in their discipline; and

(ii) will make original and innovative contributions to their field of study or research, which are recognised as outstanding nationally or internationally; or

(iii) will make original contributions to teaching, such as contributions to national efforts to enhance curriculum and providing high quality learning experiences in their discipline;

(b) Education and education engagement:

(i) will may will have a sustained record of effective leadership of either or both of leading to improvements in student learning and in research teaching teams; (in curriculum design, implementation, and innovations training);

Note: If this criterion is not met a candidate will be required to demonstrate leadership in research, as set out in subclause 4(8)(c)(iv);

(ii) leading to improvements in student learning; or

(iii) research (in fostering the research activities of others, and in research teaching teams (in curriculum design, implementation and innovations training);

(ii) will demonstrate evidence of capability to lead developments in: education quality, which enhance major aspects of the faculty’s operations through program management, curriculum development, faculty and institutional teaching roles (such as Associate Dean, Academic Board, UE Education Committee); or
(iii) will demonstrate research leadership similar to that required by subclause 4(8)(c)(i).

(c) Research and research engagement:

(i) will contribute to academic or professional journals on issues relevant to their discipline or as recognised under the ERA, or more broadly;

(ii) will have a good track record of competitive or partnership-based research grants, as appropriate to their discipline;

(iii) may, where appropriate, be involved in translational research or collaboration with external partners with a view to establishing partnerships with outputs such as research and development, commercialisation, improved practice and quality;

(iv) will have a sustained record of effective leadership in research (in fostering the research activities of others and in research teaching teams);

(iv)(v) will demonstrate evidence of capability to lead developments in research which enhance the reputation of the faculty or University (such as leading participation in internationally-funded research projects);

Note: If this criterion is not met a candidate will be required to demonstrate leadership in education, as set out in subclause 4(8)(b)(i).

(v) will, where appropriate, contribute their research expertise and knowledge to broader forms of public debate consistently with University policy.

(d) Governance, leadership or engagement:

(i) will normally make an outstanding contribution to governance and collegial life within the University, and in community and professional service;

(ii) will be an informal mentor for other staff at Level D and below or colleagues beyond the University;

(iii) will be a formal mentor for staff at Level C or below;

(iv) may be mentored at in a formal University mentoring program;

(i) will normally have evidence of major original and innovative contributions:

(i) to curriculum development, which enhance the University’s standing as a national leader in education within their discipline; or

(ii) to the staff member’s field of study or research, which are recognised nationally or internationally as outstanding;

(i) will normally make an outstanding contribution to governance and collegial life within the University and in community and professional service;

(k) will, where appropriate, contribute to the University’s work of community and alumni engagement;

(l) will, where appropriate, contribute their expertise and knowledge to broader forums of public debate, consistently with University policy;

(m) will, where appropriate, assist the University in its development work;
(n) may, where appropriate, be involved in translational research with a view to external collaboration and establishing strong partnerships with outputs such as commercialisation, improved practice and policy;

(o) will, where appropriate, mentor and provide opportunities for other researchers to develop skills and engage in translational research.

(vi) will, may, where appropriate, demonstrate leadership or active involvement in strategic initiatives and partnerships with industry, government or community external agencies, organisation and industry.

(9)(10) Level E staff:

(a) General expectations: will have achieved and maintained international recognition through original innovative and distinguished contributions to research and scholarship.

(b) Education and education engagement:

(i) will demonstrate evidence of leadership in all or any of curriculum development, program development and management or research and scholarship; or

(ii) will demonstrate evidence of capability to lead developments in learning and teaching which enhance the reputation of the faculty, or University will demonstrate research leadership similar to that required by subclause 4(9)(c)(vi).

(c) Research and research engagement:

(i) (a) will have achieved and maintained international recognition through original, innovative and distinguished contributions to scholarship and research;

(b) will have a track record of competitive research grants;

(ii) (c) will have publications in peer-reviewed international journals or creative works recognised under the ERA in their discipline or more broadly;

(d) will have evidence of recognition within the broader research community, such as membership or editorship of journals, membership of national or international consultative bodies, membership of specialist committees or advisory boards;

(e) will have evidence of leadership in any or all of curriculum development, program development and management or research and scholarship;

(f) will have evidence of mentoring colleagues to leadership positions;

(iii) will have a track record of competitive or partnership-based research grants, as appropriate to their discipline;

(iv) may will, where appropriate, demonstrate leadership in translational research or collaboration with external partners, with a view to establishing sustainable partnerships with outputs such as research and development, commercialisation, improved practice and policy;

(v) will, where appropriate, contribute their research expertise and knowledge to broader forums of public debate, consistently with University policy;
(vi) will demonstrate evidence of leadership in research and scholarship;

(vii) will demonstrate evidence of capability to lead development which enhances major aspects of the University's operations and its international reputation in developments in research which enhance the reputation of the faculty, or University (such as leading participation internationally funded research projects).

**Note:** If this criterion is not met a candidate will be required to demonstrate leadership in education, as set out in subclause 4(9)(b)(i).

(i) learning and teaching; or

(ii) research and scholarship;

(d) **Governance, leadership or engagement:**

(i) will make an outstanding contribution to governance and collegial life within and outside the University, for example by chairing school or faculty committees, undertaking significant administrative positions, or participating in or chairing University-level committees;

(ii) will demonstrate mentoring University colleagues to leadership positions, or senior individuals in the community or professions;

(iii) will be mentored in a formal University mentoring program;

(iv) will be an informal mentor for other staff at Level D or below, or colleagues beyond the University;

(v) will be a formal mentor for staff at Level E or below;

(vi) will, where appropriate, contribute their expertise and knowledge to broader forums of public debate, consistently with University policy;

(vii) will have demonstrated recognition within the broader research or professional community, such as membership or editorship of journals, membership of national or international consultative bodies, membership of specialist committees or advisory boards;

(viii) will, where appropriate, assist the University in its development work;

(ix) may, where appropriate, be involved in translational research with a view to external collaboration and establishing strong partnerships with outputs such as commercialisation, improved practice and policy;

(x) may, where appropriate, mentor and provide opportunities for other researchers to develop skills and engage in translational research, demonstrate leadership or active involvement in strategic initiatives and partnerships with industry, government or community external agencies, organisations and industry.

5 **Applications for annual promotion rounds**

(1) Applications must be submitted electronically to the Academic Promotions Unit using the form specified in the announcement of the opening of applications.

(2) Applications must meet eligibility requirements in section 8 of the policy, including:
(a) discussing your intent to apply for promotion with the relevant person in the faculty no later than October 31 in the year prior to applying; and

(b) registering notice of intent using the online form on the academic promotions website by November 30 in that same year.

(3) Applications must comply with all maximum word limits.

(4) Applications must provide:

(a) information about the applicant’s whole career;

(b) a clear account of achievements and publications since the applicant’s last employment or promotion at the University;

(c) evidence of appropriate upward career trajectory; and

(d) the names of five referees (Levels B and C) and four referees (Levels D and E) and a statement of the applicant’s relationship to each.

(5) Applications for promotion by two levels must:

(a) set out a strong case for such a promotion;

(b) include a completed “application for two level promotion form”;

(c) be supported by the relevant Head;

(d) be approved by the relevant Dean; and

(e) be provided to the Academic Promotions Unit at least 14 days before the advertised closing date for promotions for the level to which they are applying;

(f) the Academic Promotions Unit will seek approval from the Provost and notify the applicant of the outcome.

(6) Applications should:

(a) provide information sufficient to allow the promotion committees to assess the significance and impact of the applicant’s publications or creative works; and

(b) provide an explanation, if necessary, of any known special circumstances or relevant to opportunity issues that have affected the applicant’s opportunity to meet the requirements for promotion.

6 Submissions for “out of round” promotion

(1) Submissions for “out of round” promotion must be initiated as provided in clause 17 of the policy.

(2) Where a submission is prepared by the relevant Head it must be endorsed by the relevant Dean and submitted to the Academic Promotions Unit.

(3) Submissions must contain:

(a) where applicable, the application for employment originally made by the candidate to the other institution offering the staff member employment;

(b) the referee details which were part of that application;
(c) if the “out of round” submission is based on a case for retention and an offer from another institution has not been made, the names and details of at least three referees;

(d) a clear statement of the case including:
   (i) evidence to support achievement of the minimum standards required for promotion to the relevant level in all three areas of teaching, research and governance, leadership, engagement;
   (ii) reasons for retaining the staff member;
   (iii) reasons for promoting the staff member to the desired level; and
   (iv) reasons for doing so “out of round”.

(4) Where a submission for an “out of round” promotion is received on behalf of a candidate who has a current promotion application already in process, the following materials will be used to assess the application:

   (a) the “out of round” submission prepared by the relevant delegate;
   (b) the application for promotion already received; and
   (c) the assessor and referee reports already received.

(5) The relevant committee will consider the “out of round” promotion in accordance with policy if the original application:

   (a) has not been considered by a final LPC meeting;
   (b) has been considered by a final LPC meeting and the recommendation was to not promote;
   (c) is for Level D or E and has not had a preliminary CPC vote; or
   (d) is for Level D or E and the preliminary CPC vote is not to promote.

(6) The relevant committee will assess the submission as expeditiously as possible applying the standards and criteria for the applicable level specified in the policy and these procedures.

(7) Within two days of receipt of the submission, the Chair will circulate the documentation to all members of the committee and will request an electronic response within a nominated time frame.

(8) The committee may adopt a unanimous recommendation by circulation.

(9) Unless a unanimous response is received within the nominated time frame, the Chair will call a meeting of the committee; and

   (a) may invite the candidate to attend a formal interview; and
   (b) may request additional information which may include further reports.

(10) The committee will vote on the submission, which will be recommended if supported by a majority of votes.

(11) No appeal is available from an “out of round” promotion submission outcome.

(12) The relevant delegate must approve the “out of round” promotion if:

   (a) a final LPC report in favour of promotion has been received in the case of promotion to Level B and C; or
(b) A final LPC report and a preliminary CPC vote recommending promotion has been received in the case of Level D or E.

(13) Where a request for “out of round” promotion is received on behalf of a candidate who has lodged an appeal in relation to the most recent promotion round, documents relating to that appeal must not be made available to the committee members considering the “out of round” promotion.

7 Updates to applications

(1) Applicants may provide updates to their application only in the manner provided in this clause.

(2) An update to an application may not exceed one A4 page listing significant additional information arising since lodgement of the application.

(3) The Academic Promotions Unit will notify applicants of the date when the academic promotions online system will be available for input of the update and due date for any such update.

(4) Applicants must enter updates online in the academic promotions online system.

(5) Level D and E applicants (and Level C applicants if the application is being considered by a CPC) may enter a second update to their application for consideration by the CPC.

(6) The Academic Promotions Unit will notify applicants of the date when the academic promotions online system will be available for input of the second update and the due date for any such update.

(7) The second update to application may not exceed one A4 page listing significant additional information of national/international importance arising since consideration of the application at the final LPC meeting (Level D) and interview (Level E).

(8) Applicants must enter second updates online in the academic promotions online system.

(9) Applicants may change the stream in which they have sought promotion provided that:

(a) they do so by notice in writing to the Academic Promotions Unit; and

(b) the notice is received before the application is considered for the first time.

8 Local promotion committees

(1) For LPCs considering promotions to Levels B and C, the nominated Chair should have had at least three years’ experience as a core LPC member in the previous five-year period.

(2) For LPCs considering promotions to Levels D and E, the nominated Chair should have had at least three years’ experience as a core member of LPCs considering promotions to the relevant level, or higher.

(3) To establish an LPC, the Chair must provide a list of recommended committee members, including reserves, to the Provost for approval.
(4) To ensure continuity of knowledge, experience and to foster leadership and career
development, the Chair must request that proposed members commit to a
membership term of three years where possible.

9 Communications between committees and applicants

(1) The Academic Promotions Unit will conduct, and keep appropriate records of, all
communications between applicants and those considering their applications.
Note: See the University Recordkeeping Policy 2017 and Recordkeeping Manual.

(2) Requests from committees for further information from applicants will be
communicated to the applicant in writing, through the Academic Promotions Unit.

(3) Replies to such requests must be provided in writing, within seven days.

(4) Requests from committees for further information from sources other than the
applicant should also be communicated through the Academic Promotions Unit,
although this is not always possible. Any such information received by a
committee or committee member must be copied to the Academic Promotions Unit.

10 Heads’ reports: all levels

(1) The relevant Head will verify an applicant’s teaching and research supervision
activities by completing the online Teaching and Research Student Supervision
Activities form.

(2) The Head will consult relevant staff of the school and prepare a confidential written
report on each applicant.

(3) The consultation process must exclude any staff member in the school or
department who is also an applicant for promotion to the same level.

(4) The Head’s report must include:
   (a) the names and positions of the staff who have been consulted;
   (b) if a staff member who has been consulted objects to being named, then the
       report should not include the names of any of the staff consulted. The report
       must instead then list the number of and general description of the
       positions of staff consulted (for example, three lecturers and two associate
       professors);
   (c) views of relevant staff who have been consulted, including divergent views;
       and
   (d) comment on the standing of the applicant’s referees (all levels) and
       assessors (Levels D and E only).

11 Referees’ reports

(1) The Academic Promotions Unit will contact nominated referees to request that they
complete a report online.

(2) Referees should where possible hold a higher academic rank than that of the
applicant.
(3) The list of referees should include at least two who are external to the applicant's faculty.

(4) Unless applying in the research-focussed stream, applicants must nominate at least one referee who is familiar with and can comment on their teaching.

(5) Referees’ reports should address:
   (a) the nature and duration of the referee’s association with the applicant;
   (b) the referee’s view of the applicant’s standing in their field at a national and, if appropriate, international level;
   (c) some of the applicant’s notable achievements or contributions in any or all of research, teaching or governance, leadership and engagement; and
   (d) the referee’s assessment of the applicant’s career trajectory, with reference to the normative criteria for the relevant academic rank.

12 Assessors’ reports

(1) The Academic Promotions Unit will contact assessors to request that they complete a report online.

(2) Assessors’ reports must be provided within 21 days of request.

13 Procedure for LPC preliminary meetings for promotions below Level E

(1) LPC preliminary meetings for promotions below Level E may be held face-to-face or by circulation.

(2) For all such meetings, whether held face-to-face or by circulation:
   (a) each member of the LPC will consider each application in accordance with clause 4 of these procedures and the standards specified in Schedule 1 to the policy;
   (b) particular attention should be paid to applications where special circumstances and “relative to opportunity” issues have been raised;
   (c) the additional member of the LPC will be asked to comment on each application;
   (d) the LPC will identify any applications which require further information or clarification from the applicant;
   (e) the LPC will agree on the questions of clarification to be put to the applicant, which will be listed in the preliminary report template;
   (f) core members may vote on applications for which no further information or clarification is required;
   (g) applications which receive unanimous support will be recommended for promotion without further consideration;
   (h) applications which do not receive unanimous support, or which require further information or clarification from the applicant will be considered at the final meeting;
(i) requests for further information or clarification from an applicant will be provided to the Academic Promotions Unit, which will collect the information and provide it to the LPC.

(3) Where the meeting is held face-to-face:
   (a) after discussion core members may vote on applications only where there are no questions of clarification for the applicant;
   (b) voting will take place in the absence of the additional member.

(4) Where the meeting is held by circulation:
   (a) each member of the LPC will identify any applications in relation to which they require further information or clarification, from either the additional member or the applicant;
   (b) each member of the LPC will forward by email to the LPC Chair:
       (i) the member’s clarification questions for or requests for information from the additional member; and
       (ii) the member’s clarification questions for or requests for information from each applicant;
   (c) the LPC Chair will collate the clarification questions for and requests for information from additional members and request a response via email:
       (i) the additional member will provide a response by email to the LPC Chair;
       (ii) the LPC Chair will provide the LPC members with the responses received from the additional members no later than 7 days prior to the final meeting.
   (d) the Chair will collate the clarification questions for and requests for information from applicants and provide them to the Academic Promotions Unit;
       (i) the Academic Promotions Unit will seek responses from applicants and provide these to the LPC Chair for circulation to the committee at least 7 days prior to the final meeting.
   (e) the Chair will circulate to all members of the LPC a list of applicants from whom no further information or clarification is required;
       (i) each core member completing a voting sheet for preliminary meetings formal voting on these applications will be undertaken by means of and forwarding this sheet to the Chair;
   (f) the Chair will collate the voting sheets and inform each member of the LPC of the outcome of the voting.

14 Procedure for LPC final meetings for promotions below Level E

(1) The additional member will be asked to comment on an application under consideration.

(2) The committee will consider and discuss each application, including:
   (a) responses received from additional members to LPC core member questions of clarification; and
(b) responses received from applicants to LPC members questions of clarification; and
(c) any application updates received; and
(d) any documented special circumstances or “relative to opportunity” issues that have been raised; and
(e) information from the LPC Chair about the impact of special circumstances that have been flagged as confidential.

(3) The core members of the committee will vote on each application.
(4) Voting will take place in the absence of the additional member.

15 Procedure for LPC meetings for promotions to Level E
(1) The committee will interview the applicant.
   (a) Wherever possible, interviews should be conducted in person.
   (b) The LPC Chair may approve interviews being held by other means, provided that the applicant and all committee members are able to interact at the same time.
   (c) The Academic Promotions Unit will inform the applicant as soon as possible if it is decided to conduct an interview otherwise than in person.
(2) The committee will consider and discuss each application, including any additional information or application updates that have been provided.
(3) Particular attention should be given to applications where special circumstances or relative to opportunity issues have been raised.
(4) Where special circumstances have been identified as confidential, the LPC Chair will inform the committee about their impact without divulging the confidential details.
(5) The core members of the committee will vote on each application.
(6) Voting will take place in the absence of the additional member.

16 LPC Committee reports
(1) LPC Committee reports must be prepared using the form supplied for this purpose by the Academic Promotions Unit.
(2) Reports must:
   (a) note unanimous recommendations for promotion to Levels B or C;
   (b) provide a detailed commentary in all other cases to explain the basis for each recommendation; and
   (c) include information regarding the consideration of any special circumstances or relative to opportunity issues in the assessment of the application; and
   (d) provide a detailed commentary on each application for promotion to Level D or E, regardless of the recommendation.
17 Procedure for CPC meetings

(1) Prior to the CPC meeting, the Academic Promotions Unit will ask each CPC member to provide a preliminary vote on each application.

(2) The Academic Promotions Unit will tabulate the preliminary votes and make the tabulation available to the CPC at its meeting.

(3) The CPC will consider:
   (a) the LPC report;
   (b) the application;
   (c) any updates to, or further information provided in relation to the application;
   (d) Head’s reports;
   (e) referees’ reports; and
   (f) assessor’s reports.

(4) After discussion, the committee will vote on each application.

18 Titles consequent upon promotion

(1) Successful applicants for promotion to Level E may select a professorial title in an appropriate specific field. The selected title must be endorsed by the relevant Dean and approved by the Vice-Chancellor.

(2) Successful applicants for promotion will otherwise have the titles specified in Schedule 1.

19 Appeals

(1) The only basis for appeal against an academic promotion decision is if:
   (a) there has been a significant breach of the policy; and
   (b) it can be demonstrated that this may have affected the outcome of an application.

(2) No appeal is available from an “out of round” promotion submission.

(3) Potential appellants should:
   (a) within 14 days of receiving notice of the outcome of their application, meet with the relevant LPC Chair and at least one of:
      (i) the relevant Head;
      (ii) the relevant Associate Dean (or equivalent);
      (iii) the Dean;
      and
   (b) within a further seven days, meet with the CPC Chair (if the application was considered by a CPC); and
within a further seven days, submit an appeal lodgement form by email.

Appeals will be determined by:

(a) the Provost, for applications for promotion to Levels B or C; or
(b) the Vice-Chancellor, for applications for promotion to Levels D or E.

No further materials may be submitted after the appeal lodgement form is submitted.

If the Vice-Chancellor chaired a CPC the subject of an appeal, the Vice-Chancellor will nominate a Deputy Vice-Chancellor to consider the appeal.

In deciding an appeal, the decision maker will have regard to:

(a) the appeal lodgement form setting out the basis of the appeal;
(b) the application for promotion;
(c) reports submitted by referees, Heads or assessors, as applicable;
(d) LPC report;
(e) CPC recommendation, if applicable; and
(f) any other information expressly sought by the decision maker.

The decision maker will determine only the issues stated in subclause 19(1), and will not reassess the application for promotion.

If the appeal is upheld, the application will be reconsidered in accordance with the provisions of this policy:

(a) The application will be reconsidered by the LPC and CPC which originally considered it;
(b) Committee members whose conduct has constituted the basis of the appeal must not participate in the reconsideration;
(c) If fewer than three quarters (to the nearest whole number) of an original committee is available, reserve committee members will be used. If, including reserve members, there are still fewer than three quarters (to the nearest whole number) of an original committee available, the Chair will appoint the required number of new committee members;
(d) The reconsidering committee(s) will refer to the information originally considered plus any additional information related to the appeal;
(e) The reconsidering committee(s) will apply this policy and its associated procedures, resulting in a recommendation to the relevant delegate as to whether or not the applicant should be promoted.

If the appeal is not upheld, the application will not be reconsidered, and no further appeal will be entertained.
**NOTES**

**Academic Promotions Procedures 2015**

Date adopted: 16 December 2015  
Date commenced: 1 January 2016  
Date amended: 15 December 2017, commencing 1 January 2018

Administrator: Provost  
Review date: 15 December 2022  
Related documents:  
- *Academic Promotions Policy 2015*  
- *University Recordkeeping Policy*  
- *Recordkeeping Manual*

---

**AMENDMENT HISTORY**

[TO BE COMPLETED]

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Clarification to “out of round” procedures</td>
<td>1 April 2016</td>
</tr>
<tr>
<td>4(7)(e)(i)</td>
<td>Changing references to Senior Executive Group (SEG) to University Executive (UE)</td>
<td>26 October 2016</td>
</tr>
<tr>
<td>3(1)</td>
<td>Minor amendments to improve readability</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>5(2)</td>
<td>New clause added</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>4(d)</td>
<td>Clarification to referee levels</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>5(b)</td>
<td>New subclause added</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>5(d)</td>
<td>Reference to Provost removed</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>5(f)</td>
<td>New subclause added</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>5(6)(b)</td>
<td>Minor amendment for clarification</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>6</td>
<td>Amendments throughout to clarify the process for out of round promotions</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>7</td>
<td>Amendments throughout to clarify the process for updating applications</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>8(4)</td>
<td>Note amended to subclause and following clause renumbered</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>9</td>
<td>Reference to Level E in heading removed and minor amendments to process in 9(2), 9(4)(d) and 9(4)(e)</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>10(1)</td>
<td>Minor amendment to process</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>11(1)</td>
<td>Minor amendment to process</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>12(2)(a), 12(2)(b), 12(2)(e)</td>
<td>Minor amendments and new subclause at (b)</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>12(3)-12(4)</td>
<td>Amendments to clarify process for LPC preliminary meetings</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>13(2)-(4)</td>
<td>Amendments to clarify process for LPC final meetings</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>14(2)-(5)</td>
<td>Amendments to clarify process for LPC meetings</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>15(3)(c)</td>
<td>New subclause added and subsequent subclause renumbered</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>16(3)(d)</td>
<td>New subclause added and subsequent subclauses renumbered</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>17</td>
<td>Previous clauses “Procedure for “out of round” committee meetings” deleted and subsequent clauses renumbered</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>19</td>
<td>New clauses “Appeals” added</td>
<td>1 January 2017</td>
</tr>
<tr>
<td>10 – 19</td>
<td>Correction to numbering. Previously there were two clause 9. This has been corrected and clauses 10 – 19 renumbered accordingly</td>
<td>30 January 2017</td>
</tr>
<tr>
<td>4 (4)</td>
<td>Addition of criteria for Governance, leadership, engagement stream</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>12 (1)</td>
<td>Additional detail regarding the assessor report request process</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>14 (2)</td>
<td>New subclause added to clarify LPC process</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>15 (4)</td>
<td>New subclause added at (4) regarding discussion of confidential special circumstances</td>
<td>1 January 2018</td>
</tr>
<tr>
<td>19 (10)</td>
<td>Administrative amendment to document structure</td>
<td>1 January 2018</td>
</tr>
</tbody>
</table>
## SCHEDULE 1

### PERSONAL AND POSITIONAL TITLES

<table>
<thead>
<tr>
<th>Substantive Position</th>
<th>Promotion Category</th>
<th>Position Title</th>
<th>Personal Title</th>
<th>Position Title</th>
<th>Personal Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; Research</td>
<td>Teaching &amp; Research; Education Focused or Research Focused</td>
<td>Lecturer</td>
<td>As per personal status (Dr, Ms, Mrs, Mr, etc.)</td>
<td>Research Fellow or Lecturer</td>
<td>As per personal status (Dr, Ms, Mrs, Mr, etc.)</td>
</tr>
<tr>
<td>Teaching &amp; Research</td>
<td>Teaching &amp; Research; Education Focused or Research Focused</td>
<td>Senior Lecturer</td>
<td>As per personal status (Dr, Ms, Mrs, Mr, etc.)</td>
<td>Senior Research Fellow or Senior Lecturer</td>
<td>As per personal status (Dr, Ms, Mrs, Mr, etc.)</td>
</tr>
<tr>
<td>Level D</td>
<td>Teaching &amp; Research; Education Focused or Research Focused</td>
<td>Associate Professor</td>
<td>Associate Professor</td>
<td>Principal Research Fellow or Associate Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Level E</td>
<td>Teaching &amp; Research; Education Focused or Research Focused</td>
<td>Professor or Professor in a specific field, as requested by the candidate, endorsed by the Dean and approved by the Vice-Chancellor</td>
<td>Professor</td>
<td>Professorial Research Fellow or Professor in a specific field, as requested by the candidate, endorsed by the Dean and approved by the Vice-Chancellor</td>
<td>Professor</td>
</tr>
</tbody>
</table>
## SCHEDULE 2

**Normative criteria for Levels A to E**

<table>
<thead>
<tr>
<th>Level</th>
<th>General Expectations</th>
<th>Education and Education Engagement</th>
<th>Research and Research Engagement</th>
<th>Governance, Leadership and/or Engagement</th>
</tr>
</thead>
</table>
| **A** | i. Will normally work under supervision of staff at Level B or above, with an increasing degree of autonomy as they gain skill and experience;   
ii. May be pursuing education and professional development opportunities to enhance their expertise and professionalism in higher education | May supervise research students at undergraduate and honours level | i. Will normally conduct research or scholarly activities under limited supervision either independently or as a member of a team;   
ii. May, where appropriate, be involved or mentored in translational research with a view to external collaboration and establishing partnerships with outputs such as research and development, commercialisation, improved practice or policy; | i. Will undertake administration primarily relating to their activities;   
ii. May be mentored in a formal University mentoring program;   
iii. May participate in external activities related to the discipline or profession. |
| **B** | i. Will contribute to any or all of research, scholarship or teaching, either independently or as part of a team, through professional practice and expertise;   
ii. May be pursuing education and professional development opportunities to enhance their expertise and | i. Will be involved in evaluating teaching and learning, both at the program level and in relation to their own practice;   
ii. May have experience in education-related scholarly activities, which have resulted in demonstrated improvements in teaching quality or education outcomes, or successful outcomes in | i. Will be able to demonstrate a record of research and scholarly activities relating to their discipline;   
ii. May, where appropriate, contribute to academic, practice or professional journals on issues relevant to their discipline or contribute more broadly as appropriate to their discipline;   
**Note:** A premium may be placed on ERA recognised contributions;   
iii. Will normally demonstrate evidence of competitive grant applications within the University or | i. May be required to perform the full academic responsibilities, and related administration, of co-ordination of a unit of study within a faculty, consistently with the faculty’s workload provisions;   
ii. Will co-ordinate or lead the activities of other staff as appropriate to their discipline;   
iii. Will be an informal mentor for other staff at Levels A and B, or colleagues beyond the University; |
<table>
<thead>
<tr>
<th>Level</th>
<th>General Expectations</th>
<th>Education and Education Engagement</th>
<th>Research and Research Engagement</th>
<th>Governance, Leadership and/or Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Will be able to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>demonstrate a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>strong record of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>research, scholarly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>activities, teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or teaching practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>relating to their</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>discipline;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Will be acknowledged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>at a national level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>as influential in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>expanding knowledge,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or pedagogical and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>curriculum practice,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>within their discipline;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Will normally make</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a significant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>contribution to any</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or all of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>research, scholarship,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Will provide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>leadership with a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>significant impact on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>their faculty or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>school in teaching,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>teaching innovation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>development, or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>research training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and supervision;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>May be pursuing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>education opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>development to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>enhance their</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>expertise and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>professionalism in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>higher education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Will make independent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and original</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>contributions to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>scholarship within</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>their discipline and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>will disseminate these</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>among colleagues or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the community;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Will contribute to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>academic or professional journals on issues relevant to their discipline or contribute more broadly as appropriate to their discipline;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Will make independent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and original</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>contributions to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>scholarship within</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>their discipline and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>will disseminate these</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>among colleagues or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the community;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Will contribute to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>academic or professional journals on issues relevant to their discipline or contribute more broadly as appropriate to their discipline;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note:</td>
<td>A premium may be placed on ERA recognised contributions;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Will demonstrate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>evidence of competitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>grant applications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>within the University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or externally;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Will contract</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>external collaborations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>with a view to external</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>collaboration and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>establishing partners with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>May be mentored in a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>formal University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mentoring program;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Will engage in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>scholarly development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and engagement in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>their subject area;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Will, where appropriate, participate in continuing professional development (for example, through seminars and conferences);</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>May, where appropriate, be involved or mentored in translational research with a view to external collaborations and establishing partnerships with outputs such as research and development, commercialisation, improved practice and policy;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>Will engage in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>scholarly development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and engagement in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>their subject area;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi.</td>
<td>Will, where appropriate, participate in continuing professional development (for example, through seminars and conferences);</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vii.</td>
<td>May have involvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in discipline or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>associations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>General Expectations</td>
<td>Education and Education Engagement</td>
<td>Research and Research Engagement</td>
<td>Governance, Leadership andor Engagement</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>D</td>
<td>I. Will have attained and maintained recognition at national or international level in their discipline; and ii. Will make original and innovative contributions to their field of study or research, which are recognised as outstanding nationally or internationally; or iii. Will make original contributions to teaching, such as contributions to</td>
<td>I. May/Will have a sustained record of effective leadership leading to improvements in student learning and in research teaching teams; (in curriculum design, implementation, and innovations training); <strong>Note:</strong> (If this criterion is not met a candidate will be required to demonstrate leadership in research, as set out in subclause 4.8(4) below); ii. Will demonstrate evidence of capability to lead developments in</td>
<td>i. Will contribute to academic or professional journals on issues relevant to their discipline or as recognised under the ERA, or more broadly; ii. Will have a good-track record of competitive or partnership-based research grants, as appropriate to their discipline; iii. May/Will, where appropriate, be involved in translational research or collaboration with external partners with a view to establishing partnerships with outputs such as research and development, commercialisation, improved practice and quality; iv. Will have a sustained record of effective leadership in research (in fostering the research activities of others)</td>
<td>iv. May be a formal mentor for other staff at Level C or below’ v. Will disseminate knowledge of benefit to, and promote good practice in, their faculty and the University; vi. May be mentored in a formal University mentoring program; vii. Will normally play a major role or provide a significant degree of leadership in scholarly, research or professional activities relevant to any or all of their profession, discipline or community</td>
</tr>
</tbody>
</table>

**D**

i. May/Will have a sustained record of effective leadership leading to improvements in student learning and in research teaching teams; (in curriculum design, implementation, and innovations training); **Note:** (If this criterion is not met a candidate will be required to demonstrate leadership in research, as set out in subclause 4.8(4) below); ii. Will demonstrate evidence of capability to lead developments in...
<table>
<thead>
<tr>
<th>Level</th>
<th>General Expectations</th>
<th>Education and Education Engagement</th>
<th>Research and Research Engagement</th>
<th>Governance, Leadership and/or Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Will have achieved and maintained international recognition through original innovative and distinguished contributions to research and scholarship;</td>
<td>Education quality which enhance major aspects of the faculty's operations through program management, curriculum development, faculty and institutional teaching roles (such as Associate Dean, Academic Board, UE Education Committee); or Will demonstrate research leadership similar to that required by subclause 4(8)(c)(vi).</td>
<td>i. Will have achieved and maintained international recognition through original, innovative and distinguished contributions to scholarship and research; ii. Will have publications in peer-reviewed international journals or creative works recognised under the ERA in their discipline or more broadly; iii. Will have a track record of competitive or partnership-based research grants, as appropriate to their discipline; v. May, where appropriate, demonstrate leadership in translational research or collaboration with external partners, with a view to establishing sustainable partnerships with outputs such as research and development;</td>
<td>i. Will make an outstanding contribution to governance and collegial life within and outside the University, for example by chairing school or faculty committees, undertaking significant administrative positions, or participating in or chairing University-level committees; ii. Will demonstrate mentoring University colleagues to leadership positions, or senior individuals in the community or professions; iii. Will be mentored in a formal University mentoring program; iv. Will be an informal mentor for other staff.</td>
</tr>
</tbody>
</table>

Note: If this criterion is not met a candidate will be required to demonstrate leadership in education, as set out in subclause 4(8)(b)(i).
<table>
<thead>
<tr>
<th>Level</th>
<th>General Expectations</th>
<th>Education and Education Engagement</th>
<th>Research and Research Engagement</th>
<th>Governance, Leadership and/or Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>at Levels D or below or colleagues beyond the University;</td>
<td>v. Will be a formal mentor for staff at Level E or below;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vi. Will have evidence of demonstrate recognition within the broader research or professional community, such as membership or editorship of journals, membership of national or international consultative bodies, membership of specialist committees or advisory boards;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vii. Will, where appropriate, assist the University in its development work;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>viii. May/Will, where appropriate, demonstrate leadership or active involvement in strategic initiatives and partnerships with industry, government or community external agencies, organisations and industry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>v. Will, where appropriate, contribute their research expertise and knowledge to broader forums of public debate, consistently with University policy;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vi. Will demonstrate evidence of leadership in research and scholarship;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>vii. Will demonstrate evidence of capability to lead developments in research which enhance the reputation of the faculty, or University (such as leading participation in internationally funded research projects). <strong>Note:</strong> If this criterion is not met a candidate will be required to demonstrate leadership in education, as set out in subclause 4(9)(b)(i).</td>
<td></td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Glenys Eddy, Committee Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Melissa Hardie, Chair, Undergraduate Studies Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report of the Undergraduate Studies Committee</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report summarises for the Academic Board the business of the meeting of the Undergraduate Studies Committee held on 4 September 2018.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board note the report from meeting of the Undergraduate Studies Committee held on 4 September and:

(1) approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and approve the amendment to the Course Resolutions arising from the proposal, with effect from 1 January 2019;

(2) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours, approve the amendment of the Course Resolutions arising from the proposal with effect from 1 January 2019, and approve the amendment of the table of Units of Study arising from these proposals, with effect from Semester 1, 2020;

(3) approve the proposal from the Faculty of Health Sciences 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) and approve the amendment of the course resolutions arising from the proposal, with effect from 1 January 2019;

(4) approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Post-Registration) and approve the amendment to the course resolutions arising from the proposal, with effect from 1 January 2019; and

(5) approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Pharmacy, Bachelor of Pharmacy (Honours), Bachelor of Pharmacy Management and Bachelor of Pharmacy Management (Honours) and approve the amendment to the course resolutions arising from the proposal, with effect from 1 January 2019.

ITEMS FOR DECISION

8.1 Science: Bachelor of Veterinary Biology/Doctor of Veterinary Medicine course resolution amendment

8.2 Engineering and Information Technologies: Bachelor of Engineering (Honours) new major in Intelligent Information Engineering

8.3 Health Sciences: Bachelor of Applied Science course resolution amendment

8.4 Nursing: Bachelor of Nursing (Post-Registration) course resolution amendment

8.5 Pharmacy: Bachelor of Pharmacy and Bachelor of Pharmacy (Honours), and the Bachelor of Pharmacy Management and Bachelor of Pharmacy Management (Honours) course resolution amendments
The Undergraduate Studies Committee also:

- noted the report of the Academic Board meeting of 7 August 2018;
- noted the 2019 meeting dates for the Undergraduate Studies Committee, approved by Academic Board on 7 August 2018;
- noted the draft *Outbound Student Mobility Policy 2018*; and
- noted the Educational Integrity Trend Report, Semester 1 2018.

Full agenda papers are available from the Undergraduate Studies Committee website, at


Dr Melissa Hardie
Chair, Undergraduate Studies Committee
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**

   Bachelor of Veterinary Biology/Doctor of Veterinary Medicine
   Doctor of Veterinary Medicine

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>
</tr>
</thead>
<tbody>
<tr>
<td>MAVETMED-01</td>
<td>Doctor of Veterinary Medicine</td>
</tr>
</tbody>
</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) 84 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

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

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 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) 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 by 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 Doctor of Veterinary Medicine unit of study Table for Years 1 and 2.

   (b) 48 credit points from the Bachelor of Veterinary Biology 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 Double Degree 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 unit from 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 65.0.

(3) Students who qualify to undertake honours in the Bachelor of Veterinary Medicine 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 of 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 the Bachelor of Veterinary Biology Honours;
(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 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.

10 Transitional Provisions

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

4 Admission to Candidature

(1) Admission to this course is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents), tertiary study or an approved preparation program. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Special admission pathways are open for mature aged applicants who do not possess a school leaving qualification, for educationally disadvantaged applicants and for Aboriginal and Torres Strait Islander people. Applicants are ranked by merit and offers for available places are issued according to the ranking. Details of admission 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 may:
(a) complete the requirements in accordance with the resolutions governing their candidature immediately prior to these changes; or
(b) where approved by the Faculty, elect to proceed under these resolution provided appropriate programs of study can be identified.
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 P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core units of study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1000-level units of study</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>Semester 1</td>
</tr>
<tr>
<td>2000-level units of study</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>Semester 2</td>
</tr>
<tr>
<td>3000-level units of study</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>Semester 1</td>
</tr>
<tr>
<td>ELEC3506 Data Communications and the Internet</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### 5000-level units of study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5304</td>
<td>Multidimensional Signal Processing</td>
<td>6</td>
<td>Mathematics (e.g. probability and linear algebra) and programming 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>Mathematics (e.g. probability and linear algebra) and programming 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>Code</th>
<th>Title</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>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5305</td>
<td>Acoustics, Speech and Signal Processing</td>
<td>6</td>
<td>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>Basic understanding of digital signal processing (filtering, DFT) and programming 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>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>ELEC3506 OR ELEC9506 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>ENGG5102</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
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.
(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

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASDRAD-01</td>
<td>Bachelor of Applied Science (Diagnostic Radiography)</td>
</tr>
<tr>
<td>BPASDRAD1HON</td>
<td>Bachelor of Applied Science (Diagnostic Radiography) (Honours)</td>
</tr>
</tbody>
</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 (Diagnostic Radiography); and
      (b) Table of International Health UOSs; and
      (c) 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 in the 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 Faculty of Health Sciences. 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.

   (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 (Diagnostic Radiography) 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).

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.
9 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.

10 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.

11 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) (Honours)

The final honours mark is determined by the following calculation:

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

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

1. BHSC2011 Honours A: Research Design
2. BHSC4012 Honours B: Applied Research Skills
3. 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 Pracitum and Clinical Placement units.

The attendance pattern for this course is full time only.

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.

Requirements for the Honours degree

To qualify for the award of the honours degree, a candidate must:

1. complete the requirements for the pass degree but include the alternative 18 credit point honours pathway described in the table of units for the degree. Candidates must maintain a credit average throughout the honours program.
2. not fail a unit of study throughout their degree (any exceptions require Honours Committee approval).
3. The final honours mark is determined by the following calculation:

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

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

1. BHSC2011 Honours A: Research Design
2. BHSC4012 Honours B: Applied Research Skills
3. 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 Pracitum and Clinical Placement units.

Award of the degree

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.

Transitional provisions

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.

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.
Faculty of Health Sciences

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Health Sciences

(1) The Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Health Sciences.

(2) This list is amended with effect from 1 January, 2015. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPHASCI-01</td>
<td>Doctor of Health Science (admission suspended 2010)</td>
<td>HScD</td>
<td>Research</td>
</tr>
<tr>
<td>RPMPHASCI-02</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td></td>
</tr>
<tr>
<td>RMAPPSCI-02</td>
<td>Master of Applied Science</td>
<td>MAppSc</td>
<td>Research</td>
</tr>
<tr>
<td>MADIARAD-01</td>
<td>Master of Diagnostic Radiography</td>
<td>MDR</td>
<td></td>
</tr>
<tr>
<td>MAEXPHYS-01</td>
<td>Master of Exercise Physiology</td>
<td>MExPhys</td>
<td></td>
</tr>
<tr>
<td>MAHEAINF-01</td>
<td>Master of Health Informatics (admission suspended 2010)</td>
<td>MHI</td>
<td></td>
</tr>
<tr>
<td>MAHEASCI-01</td>
<td>Master of Health Sciences (admission suspended 2010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAHSDEDI-02</td>
<td>Developmental Disability (admission suspended 2018)</td>
<td>MHlthSc(DD)</td>
<td>72</td>
</tr>
<tr>
<td>MAHSCMRS-02</td>
<td>Medical Radiation Sciences (admission suspended 2016)</td>
<td>MHlthSc(MRS)</td>
<td>48</td>
</tr>
<tr>
<td>MAMDMGMS-01</td>
<td>Master of Medical Imaging Science</td>
<td>MMIS</td>
<td></td>
</tr>
<tr>
<td>MAMOLIMG-02</td>
<td>Master of Molecular Imaging (admission suspended 2016)</td>
<td>MMolImag</td>
<td>72</td>
</tr>
<tr>
<td>MANUCMED-01</td>
<td>Master of Nuclear Medicine (admission suspended 2013)</td>
<td>MNM</td>
<td>96</td>
</tr>
<tr>
<td>MAOCCTHE-02</td>
<td>Master of Occupational Therapy</td>
<td>MOT</td>
<td>96</td>
</tr>
<tr>
<td>MAORTHOP-01</td>
<td>Master of Orthoptics (admission suspended 2014)</td>
<td>MOrth</td>
<td>96</td>
</tr>
<tr>
<td>MAPHYSIO-01</td>
<td>Master of Physiotherapy</td>
<td>MPhty</td>
<td>96</td>
</tr>
<tr>
<td>MARADTHE-01</td>
<td>Master of Radiation Therapy (admission suspended 2013)</td>
<td>MRT</td>
<td>96</td>
</tr>
<tr>
<td>MAREHCOU-03</td>
<td>Master of Rehabilitation Counselling</td>
<td>MRehabCling</td>
<td>96</td>
</tr>
<tr>
<td>MASPLAPA-02</td>
<td>Master of Speech Language Pathology</td>
<td>MSLP</td>
<td>96</td>
</tr>
<tr>
<td>BPASAP-02</td>
<td>Bachelor of Applied Science</td>
<td>BAppSc(ExPhys)</td>
<td>192</td>
</tr>
<tr>
<td>BPASESSC-02</td>
<td>Exercise and Sport Science*</td>
<td>BAppSc(Ex&amp;SpSc)</td>
<td>144</td>
</tr>
<tr>
<td>BPASDRAD-01</td>
<td>Diagnostic Radiography*</td>
<td>BAppSc(DR)</td>
<td>192</td>
</tr>
<tr>
<td>BPASOTC-05</td>
<td>Occupational Therapy*</td>
<td>BAppSc(OT)</td>
<td>192</td>
</tr>
<tr>
<td>BPAPSPHY-06</td>
<td>Physiotherapy*</td>
<td>BAppSc(Phty)</td>
<td>192</td>
</tr>
<tr>
<td>BPASSPPA-06</td>
<td>Speech Pathology*</td>
<td>BAppSc(SpPath)</td>
<td>192</td>
</tr>
<tr>
<td>BPHEASCI-02</td>
<td>Bachelor of Health Sciences* (admission suspended 2016)</td>
<td>BHlthSc</td>
<td>144</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study

^may be awarded with honours in an integrated program

3 Double degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUHSCNUR-02</td>
<td>Bachelor of Health Sciences* and Master of Nursing (admission suspended 2018)</td>
<td>BHlthSc/MN</td>
<td>192</td>
</tr>
<tr>
<td>BPASENJUD-01</td>
<td>Bachelor of Applied Science (Exercise and Sport Science)* and Master of Nutrition and Dietetics(admission suspended 2016)</td>
<td>BAppSc(Ex&amp;SpSc)/MNutrDiet</td>
<td>240</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study

^may be awarded with honours in an integrated program
## Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNCOMMDI-01</td>
<td>Graduate Diploma in Communication Disorders (exit only)</td>
<td>GradDipCommDis</td>
<td>48</td>
</tr>
<tr>
<td>GEHSCMRS-02</td>
<td>Medical Radiation Sciences (admission suspended 2015)</td>
<td>GradDipHlthSc (MRS)</td>
<td>36</td>
</tr>
<tr>
<td>GNMDIMGS-01</td>
<td>Graduate Diploma in Medical Imaging Science</td>
<td>GradDipMIS</td>
<td>48</td>
</tr>
<tr>
<td>GNREHCOU-02</td>
<td>Graduate Diploma in Rehabilitation Counselling</td>
<td>GradDipRehabCling</td>
<td>48</td>
</tr>
</tbody>
</table>

## Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCHSDEDI-01</td>
<td>Developmental Disability (admission suspended 2018)</td>
<td>GradCertHlthSc(DD)</td>
<td>24</td>
</tr>
<tr>
<td>GCHSCMRS-02</td>
<td>Medical Radiation Sciences (admission suspended 2015)</td>
<td>GradCertHlthSc(MRS)</td>
<td>24</td>
</tr>
<tr>
<td>GCMDIMGS-01</td>
<td>Graduate Certificate in Medical Imaging Science</td>
<td>GradCertMIS</td>
<td>24</td>
</tr>
</tbody>
</table>
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.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASOCYTE-05</td>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
</tr>
<tr>
<td>BPASOCYTEHON</td>
<td>Bachelor of Applied Science (Occupational Therapy) (Honours)</td>
</tr>
</tbody>
</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: 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: i maintain a credit average or higher throughout the honours program ii 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.

2 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 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 2024 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.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPAAPHYS-06</td>
<td>Bachelor of Applied Science (Physiotherapy)</td>
</tr>
<tr>
<td>BPAAPHYS-06HON</td>
<td>Bachelor of Applied Science (Physiotherapy)(Honours)</td>
</tr>
</tbody>
</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 (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:

(i) 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.

(ii) 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.

(iii) maintain a credit average or higher throughout the Honours program.

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 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 (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.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPASSPPA-06</td>
<td>Bachelor of Applied Science (Speech Pathology)</td>
</tr>
<tr>
<td>BPASSPPAHON</td>
<td>Bachelor of Applied Science (Speech Pathology)(Honours)</td>
</tr>
</tbody>
</table>

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 honors program if they have failed a unit of study in third and fourth years of the program. Admission to the honors 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 honors 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 honors program;

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

(2) To qualify for the award of the honors 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.

(3) Candidates must maintain a credit average throughout the honors 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 honors 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 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, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2015 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.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Stuart Skene – Manager (Education Support) Susan Wakil School of Nursing and Midwifery, Faculty of Medicine and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>School of Nursing Curriculum Subcommittee and School of Nursing Learning and Teaching Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor Course Amendment Proposal – Resolutions for Bachelor of Nursing (Post-Registration) Singapore</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of the submission is to seek approval for the course resolutions amendment for the Bachelor of Nursing (Post-Registration) Singapore degree to ensure that the degree’s admission requirements reflect the admission requirements of the University of Sydney.</td>
</tr>
</tbody>
</table>

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 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.

Course resolutions

1 Course codes

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

2 Attendance pattern

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

3 Admission to candidature

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

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

(3) Admission to the on-shore program requires:

   (a) English language proficiency requirements as detailed in the Faculty Resolutions for the Sydney Nursing School; 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) 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

Author
Associate Professor Bandana Saini, Academic Leader (Education)

Reviewer/Approver
Professor Andrew McLachlan, Head of School and Dean of Pharmacy

Paper title
Minor Course Amendment – Course Resolutions for Pharmacy Undergraduate Coursework programs

Purpose
Endorsement of Minor Course Amendment for the Pharmacy Undergraduate Coursework programs

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 successful 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 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 PHAR3815, PHAR3825, PHAR3100 and PHAR3200 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 PHAR3815, PHAR3825, PHAR3100 and PHAR3200 Pharmaceutical Skills and Dispensing A and B and Clinical Placement A and B if these Units of Study have already been passed.)
Majors

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

(a) Rural
(b) Industrial
(c) International

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

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

2 Attendance pattern
The attendance pattern for this course is full time only.

3 Admission to candidature
(1) Admission to undergraduate courses at the University of Sydney is either on the basis of completion of secondary study via the NSW Higher School Certificate, leading to the award of an Australian Tertiary Admission Ranking (ATAR) or equivalent (and subject to the special admissions provisions as set out in the Coursework 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.
(a) 192 credit points of core units of study in the first four years; and
(b) an additional 48 credit points consisting of:
   (i) 48 credit points of core units of study; or
   (ii) 24 credit points of core units of study plus 24 credit points of elective units of study.

5 Additional requirements prior to commencing clinical placements
(1) Information about the procedures for gaining clearance for clinical placements will be provided after enrolment.

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

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

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

6 Progression rules
(1) Candidates may not take a second or third year unit of study until they have:
   (a) 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 the full four 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 years 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 PHAR3815, PHAR3825, PHAR3100 and PHAR3200, 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 PHAR3815, PHAR3825, PHAR3100 and PHAR3200, 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.
**Non-Confidential**

<table>
<thead>
<tr>
<th><strong>Author</strong></th>
<th>Sally Hilton (Committee Officer)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewer/Approver</strong></td>
<td>Associate Professor Patrick Kelly (Acting Chair, Graduate Studies Committee)</td>
</tr>
<tr>
<td><strong>Paper title</strong></td>
<td>Report from Graduate Studies Committee</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>This report summarises for the Academic Board the business of the meeting of the Graduate Studies Committee held on 11 September 2018</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Board note the report from meeting of the Graduate Studies Committee held on 11 September 2018 and:

1. **Faculty of Engineering and Information Technologies:** recommend that the Academic Board approve the proposal from the Faculty of Engineering and Information Technologies to introduce a new major in the Master of Engineering, the Master of Professional Engineering, and the Master of Professional Engineering (Accelerated) and to amend unit of study tables arising from this proposal, with effect from 1 January 2020;

2. **Sydney Conservatorium of Music:** recommend that the Academic Board approve the proposal as amended from the Sydney Conservatorium of Music to suspend entry to the Master of Music Studies (Conducting) for 2019 and recommend that Senate amend the Resolutions of the Senate arising from this proposal, with effect from 1 January 2019;

3. **Architecture:** recommend that the Academic Board approve the proposal as amended from the School of Architecture, Design and Planning to amend the Master of Philosophy (Architecture) and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;

4. **Architecture:** recommend that the Academic Board approve the proposal as amended from the Sydney School of Architecture, Design and Planning to introduce resolutions of the University of Sydney School of Architecture, Design and Planning in relation to the Doctor of Philosophy and rescind the course resolutions for the Doctor of Philosophy, with effect from 1 January 2019;

5. **Higher Degree by Research:** recommend that the Academic Board approve the introduction of the Research Training Program Scholarships Policy 2018; and

6. **Higher Degree by Research:** approve the proposal from the HDR Scholarship Sub-Committee to delay the award of HDR Enhanced Scholarships.

**ITEMS FOR APPROVAL**

<table>
<thead>
<tr>
<th>Item</th>
<th>Committee</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Faculty of Engineering and Information Technologies</td>
<td>3-20</td>
</tr>
<tr>
<td>9.2</td>
<td>Sydney Conservatorium of Music</td>
<td>21-27</td>
</tr>
<tr>
<td>9.3</td>
<td>Architecture</td>
<td>28-40</td>
</tr>
<tr>
<td>9.4</td>
<td>Architecture</td>
<td>41-51</td>
</tr>
<tr>
<td>9.5</td>
<td>Higher Degree by Research: Research Training Program Scholarships Policy 2018</td>
<td>52-65</td>
</tr>
<tr>
<td>9.6</td>
<td>Higher Degree by Research: HDR Enhanced Scholarships</td>
<td></td>
</tr>
</tbody>
</table>

The report from the Higher Degree by Research Scholarships Sub-Committee (HDRSSC) was discussed and it was noted that agreement has been reached to delay awarding any enhanced scholarships until Marketing and Communications has articulated a promotion campaign, expected to be completed in September 2018.
Non-Confidential

It was reasoned that adequate implementation of advertising and promotion, development of transparent eligibility criteria, determination of the target audience, and naming of the scholarship are integral to the intrinsic value and intention of these scholarships.

### ITEMS FOR NOTING

<table>
<thead>
<tr>
<th>Item No</th>
<th>Faculty of Engineering and Information Technologies: Master of Professional Engineering (Accelerated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.7</td>
<td>66-67</td>
</tr>
<tr>
<td>9.8</td>
<td>Faculty of Health Sciences: Master of Speech Language Pathology</td>
</tr>
<tr>
<td></td>
<td>68-81</td>
</tr>
</tbody>
</table>

The Committee also:
- noted the 2019 meeting schedule as approved by the Academic Board on 7 August 2018;
- noted the Report of the Chair;
- noted the Report of the Academic Board meeting held on 7 August 2018;
- noted the Report of the HDR Scholarships Sub-Committee meetings held on 20 July 2018 and 22 June 2018;
- discussed the proposal to amend the *University of Sydney (Higher Degree by Research) Rule 2011*;
- noted the Educational Integrity Trend Report, Semester 1 2018; and
- noted the Outbound Student Mobility Policy 2018.

Full agenda papers are available from the Graduate Studies Committee website, at [http://sydney.edu.au/secretariat/academic-board-committees/graduate-studies-committee.shtml#papers](http://sydney.edu.au/secretariat/academic-board-committees/graduate-studies-committee.shtml#papers)

Associate Professor Patrick Kelly  
Acting Chair, Graduate Studies Committee
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/specialisation in Intelligent Information Engineering in the Master of Engineering, the Master of Professional Engineering, and the Master of Professional Engineering (Accelerated)</td>
</tr>
<tr>
<td>Purpose</td>
<td>To introduce a new major/specialisation in Intelligent Information Engineering to the Master of Engineering, the Master of Professional Engineering, and the Master of Professional Engineering (Accelerated)</td>
</tr>
</tbody>
</table>

RECOMMENDATION

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

a) The proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering, Master of Professional Engineering, and the Master of Professional Engineering (Accelerated)

b) 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 major/specialisation into the Master of Engineering, the Master of Professional Engineering and the Master of Professional Engineering (Accelerated):

- Intelligent Information Engineering

ATTACHMENTS

Attachment 1: Minor Course Amendment proposal ME, MPE major in Intelligent Information Engineering
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
   Master of Engineering
   Master of Professional Engineering
   Master of Professional Engineering (Accelerated)

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 new specialisations in Intelligent Information Engineering in both the Master of Engineering and the Master of Professional Engineering.

3. Details of amendment
   The specialisation 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.

Appendix 1 – Master of Engineering Honours course resolutions
Appendix 2 – Master of Professional Engineering course resolutions
Appendix 3 – Master of Engineering Unit of Study Table for proposed Intelligent Information Engineering major
Appendix 4 – Master of Professional Engineering Unit of Study Table for proposed Intelligent Information Engineering major
Appendix 5 – Master of Professional Engineering (Accelerated) 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]
23/8/18
Graduate Certificate in Engineering
Graduate Diploma in Engineering
Master of Engineering

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.

1 Course resolutions

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCENGINE</td>
<td>Graduate Certificate in Engineering</td>
</tr>
<tr>
<td>GNENGINE</td>
<td>Graduate Diploma in Engineering</td>
</tr>
<tr>
<td>MAENGINE</td>
<td>Master of Engineering</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Engineering
(b) the Graduate Diploma in Engineering
(c) the Master of Engineering

(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

4 Admission to candidature

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

(2) Admission to the Graduate Certificate in Engineering requires:
(a) a Bachelor of Engineering from the University of Sydney with a credit average or equivalent qualification, or
(b) a Bachelor of Engineering from the University of Sydney, or equivalent, and 5 years’ relevant work experience, subject to the satisfaction of the Dean or their delegate.

(3) Admission to the Graduate Diploma in Engineering requires:
(a) a Bachelor of Engineering from the University of Sydney with a credit average or equivalent qualification; or
(b) completion of the embedded graduate certificate with a minimum credit average, or
(c) a Bachelor of Engineering from the University of Sydney or equivalent, and 5 years’ relevant work experience, subject to the satisfaction of the Dean or their delegate.

(4) Admission to the Master of Engineering requires:
(a) a Bachelor of Engineering from the University of Sydney with a credit average or equivalent qualification; or
(b) completion of the embedded graduate diploma or graduate certificate with a minimum credit average; or
(c) a Bachelor of Engineering from the University of Sydney or equivalent, and 5 years’ relevant work experience, subject to the satisfaction of the Dean or their delegate.

(d) If a candidate has received approval to transfer from the Master of Professional Engineering to the Master of Engineering, they may only receive credit for units that been completed under the prescribed unit tables for the Master of Engineering.

(5) If a candidate does not have the equivalent qualification with a credit average, they may be admitted to the Master of Engineering, Graduate Diploma or the Graduate Certificate subject to the discretion of the Dean or their delegate.

5 Requirements for award

(1) The units of study that may be taken for the courses are set out in the table of units of study: Graduate Certificate in Engineering/Graduate Diploma in Engineering/Master of Engineering.

(2) To qualify for the award of the Graduate Certificate in Engineering a candidate must complete 24 credit points of units of study drawn from the lists of core and specialist units of study.

(3) To qualify for the award of the Graduate Diploma in Engineering a candidate must complete 36 credit points of units of study from the prescribed tables.

(4) To qualify for the award of the Master of Engineering a candidate must complete 72 credit points, including:
(a) 24 credit points of core units of study as listed in the Master of Engineering Units table;
(b) At least 12 credit points of research units of study in the discipline of the candidate’s major; and
(c) At least 24 credit points of units of study in the discipline of the student’s major as listed in the Master of Engineering unit of study table;
(d) A maximum of 12 credit points of elective units of study, subject to the approval of the Head of School most associated with the discipline of the student’s major;

(e) If a reduction in the volume of learning of 24 credits is given, then the candidate must complete a minimum 12 credit points of core, a minimum of 24 credit points of specialist units and a minimum of 12 credit points of research units, with zero credit points of electives. If the candidate is eligible to undertake the extended capstone project or dissertation, they may be granted exemption of up to 12 credit points of specialist units.

(f) Candidates must complete a major in one of the areas listed below.

6 Majors

Completion of a major is a requirement of the Master of Engineering. A major requires the completion of prescribed units of study listed in the table for that major. The majors available are:

(I) Automation & Manufacturing Systems
(II) Biomedical Engineering
(III) Chemical and Biomolecular Engineering
(IV) Civil Engineering
(V) Electrical Engineering
(VI) Sustainability and Environmental Engineering
(VII) Fluids Engineering
(VIII) Geomechanical Engineering
(IX) Intelligent Information Engineering
(X) Mechanical Engineering
(XI) Power Engineering
(XII) Structural Engineering
(XIII) Telecommunications Engineering
(XIV) Risk Management

7 Credit

A candidate who has received direct admission to the Master of Engineering and has a Bachelor of Engineering Honours with a distinction average from the University of Sydney or equivalent qualification may be eligible to receive up to 24 credit points of advanced standing subject to the discretion of the Dean.

8 Course transfer

(1) A candidate for the master or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

(2) A candidate who has had a certificate or diploma in this sequence conferred may apply for transfer of 12 credit points to the Master of Engineering.

9 Transitional provisions

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

(2) Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
Master of Professional Engineering

Master of Professional Engineering (Accelerated)

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>MAPROFEN</td>
<td>Master of Professional Engineering</td>
</tr>
<tr>
<td></td>
<td>Master of Professional Engineering (Accelerated)</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Master's type

This master's degree is a professional master's course, as defined in the Coursework Rule 2014 and the Coursework Policy 2014.

4 Specialisations

1. The Master of Professional Engineering and Master of Professional Engineering (Accelerated) are available in the following specialisations:
   (a) Aerospace Engineering
   (b) Biomedical Engineering
   (c) Chemical and Biomolecular Engineering
   (d) Civil Engineering
   (e) Electrical Engineering
   (f) Fluids Engineering
   (g) Geomechanical Engineering
   (h) Intelligent Information Engineering
   (i) Mechanical Engineering
   (j) Power Engineering
   (k) Software Engineering
   (l) Structural Engineering
   (m) Telecommunications Engineering

5 Admission to candidature

1. Available places will be offered to qualified applicants in the order in which complete applications are received, according to the following admissions criteria.

2. Admission to candidature for the Master of Professional Engineering requires:
   (a) a Bachelor of Engineering from the University of Sydney, or equivalent qualification, with a minimum credit average; or
   (b) a non-engineering bachelor's degree with a minimum credit average, with studies equivalent to 48 credit points in mathematics, physics, chemistry, biology, geology, computing or statistics, as related to the stream sought for admission. And:
   (c) All candidates for admission must have prior learning equivalent to 48 credit points in total, which, in the estimation of the Dean, is comparable to the requirements for the first year of a Bachelor of Engineering at this University in the stream sought for admission.

3. Admission to candidature for the Master of Professional Engineering (Accelerated) requires:
   (a) a Bachelor of Engineering from the University of Sydney, or equivalent qualification, with a minimum credit average and in a relevant discipline, which, is consistent with at least two years of the specialisation to which the student will be admitted.

4. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6 Requirements for award

1. The units of study that may be taken for the course are set out in the tables of units of study:
   (a) Master of Professional Engineering
   (b) Master of Professional Engineering (Accelerated)

2. To qualify for the award of the Master of Professional Engineering a candidate must complete 144 credit points, including core and elective units of study as listed in the table of units of study for each specialisation.

3. To qualify for the award of the Master of Professional Engineering (Accelerated) a candidate must complete 96 credit points, including core and elective units of study as listed in the table of units of study for each specialisation.

7 Credit for previous study

Master of Professional Engineering
Candidates transferring from the Master of Engineering to the Master of Professional Engineering may transfer up to 24 credit points provided units are equivalent to units of study offered in the Master of Professional Engineering. Any additional credit is subject to the approval by the Dean.

A maximum of 72 credit points may be granted towards the Master of Professional Engineering from external postgraduate studies where no award has been, or will be made, provided the studies are acceptable to the Dean and are equivalent to units of study offered in the Master of Professional Engineering.

Candidates with a Bachelor of Engineering or equivalent in the relevant discipline and who have reached an acceptable level academic achievement in their prior degree may be eligible for a reduction of volume in learning of up to 48 credit points.

Candidates with a Bachelor of Applied Science or equivalent in a field suitable to the faculty, or a Bachelor of Engineering or equivalent in another field, may be eligible for a reduction of volume in learning of up to 24 credit points.

Master of Professional Engineering (Accelerated)

Candidates transferring from the Master of Engineering to the Master of Professional Engineering (Accelerated) may transfer up to 24 credit points provided units are equivalent to units of study offered in the Master of Professional Engineering (Accelerated). Any additional credit is subject to the approval by the Dean.

A maximum of 24 credit points may be granted towards the Master of Professional Engineering (Accelerated) from external postgraduate studies where no award has been, or will be made, provided the studies are acceptable to the Dean and are equivalent to units of study offered in the Master of Professional Engineering (Accelerated).

Progression
Candidates are required to meet the progression requirements as specified in the Coursework Rule 2014.

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

Candidates who commenced prior to 1 January 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement.
<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>Master of Engineering majoring in Intelligent Information Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To qualify for the award of the Master of Engineering in this specialisation, a candidate must complete 72 credit points, including core and elective units of study as listed below.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates with a Bachelor of Engineering Honours or equivalent in the relevant discipline, and who have reached the required level of academic achievement in their prior degree, may be eligible for a reduction of volume in learning of up to 24 credit points.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates must complete 24 credit points of Core units.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where Reduced Volume Learning has been granted candidates must complete a minimum of 12 credit points of Core units.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG5102 Entrepreneurship for Engineers</td>
<td>6</td>
<td>A Some limited industry experience is preferred but not essential. N ELEC5701</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5202 Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5103 Safety Systems and Risk Analysis</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT5871 Project Process Planning and Control</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive December</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Specialist units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates must complete 36 credit points of Specialist units.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where Reduced Volume Learning has been granted candidates must complete a minimum of 24 credit points of Specialist units.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchange units may be taken as Specialist units with the approval of the Program Director.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC5304 Multidimensional Signal Processing</td>
<td>6</td>
<td>A Mathematics (e.g. probability and linear algebra) and programming skills (e.g. Matlab/Java/Python/C++)</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5305 Acoustics, Speech and Signal Processing</td>
<td>6</td>
<td>A (ELEC2302 OR ELEC9302) AND (ELEC3305 OR ELEC9305). 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></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5306 Advanced Signal Processing: Video Compression</td>
<td>6</td>
<td>A Mathematics (e.g., probability and linear algebra) and programing</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5307:</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### Advanced Signal Processing with Deep Learning

- **Skills**: e.g. Matlab/Java/Python/C++

### ELEC5516 Electrical and Optical Sensor Design

- **Credit**: 6
- **Semester**: Semester 1
- **Prerequisites**: A Math Ext 1, fundamental concepts of signal and systems, fundamental electrical circuit theory and analysis

### ELEC5517 Software Defined Networks

- **Credit**: 6
- **Semester**: Semester 2
- **Prerequisites**: (ELEC3506 OR ELEC9506) AND ELEC5509

### ELEC5622 Signals, Software and Health

- **Credit**: 6
- **Semester**: Semester 2

### ELEC5701 Technology Venture Creation

- **Credit**: 6
- **Semester**: Semester 2
- **Prerequisites**: ENGG5102

### Research units

All candidates are required to complete a minimum of 12 credit points from the following units:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5020</td>
<td>6</td>
<td>P 96 cp from MPE degree program or 24 cp from the ME program (including any credit for previous study)</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>ELEC5021</td>
<td>6</td>
<td>C ELEC5020</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>ELEC5022</td>
<td>12</td>
<td>P 42 credit points in the Master of Engineering and WAM &gt;70, or 66 credit points in the Master of Professional Engineering and WAM &gt;70 or exemption</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>ELEC5222</td>
<td>12</td>
<td>N ELEC8902, ENGG5222, ENGG5223, ELEC8901</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>ELEC5223</td>
<td>12</td>
<td>N ELEC8901, ENGG5223, ENGG5222, ELEC8902</td>
<td>Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

### Exchange units

Exchange units require the approval of the Program Director. With approval, up to 12 credit points of Exchange units may be taken in place of other units, towards the requirements of the degree.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Credit</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC6901: Electrical Exchange Unit 1A</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC6902: Electrical Exchange Unit 1B</td>
<td>12</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC6903: Electrical Exchange Unit 1C</td>
<td>24</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Units</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>ELEC6904: Electrical Exchange Unit 2A</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC6905: Electrical Exchange Unit 2B</td>
<td>12</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC6906: Electrical Exchange Unit 2C</td>
<td>24</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Appendix 4

Unit of Study Table

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Professional Engineering (Intelligent Information Engineering)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To qualify for the award of the Master of Professional Engineering in this specialisation, a candidate must complete 144 credit points, including core and elective units of study as listed below.

Candidates with a Bachelor of Engineering or equivalent in the relevant discipline, and who have reached an acceptable level of academic achievement in their prior degree, may be eligible for a reduction of volume in learning of up to 48 credit points.

Core units

**Year One**

Year One covers Foundation units only. Candidates with a prior Bachelor of Engineering degree or equivalent in the field related to this specialisation may be exempted from Year One Core units.

<table>
<thead>
<tr>
<th>COMP9001 Introduction to Programming</th>
<th>6</th>
<th>A: Basic knowledge of differentiation &amp; integration, and HSC Physics</th>
<th>N INFO1105 OR INFO1905 OR COMP2123 OR COMP2823</th>
<th>Semester 1 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP9123 Data Structures and Algorithms</td>
<td>6</td>
<td>N INFO1105 OR INFO1905 OR COMP2123 OR COMP2823</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>ELEC9602 Digital Logic</td>
<td>6</td>
<td>A This unit of study assumes some knowledge of digital data representation and basic computer organisation.</td>
<td>N ELEC5722</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC9703 Fundamentals of Elec and Electronic Eng</td>
<td>6</td>
<td>A Basic knowledge of differentiation &amp; integration, and HSC Physics</td>
<td>N ELEC5710 OR ELEC1103</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC9704 Electronic Devices and Circuits</td>
<td>6</td>
<td>A Ohm’s Law and Kirchoff’s Laws; action of Current and Voltage sources; network analysis and the superposition theorem; Thevenin and Norton equivalent circuits; inductors and capacitors, transient response of RL, RC and RLC circuits; the ability to use power supplies, oscilloscopes, function generators, meters, etc.</td>
<td>N ELEC5720 OR ELEC2104</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5202 Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry,</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Points</td>
<td>Prerequisites</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ENGG5204</td>
<td>Engineering Professional Practice</td>
<td>6</td>
<td>Competences and experience in engineering obtained during an accepted engineering degree</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC9607</td>
<td>Embedded Systems</td>
<td>6</td>
<td>Logic operations, theorems and Boolean algebra, data representation, number operations (binary, hex, integers and floating point), combinational logic analysis and synthesis, sequential logic, registers, counters, bus systems, state machines, simple CAD tools for logic design, basic computer organisation, the CPU, peripheral devices, software organisation, machine language, assembly language, operating systems, data communications and computer networks. N ELEC5741</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC9305</td>
<td>Digital Signal Processing</td>
<td>6</td>
<td>Specifically the following concepts are assumed knowledge for this unit: 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. N ELEC5736</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC9506</td>
<td>Data Communications and the Internet</td>
<td>6</td>
<td>N ELEC5740</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC9304</td>
<td>Control</td>
<td>6</td>
<td>Specifically the following concepts are assumed knowledge for this unit: familiarity with basic Algebra, Differential and Integral Calculus, Physics; solution of linear differential equations, Matrix Theory, eigenvalues and eigenvectors; linear electrical circuits, ideal op-amps; continuous linear time-invariant systems and their time and frequency domain representations, Laplace transform, Fourier transform. N ELEC5735</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Select 12 credit points from Specialist Elective units.

### Year Three

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5217</td>
<td>Practical Experience</td>
<td></td>
<td>Students should have completed one year of their MPE program before enrolling in this unit.</td>
</tr>
</tbody>
</table>

Select at least 12 credit points from the Project or Research Pathway block.

Select 24 credit points from the Specialist Elective unit block.

Select at most 12 credit points from the Management Elective unit block.

### Specialist Elective units

Candidates must complete 36 credit points from the following table of Specialist Elective units of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5304</td>
<td>Multidimensional Signal</td>
<td>6</td>
<td>Mathematics (e.g. probability and linear algebra) and programming skills (e.g.</td>
</tr>
</tbody>
</table>
Processing | Matlab/Java/Python/C++
---|---
ELEC5305 Acoustics, Speech and Signal Processing | A (ELEC2302 OR ELEC9302) AND (ELEC3305 OR ELEC9305). 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. | Semester 2

ELEC5306 Advanced Signal Processing: Video Compression | 6 | Semester 1

ELEC5307: Advanced Signal Processing with Deep Learning | 6 | Semester 2

ELEC5516 Electrical and Optical Sensor Design | 6 | Semester 1

ELEC5517 Software Defined Networks | 6 | Semester 2

ELEC5622 Signals, Software and Health | 6 | Semester 2

ELEC5701 Technology Venture Creation | 6 | Semester 2

**Management Elective units**

Candidates must complete 12 credit points from the following Management Elective units of study.

ENGG5203 Quality Engineering and Management | 6 | A First degree in Engineering or a related discipline | Semester 2

ENGG5205 Professional Practice in Project Management | 6 | This is a core unit for all Master of Professional Engineering students as well as all students pursuing Project Management studies (including Master of Project Management, Graduate Certificate in Project Management and Graduate Diploma in Project Management). No prerequisite or assumed knowledge. | Intensive January Semester 1 Semester 2

ENGG5214 Management of Technology | 6 | A Sound competence in all aspects of engineering, and some understanding of issues of engineering management | Semester 2

ENGG5215 International Eng Strategy and Operations | 6 | A Sound competence in all aspects of engineering, and some understanding of issues of engineering management and globalisation | Semester 2

ENGG5216 Management of Engineering Innovation | 6 | A Sound competence in all aspects of engineering, and some understanding of issues of engineering management | Semester 1

**Project units**

All candidates are required to complete a minimum of 12 credit points of Project or Research units during the final year of study.

Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Extended Capstone Project.
## Extended Capstone Project

Extended Capstone Project candidates take Capstone Project units ELEC5020 and ELEC5022 (total 18 cp) in place of Capstone Project ELEC5021 and 6 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>P 96 cp from MPE degree program or 24 cp from the ME program (including any credit for previous study)</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>C ELEC5020</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>P 42 credit points in the Master of Engineering and WAM &gt;70, or 66 credit points in the Master of Professional Engineering and WAM &gt;70 or exemption</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

## Research pathway

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway.

Research pathway candidates take Dissertation units ELEC5222 and ELEC5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5222</td>
<td>Dissertation A</td>
<td>12</td>
<td>N ELEC8902, ENGG5222, ENGG5223, ELEC8901</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5223</td>
<td>Dissertation B</td>
<td>12</td>
<td>N ELEC8901, ENGG5223, ENGG5222, ELEC8902</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

## Exchange units

Exchange units require the approval of the Program Director. With approval, up to 12 credit points of Exchange units may be taken in place of other units, towards the requirements of the degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC6901:</td>
<td>Electrical Exchange Unit 1A</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC6902:</td>
<td>Electrical Exchange Unit 1B</td>
<td>12</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC6903:</td>
<td>Electrical Exchange Unit 1C</td>
<td>24</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC6904:</td>
<td>Electrical Exchange Unit 2A</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC6905:</td>
<td>Electrical Exchange Unit 2B</td>
<td>12</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC6906:</td>
<td>Electrical Exchange Unit 2C</td>
<td>24</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### Unit of Study Table

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Professional Engineering (Accelerated) (Intelligent Information Engineering)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To qualify for the award of the Master of Professional Engineering (Accelerated) in this specialisation, a candidate must complete 96 credit points, including core and elective units of study as listed below.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG5202 Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5204 Engineering Professional Practice</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC9607 Embedded Systems</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC9305 Digital Signal Processing</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC9506 Data Communications and the Internet</td>
<td>6</td>
<td>N</td>
<td>ELEC5740</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC9304 Control</td>
<td>6</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5217 Practical Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intensive February</td>
</tr>
<tr>
<td>Students should have completed one year of their MPE program before enrolling in this unit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
### Specialist Elective units

Candidates must complete 36 credit points from the following table of Specialist Elective units of study.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit</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 programming skills (e.g. Matlab/Java/Python/C++)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC5305</td>
<td>Acoustics, Speech and Signal Processing</td>
<td>6</td>
<td>A (ELEC2302 OR ELEC9302) AND (ELEC3305 OR ELEC9305). 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 2</td>
</tr>
<tr>
<td>ELEC5306</td>
<td>Advanced Signal Processing: Video Compression</td>
<td>6</td>
<td></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 programming skills (e.g. Matlab/Java/Python/C++)</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5516</td>
<td>Electrical and Optical Sensor Design</td>
<td>6</td>
<td>A Math Ext 1, 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) AND ELEC5509</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC5622</td>
<td>Signals, Software and Health</td>
<td>6</td>
<td></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>

### Management Elective units

Candidates must complete 12 credit points from the following Management Elective units of study.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5203</td>
<td>Quality Engineering and Management</td>
<td>6</td>
<td>A First degree in Engineering or a related discipline</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5205</td>
<td>Professional Practice in Project Management</td>
<td>6</td>
<td>This is a core unit for all Master of Professional Engineering students as well as all students pursuing Project Management studies (including Master of Project Management, Graduate Certificate in Project Management and Graduate Diploma in Project Management). No prerequisite or assumed knowledge.</td>
<td>Intensive January Semester 1 Semester 2</td>
</tr>
<tr>
<td>ENGG5214</td>
<td>Management of Technology</td>
<td>6</td>
<td>A Sound competence in all aspects of engineering, and some understanding of issues of engineering management</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5215</td>
<td>International Eng Strategy and Operations</td>
<td>6</td>
<td>A Sound competence in all aspects of engineering, and some understanding of issues of engineering management and globalisation</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5216</td>
<td>Management of Engineering Innovation</td>
<td>6</td>
<td>A Sound competence in all aspects of engineering, and some understanding of issues of engineering management</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Project units

All candidates are required to complete a minimum of 12 credit points of Project or Research units during the final year of study.

Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Extended Capstone Project.

Extended Capstone Project candidates take Capstone Project units ELEC5020 and ELEC5022 (total 18 cp) in place of Capstone Project ELEC5021 and 6 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5020</td>
<td>6</td>
<td>P 96 cp from MPE degree program or 24 cp from the ME program (including any credit for previous study)</td>
</tr>
<tr>
<td>Capstone Project A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELEC5021</td>
<td>6</td>
<td>C ELEC5020</td>
</tr>
<tr>
<td>Capstone Project B</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
</tr>
<tr>
<td>ELEC5022</td>
<td>12</td>
<td>P 42 credit points in the Master of Engineering and WAM &gt;70, or 66 credit points in the Master of Professional Engineering and WAM &gt;70 or exemption</td>
</tr>
<tr>
<td>Capstone Project B Extended</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
</tr>
</tbody>
</table>

Research pathway

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway.

Research pathway candidates take Dissertation units ELEC5222 and ELEC5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC5222</td>
<td>12</td>
<td>N ELEC8902, ENGG5222, ENGG5223, ELEC8901</td>
</tr>
<tr>
<td>Dissertation A</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
</tr>
<tr>
<td>ELEC5223</td>
<td>12</td>
<td>N ELEC8901, ENGG5223, ENGG5222, ELEC8902</td>
</tr>
<tr>
<td>Dissertation B</td>
<td></td>
<td>Note: Department permission required for enrolment</td>
</tr>
</tbody>
</table>

Exchange units

Exchange units require the approval of the Program Director. With approval, up to 12 credit points of Exchange units may be taken in place of other units, towards the requirements of the degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC6901: Electrical Exchange Unit 1A</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC6902: Electrical Exchange Unit 1B</td>
<td>12</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC6903: Electrical Exchange Unit 1C</td>
<td>24</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ELEC6904: Electrical Exchange Unit 2A</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC6905: Electrical Exchange Unit 2B</td>
<td>12</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ELEC6906: Electrical Exchange Unit 2C</td>
<td>24</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Graduate Studies Committee approve request to suspend entry to the Master of Music Studies (Conducting) degree in 2019.

EXECUTIVE SUMMARY

Current admission rates to the Master of Music Studies (Conducting) degree are unsustainably low. The SCM wishes to suspend entry for 2019 during which time a full review of the degree content and viability will take place.
Resolutions of the Senate

1 Degrees, diplomas and certificates of the Sydney Conservatorium of Music

(1) With the exception of the Doctor of Music and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Sydney Conservatorium of Music. The Doctor of Music and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2019. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the School.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHMUSICM-01</td>
<td>Doctor of Music</td>
<td>DMus</td>
<td>Published Work</td>
</tr>
<tr>
<td>RPPHDCON-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RPMUSART-01</td>
<td>Doctor of Musical Arts</td>
<td>DMA</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUCOMP-02</td>
<td>Master of Music</td>
<td>MMus(Composition)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUMEDU-02</td>
<td>Music Education</td>
<td>MMus(MusEd)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUMUSI-02</td>
<td>Musicology</td>
<td>MMus(Musicology)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUPERF-02</td>
<td>Performance</td>
<td>MMus(Performance)</td>
<td>Research</td>
</tr>
<tr>
<td>MAMUSCPT-01</td>
<td>Composition (Admission suspended 2018)</td>
<td>MMusStud(Comp)</td>
<td>72</td>
</tr>
<tr>
<td>MAMUSCPT-02</td>
<td>Composition Internship (Admission suspended 2018)</td>
<td>MMusStud(Comp)</td>
<td>96</td>
</tr>
<tr>
<td>MAMUSCND-01</td>
<td>Conducting (Admission suspended 2019)</td>
<td>MMusStud(Cond)</td>
<td>96</td>
</tr>
<tr>
<td>MAMUSOPP-01</td>
<td>Opera Performance</td>
<td>MMusStud(OpPerf)</td>
<td>96</td>
</tr>
<tr>
<td>MAMUSPER-02</td>
<td>Performance</td>
<td>MMusStud(Perf)</td>
<td>72</td>
</tr>
<tr>
<td>BPMUSICM</td>
<td>Bachelor of Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**BPMUCOMP-01**  Composition  BMus(Comp)  192

**BPMUMEDU-01**  Music Education  BMus(MusEd)  192

**BPMUMUSI-01**  Musicology (Admission suspended 2016)  BMus(Musicology)  192

**BPMUPERF-01**  Performance  BMus(Perf)  192

**BPMUSSTD-01**  Bachelor of Music Studies*  (Admission suspended 2018)  BMusStudies  144

*may be awarded with honours following a further year of study.

^may be awarded with honours in an integrated program.

### 3 Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMSTART-01</td>
<td>Bachelor of Music Studies* and Bachelor of Arts* (Admission suspended 2018)</td>
<td>BMusStudies/BA</td>
<td>240</td>
</tr>
<tr>
<td>BHENGMST1000</td>
<td>Bachelor of Engineering (Honours)/Bachelor of Music Studies* (Hons)/BMusStudies (Admission suspended 2018)</td>
<td>BE</td>
<td>240</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study.

### 4 Double degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPMSTMES-01</td>
<td>Bachelor of Music Studies* and Bachelor of Medicine and Bachelor of Surgery^ (Admission Suspended 2014)</td>
<td>BMusStudies/MBBS</td>
<td>336</td>
</tr>
<tr>
<td>BPMSTMED-01</td>
<td>Bachelor of Music Studies* and Doctor of Medicine^ (Admission suspended 2018)</td>
<td>BMusStudies/MD</td>
<td>336</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study.

^may be awarded with honours in an integrated program.

### 5 Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate Diploma in Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Undergraduate Diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title &amp; Stream</th>
<th>Abbreviation</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAOPERAO01</td>
<td>Advanced Diploma of Opera (Admission suspended 2013)</td>
<td>AdvDipOp</td>
<td>144</td>
</tr>
<tr>
<td>DLMUSICM04</td>
<td>Diploma of Music</td>
<td>DipMus</td>
<td>96</td>
</tr>
</tbody>
</table>
Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Adrienne Sach

1. Name of award course
   Master of Music Studies (Conducting)

2. Purpose of proposal
   To seek approval from the Graduate Studies Committee to suspend entry to the Master of Music Studies (Conducting) for 2019.

3. Details of amendment
   Current admission rates to the degree are unsustainable, less than 2 new enrolments per year. The School wishes to suspend entry for 2019 during which time a full review of the degree content and viability will take place. This will provide relevant background for revision and/or renewal of the conducting program.
   
   Commencing students wishing to study conducting in 2019 can still be accommodated within the Master of Music Studies (Performance), Master of Music (Performance) or Doctor of Musical Arts degrees.

4. Transitional arrangements
   Those students currently enrolled will continue to be taught within the degree program, unless they request transfer to another degree.

5. Other relevant information

6. Signature of Dean

   [Signature]
Resolutions of the Senate

1 Degrees, diplomas and certificates of the Sydney Conservatorium of Music

(1) With the exception of the Doctor of Music and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Sydney Conservatorium of Music. The Doctor of Music and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2018. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the School.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHMUSICM-01</td>
<td>Doctor of Music</td>
<td>DMus</td>
<td>Published Work</td>
</tr>
<tr>
<td>RPPHDCON-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RPMUSART-01</td>
<td>Doctor of Musical Arts</td>
<td>DMA</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUCOMP-02</td>
<td>Composition</td>
<td>MMus(Composition)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUMEDU-02</td>
<td>Music Education</td>
<td>MMus(MusEd)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUMUSI-02</td>
<td>Musicology</td>
<td>MMus(Musicology)</td>
<td>Research</td>
</tr>
<tr>
<td>RMMUPERF-02</td>
<td>Performance</td>
<td>MMus(Performance)</td>
<td>Research</td>
</tr>
<tr>
<td>MAMUSCPT-01</td>
<td>Master of Music Studies</td>
<td>MMusStud(Comp)</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Composition (Admission suspended 2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAMUSCPT-02</td>
<td>Composition Internship (Admission suspended 2018)</td>
<td>MMusStud(Comp)</td>
<td>96</td>
</tr>
<tr>
<td>MAMUSCND-01</td>
<td>Conducting (Admission suspended 2019)</td>
<td>MMusStud(Cond)</td>
<td>96</td>
</tr>
<tr>
<td>MAMUSOPP-01</td>
<td>Opera Performance</td>
<td>MMusStud(Perf)</td>
<td>96</td>
</tr>
<tr>
<td>MAMUSPER-02</td>
<td>Performance</td>
<td>MMusStud(Perf)</td>
<td>72</td>
</tr>
<tr>
<td>BPMUSICM</td>
<td>Bachelor of Music^</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GNMUSOPP- Opera Performance
   01
GNMUPERF- Performance
   03

### 6 Undergraduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAOPERAO-</td>
<td>Advanced Diploma of Opera (Admission suspended 2013)</td>
<td>AdvDipOp</td>
<td>144</td>
</tr>
<tr>
<td>01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DLMUSICM-</td>
<td>Diploma of Music</td>
<td>DipMus</td>
<td>96</td>
</tr>
<tr>
<td>04</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Author | Associate Professor Lee Stickells, Associate Dean (Research Education), Sydney School of Architecture, Design and Planning
Reviewer/Approver | Professor John Redmond, Dean, Sydney School of Architecture, Design and Planning
Paper title | Master of Philosophy (Architecture) Minor Course Amendment
Purpose | To request that the Graduate Studies Committee recommend to Academic Board the approval of amendments to the Course Resolutions for the Master of Philosophy (Architecture).

RECOMMENDATION

That the Graduate Studies Committee recommends that Academic Board:
1. Approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Master of Philosophy (Architecture), and
2. Approve the amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

The Sydney School of Architecture, Design and Planning seeks to amend the Course Resolutions for the Master of Philosophy (Architecture) to update terms to reflect the reclassification of ADP from a faculty to a university school and the associated restructure of its governance and management, and to revise clauses relating to admission to candidature, supervisor appointments, degree requirements, thesis and research paper submission, probation, suspension of candidature and thesis examination, in line with School and University policies.
Minor Course Amendment Proposal

Sydney School of Architecture, Design and Planning

Contact person: Associate Professor Lee Stickells / Associate Dean (Research Education)

1. Name of award course
   Master of Philosophy (Architecture)

   Purpose of proposal:

2. (i) Changes to the Course Resolutions:
   Update Header statement of Master of Philosophy to reflect that it is a research degree and not a coursework degree.

   The updated header will read:
   These resolutions must be read in conjunction with applicable University By-Laws, Rules and policies, including (but not limited to): the University of Sydney (Higher Degree by Research Rule) 2011; the Thesis and Examination of Higher Degrees by Research Policy 2015; the Supervision of Higher Degree by Research Students Policy 2013; the Progress Planning and Review by Higher Degree by Research Students Policy 2015; the Research Code of Conduct 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.

   2 Eligibility for admission to candidature
   (1) Add in ‘Associate Dean (Research Education), and in all instances where ‘Associate Dean’ appears in the Resolutions. This reflects the change in School structure which no longer has Department Heads.

   (a) Update phrasing from ‘first’ to ‘first-class’.

   (2) Delete ‘Head of School and Dean or’, and update with Associate Dean (Research Education); update ‘School Research Graduate Studies (RGS)’ with ‘School Research Education’ to reflect changes in the school structure. Delete ‘:or’

   (a) Delete (a).

   (b) Delete (b).

   These deletions are to reflect a change in policy for admission to candidature, in that a portfolio of work is no longer a pathway to admission. This is a tightening of University HDR Rule 2011 requirements.

   3 Application for admission to candidature
   (1) Update ‘School’ to ‘University school’

   (a) Delete ‘the proposed method of candidature, being that of either:

   (b) Delete paragraphs (b) (i) and (ii), and replace with: (b) written evidence confirming that an academic within the University school, with an academic background appropriate to the candidate’s proposed research:

   (i) supports the applicant’s research proposal; and

   (ii) is willing to supervise the research;

   (c) Replace ‘a proposed course of research and advanced study including:’ with ‘a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school.’

   Delete paragraphs (c) (i) and (ii).

   These changes reflect the change of school policy which requires a candidate to have a supervisor attached to their application before they apply. This was approved at the Research Graduate Studies Committee meeting on 20 August 2015, and the Faculty Board of 29 October 2015. The change which requires a candidate to complete a preliminary research proposal updates the resolutions in line with University Policy HDR Rule 2011 and changes in School HDR Policy approved at Research Education Committee meeting on 8 February 2018. These changes also reflect feedback from Graduate Studies Committee and Kerrie Henderson, University Policy Manager, OGC (May 2018).

   (d) Replace all references to ‘HDR Rule’ with the full policy name the ‘University of Sydney (Higher Degree by Research Rule) 2011’, and in all places that it appears through the Master of Philosophy Resolutions. Replace ‘his or her’ with ‘their’.

   Delete ‘or exegesis’. Replace ‘studio-based’ with ‘design-based’ in all places that it appears through the Master of Philosophy Resolutions, as this reflects current School policy. Utilisation of the design-based research degree has been noted to reflect that the design aspect emphasis is not limited to a studio-based idea.

   Evidence that this is School accepted terminology is noted in the Research Education Committee Meeting 29 May 2014, which went to Faculty Board 7 August 2014; and the Research Education Committee meeting on 21 August 2014, which went to Faculty Board on 16 April 2015.

Minor Course Amendment Proposal 18 September 2018
Replace 'Librarian' with 'Libraries' to bring the resolutions in line with the current HDR policy- HDR Rule 2011.

(2) Replace 'her or she' with 'they'.

Part 3: Candidature
5 Appointment of supervisor
Delete 'Head of Department' and replace with 'Associate Dean (Research Education).
Replace 'recommend' with 'approve', to reflect current policy whereby the Associate Dean (Research Education) approves supervisors and research area as part of approving the offer.

Part 4: Requirements
8 Degree requirements
(1) (b) For clarification purposes replace 'any' with 'all'.
Delete text in (2) (a); and (b) and replace with:
(2) In addition, candidates proceeding by research and thesis must submit for examination a thesis embodying the results of their research.
(a) Theses must be submitted in the mode approved by the Associate Dean (Research Education) at the time of candidate confirmation.
Add new section (3) (a) and (b) as below. And (2) (i) (ii) moves to section (3) (b) (i) (ii).
(3) Candidates may proceed otherwise than by research and thesis, consistently with the requirements of the Thesis and Examination of Higher Degrees by Research Policy 2015.
(a) Candidates undertaking the Design-Based option must first obtain the approval of the Associate Dean (Research Education).
(b) Add 'candidates proceeding by'. Replace 'studio-based' with 'Design-Based' to reflect current School policy. Delete 'and exegesis', add 'must submit for examination:'
(3) (b) (i) and (ii);
(i) Replace 'studio-based' with 'design-based', as per other references in the document.
(ii) Delete 'and exegesis'. Add 'In this mode students produce an agreed program of design work accompanied by a text of 10,000 to 15,000 words in length.'

9 The thesis and research paper
(1) (b) Add 'words for the conventional thesis'.
(2) Delete 'studio-based', 'and research paper', and 'an exegesis' and replace with 'the design-based research option shall produce a research paper'
(b) Delete 'is no more than 15,000 words in length, except by permission of the relevant Head of Discipline.', and replace with 'meets the requirements outlined by the Design PhD Director and Associate Dean (Research Education). This change is to reflect the updates in the School structure.
Add in new paragraph (3) 'For all MPhil options, the thesis type and submission requirements, including word length, will be confirmed with the student, supervisor, the Design PhD Director (if applicable) and the Associate Dean (Research Education) at the student's Confirmation of Candidature hearing'.
The re-wording of 8 (1) (ii) and 9 (2) (b) is based on the 'Thesis and Examination of Higher Degrees by Research Policy 2015', and is for clarification about the range of word count.

10 Probation
(2) (b) Add '(Research Education) and required by the University.

14 Suspension of candidature
Delete 'two semesters' and replace with 'four research periods or one calendar year'. This brings the resolutions in line with HDR Rule 2011.

17 Examination of thesis
(1) Replace 'studio-based' with 'design-based' as above. Replace 'RGS' with 'Research Education Committee' to reflect changes in the School management structure. Delete 'exegesis'. Replace 'standards prescribed by Academic Board' with 'Thesis and Examination of Higher Degrees by Research Policy 2015'. Delete clauses (b), (c) and (d).
(a) Remove 'three months prior to the anticipated submission of the thesis, when a candidate is advising the University school of approaching completion'.

19 Transition provisions
(1) and (2) update dates from 2016 to 2019.
Master of Philosophy

These resolutions must be read in conjunction with applicable University By-Laws, Rules and policies, including (but not limited to): the University of Sydney (Higher Degree by Research Rule) 2011; the Thesis and Examination of Higher Degrees by Research Policy 2015; the Supervision of Higher Degree by Research Students Policy 2013; the Progress Planning and Review by Higher Degree by Research Students Policy 2015; the Research Code of Conduct and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPHLARC-01</td>
<td>Master of Philosophy</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature

(1) To be eligible to be admitted to candidature by the Head of School and Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:

(a) a bachelor's degree with first class or second class honours from the University of Sydney in a relevant discipline; or

(b) a master's degree from the University of Sydney in a relevant discipline.

(2) The Head of School and Dean or Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the School Research Graduate Studies (RGS) Education Committee, are equivalent to those prescribed in sub-clause (1); or

(a) holds a qualification or qualifications that, in the opinion of the School Research Graduate Studies (RGS) Education Committee, are equivalent to those prescribed in sub-clause (1); or

(b) a portfolio of work demonstrating innovative practice, that in the opinion of the Associate Dean (Graduate Studies) or Head of School and Dean, is equivalent to the above awards.

3 Application for admission to candidature

(1) An applicant for admission to candidature must submit to the University School:

(a) satisfactory evidence of the applicant’s eligibility for admission; the proposed method of candidature, being that of either:

(b) written evidence confirming that an academic within the University school, with an academic background appropriate to the candidate’s proposed research;

(i) supports the applicant’s research proposal; and

(ii) is willing to supervise the research;

(c) a proposed course of research and advanced study including:

(a) a preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school;

(i) for applicants wishing to pursue their candidature by research and thesis, provide a 500 word summary of their proposed area of research; and

(ii) for applicants wishing to pursue their candidature by studio-based research and research paper, a portfolio providing evidence of the applicant’s knowledge and capability and a 500 word summary of their proposed area of research;

(d) a statement certifying the applicant’s understanding that, subject to the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, his or her thesis, or e-thesis and record of studio-based, design-based work, will be lodged with the University Librarian, libraries and made available for immediate public use;

(e) evidence of minimum English language requirements, where not demonstrated by academic qualifications;
and
the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer
The HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework no more than 6 credit points may be credited.

Part 3: Candidature

5 Appointment of supervisor
The Head of Department Associate Dean (Research Education) will recommend approve a supervisor and associate supervisor for each candidate in accordance with the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 and Academic Board policies for postgraduate research higher degree supervision, which recommendation will be submitted for approval by the Research Graduate Studies (RGS) Education Committee.

6 Control of candidature
The HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance
The HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements
(1) To satisfy the requirements of the degree candidates must:
   (a) complete any specified probationary requirements;
   (b) complete anyall prescribed units of study; and
   (c) conduct research on the approved topic.

(2) In addition, candidates proceeding by research and thesis must submit for examination a thesis embodying the results of their research.
   (a) candidates proceeding by research and thesis must submit for examination a thesis embodying the results of the research. Theses must be submitted in the mode approved by the Associate Dean (Research) at the time of candidate confirmation
   (b) candidates proceeding by studio-based research and exegesis must submit for examination. Theses containing creative or artistic components, as permitted by the Thesis and Examination of Higher Degrees by Research Policy 2015 must include:
      (i) an exhibition-style presentation of the student's work which is openly available to the academic community;
      and
      (ii) a text of 10,000 to 15,000 words.

(3) Candidates may proceed otherwise than by research and thesis, consistently with the requirements of the Thesis and Examination of Higher Degrees by Research Policy 2015.
   (a) Candidates undertaking the design-based research option must first obtain the approval of the Associate Dean (Research Education).
   (b) candidates proceeding by studio-based design-based research and exegesis must submit for examination:
      (i) a permanent record of the studio-based design-based work (must be in the form of durable, portable visual, audio-visual, or other digital media); and
(ii) a research paper on the creative design-based work or exegesis. In this mode students produce an agreed program of design work accompanied by a text of 10,000 to 15,000 words in length.
(c) all items submitted must pass examination.

9 The thesis and research paper
(1) A candidate proceeding by research and thesis shall produce a thesis that:
   (a) meets the requirements specified in the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011; and
   (b) is in the range of 30,000 to 60,000 words for the conventional thesis.
(2) A candidate proceeding by studio-based the design-based research option and research paper shall produce an exegesis a research paper that:
   (a) meets the requirements specified in the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011; and
   (b) is no more than 15,000 words in length, except by permission of the relevant Head of Discipline.
   (c) meets the requirements specified by the Associate Dean (Research Education).
(3) For all MPhil options, the thesis type and submission requirements, including word length, will be confirmed with the student, supervisor, the Design PhD Director (if applicable) and approved by the Associate Dean (Research Education) at the student's Confirmation of Candidature hearing.

Part 5: Enrolment and progression

10 Probation
(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011.

(2) In the probationary period each candidate must:
   (a) complete the 6 credit point core unit of study;
   (b) complete any structured program specified by the Head of School and Dean or Associate Dean (Research Education) and required by the University;
   (c) develop and present a refined research proposal at a public seminar, to the satisfaction of the candidate's supervision committee; and
   (d) demonstrate adequate English language competency for the completion of the degree to the candidate’s supervision committee.

11 Time limits, earliest and latest submission dates
The HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance
The attendance pattern for this course is full-time or part-time in agreement with the University School;

13 Discontinuation of candidature
A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011.

14 Suspension of candidature
Subject to the other conditions of the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011, a candidate may suspend candidature for a maximum of two semesters four research periods or one calendar year.

15 Leave of absence
A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011.

16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011.
Part 6: Examination

17 Examination of the thesis

(1) Examination of both the thesis and the studio-based/design-based work (which has been exhibited in some venue or in some manner approved by the RGS Research Education Committee) and exegesis will be conducted in general accordance with the Thesis and Examination of Higher Degrees by Research Policy 2015 standards prescribed by Academic Board for the Doctor of Philosophy, except that:

(a) three months prior to the anticipated submission of the thesis, when a candidate is advising the University School of approaching completion, the candidate must also submit three copies of a summary of the thesis or research paper, of not more than 300 words, for distribution to potential examiners;

(b) three copies of the thesis, or exegesis and record of the studio-based/design-based work, shall be submitted by the candidate in a format previously approved and according to HDR Policy University of Sydney (Higher Degree by Research Rule) 2011;

(c) two examiners will be appointed by the University School, at least one of whom shall be external to the University, and

(d) the examiners shall provide a written report to the Head of Department, Associate Dean (Research—Education) detailing the outcome.

18 Award of the degree

The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 20169 and students who commenced their candidature prior to 1 January, 20169 who elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 20169 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Head of School and Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

3. Signature of Dean

[Signature]

18. 12. 18.
Minor Course Amendment Proposal

Sydney School of Architecture, Design and Planning

Contact person: Associate Professor Lee Stickells / Associate Dean (Research Education)

1. Name of award course
   Master of Philosophy (Architecture)

Purpose of proposal:

2. (i) Changes to the Course Resolutions:
   Update Header statement of Master of Philosophy to reflect that it is a research degree and not a coursework degree.
   The updated header will read:
   These resolutions must be read in conjunction with applicable University By-Laws, Rules and policies, including (but not limited to): the University of Sydney (Higher Degree by Research Rule) 2011; the Thesis and Examination of Higher Degrees by Research Policy 2015; the Supervision of Higher Degree by Research Students Policy 2013; the Progress Planning and Review by Higher Degree by Research Students Policy 2015; the Research Code of Conduct 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.

2 Eligibility for admission to candidature
   (1) Add in ‘Associate Dean (Research Education), and in all instances where ‘Associate Dean’ appears in the Resolutions. This reflects the change in School structure which no longer has Department Heads.
   (a) Update phrasing from ‘first’ to ‘first-class’.
   (2) Delete ‘Head of School and Dean or’, and update with Associate Dean (Research Education); update ‘School Research Graduate Studies (RGS)’ with ‘School Research Education’ to reflect changes in the school structure. Delete ‘; or’
      (a) Delete (a).
      (b) Delete (b).
   These deletions are to reflect a change in policy for admission to candidature, in that a portfolio of work is no longer a pathway to admission. This is a tightening of University HDR Rule 2011 requirements.

3 Application for admission to candidature
   (1) Update ‘School’ to ‘University school’
      (a) Delete ‘the proposed method of candidature, being that of either:’
      (b) Delete paragraphs (b) (i) and (ii), and replace with: (b) written evidence confirming that an academic within the University school, with an academic background appropriate to the candidate’s proposed research:
         (i) approves the applicant’s research proposal; and
         (ii) is willing to supervise the research;
      (c) Replace ‘a proposed course of research and advanced study including:’ with ‘a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school.’
      Delete paragraphs (c) (i) and (ii).
   These changes reflect the change of school policy which requires a candidate to have a supervisor attached to their application before they apply. This was approved at the Research Graduate Studies Committee meeting on 20 August 2015, and the Faculty Board of 29 October 2015. The change which requires a candidate to complete a preliminary research proposal updates the resolutions in line with University Policy- HDR Rule 2011 and changes in School HDR Policy approved at Research Education Committee meeting on 8 February 2018. These changes also reflect feedback from Graduate Studies Committee and Kerrie Henderson, University Policy Manager, OGC (May 2018).
      (d) Replace all references to ‘HDR Rule’ with the full policy name the ‘University of Sydney (higher Degree by Research Rule) 2011’, and in all places that it appears through the Master of Philosophy Resolutions. Replace ‘his or her’ with ‘their’.
      Delete ‘or exegesis’. Replace ‘studio-based’ with ‘design-based’ in all places that it appears through the Master of Philosophy Resolutions, as this reflects current School policy. Utilisation of the design-based research degree has been noted to reflect that the design aspect emphasis is not limited to a studio-based idea. Evidence that this is School accepted terminology is noted in the Research Education Committee Meeting 29 May 2014, which went to Faculty Board 7 August 2014; and the Research Education Committee meeting on 21 August 2014, which went to Faculty Board on 16 April 2015.
Replace 'Librarian' with 'Libraries' to bring the resolutions in line with the current HDR policy - HDR Rule 2011.

(2) Replace 'her or she' with 'they'

Part 3: Candidature
5 Appointment of supervisor
Delete ‘Head of Department’ and replace with ‘Associate Dean (Research Education).’
Replace ‘recommend’ with ‘approve’, to reflect current policy whereby the Associate Dean (Research Education) approves supervisors and research area as part of approving the offer.

Part 4: Requirements
8 Degree requirements
(1) (b) For clarification purposes replace ‘any’ with ‘all’.
Delete text in (2) (a); and (b) and replace with:
(2) In addition, candidates proceeding by research and thesis must submit for examination a thesis embodying the results of their research.
(a) Theses must be submitted in the mode approved by the Associate Dean (Research) at the time of candidate confirmation.
Add new section (3) (a) and (b) as below. And (2) (i) (ii) moves to section (3) (b) (i) (ii).
(3) Candidates may proceed otherwise than by research and thesis, consistently with the requirements of the Thesis and Examination of Higher Degrees by Research Policy 2015
(a) Candidates undertaking the Design-Based option must first obtain the approval of the Associate Dean (Research Education).
(b) Add ‘candidates proceeding by’. Replace ‘studio-based’ with ‘Design-Based’ to reflect current School policy. Delete ‘and exegesis’, add ‘must submit for examination’:
(2 and (ii):
(i) Replace ‘studio-based’ with ‘design-based’, as per other references in the document.
(ii) Delete ‘and exegesis’. Add ‘In this mode students produce an agreed program of design work accompanied by a text of 10,00 to 15,000 words in length.’

9 The thesis and research paper
(1) (b) Add ‘words for the conventional thesis’.
(2) Delete ‘studio-based’, ‘and research paper’, and ‘an exegesis’ and replace with ‘the design-based research option shall produce a research paper’
(b) Delete ‘is no more than 15,000 words in length, except by permission of the relevant Head of Discipline,’ and replace with ‘meets the requirements outlined by the Design PhD Director and Associate Dean (Research Education).’ This change is to reflect the updates in the School structure.
Add in new paragraph (3) ‘For all MPhil options, the thesis type and submission requirements, including word length, will be confirmed with the student, supervisor, the Design PhD Director (if applicable) and the Associate Dean (Research Education) at the student’s Confirmation of Candidature hearing’. The re-wording of 8.1 (i) and 9.2 (b) is based on the ‘Thesis and Examination of Higher Degrees by Research Policy 2015’, and is for clarification about the range of word count.

10 Probation
(2) (b) Add ‘(Research Education) and required by the University

14 Suspension of candidature
Delete ‘two semesters’ and replace with ‘four research periods or one calendar year’. This brings the resolutions in line with HDR Rule 2011.

17 Examination of thesis
(1) Replace ‘studio-based’ with ‘design-based’ as above. Replace ‘RGS’ with ‘Research Education Committee’ to reflect changes in the School management structure. Delete ‘exegesis’.
(a) Update ‘University school’
(b) Delete ‘three copies’ and replace with ‘a copy’. Delete ‘exegesis’. Add ‘in a format previously approved and according to Add ‘in a format previously approved and according to HDR Policy (based on ‘Thesis and Examination of Higher Degrees by Research Policy 2015’).’
This brings the resolutions in line with School Policy.
(d) Delete ‘Head of Department’ and replace with ‘Associate Dean (Research Education)’ as above.
19 Transition provisions
(1) and (2) update dates from 2016 to 2019.

Master of Philosophy

These resolutions must be read in conjunction with applicable University By-Laws, Rules and polices, including (but not limited to): the University of Sydney (Higher Degree by Research Rule) 2011; the Thesis and Examination of Higher Degrees by Research Policy 2015; the Supervision of Higher Degree by Research Students Policy 2013; the Progress Planning and Review by Higher Degree by Research Students Policy 2015; the Research Code of Conduct and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

Part 1: Preliminary
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RMPHLARC-01</td>
<td>Master of Philosophy</td>
</tr>
</tbody>
</table>

Part 2: Admission requirements

2 Eligibility for admission to candidature
(1) To be eligible to be admitted to candidature by the Head of School and Dean or Associate Dean (Research Education), an applicant must hold or have completed the requirements for:
(a) a bachelor's degree with first-class or second class honours from the University of Sydney in a relevant discipline; or
(b) a master's degree from the University of Sydney in a relevant discipline.

(2) The Head of School and Dean or Associate Dean (Research Education) may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the School Research Graduate Studies (RGS) Education Committee, are equivalent to those prescribed in sub-clause (1); or
(a) holds a qualification or qualifications that, in the opinion of the School Research Graduate Studies (RGS) Education Committee, are equivalent to those prescribed in sub-clause (1); or
(b) a portfolio of work demonstrating innovative practice, that in the opinion of the Associate Dean (Graduate Studies) or Head of School and Dean, is equivalent to the above awards.

3 Application for admission to candidature
(1) An applicant for admission to candidature must submit to the University School:
(a) satisfactory evidence of the applicant's eligibility for admission; the proposed method of candidature, being that of either:
(b) written evidence confirming that an academic within the University school, with an academic background appropriate to the candidate's proposed research:
   (i) approves the applicant's research proposal; and
   (ii) is willing to supervise the research;
   
   conventional research and thesis; or
   studio-based research and an exhibition-type presentation of their work (openly available to the academic community) and an exegesis;

   (c) a proposed course of research and advanced study including:
   a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school;

   (i) for applicants wishing to pursue their candidature by research and thesis, provide a 500-word summary of their proposed area of research; and
   (ii) for applicants wishing to pursue their candidature by studio-based research and research paper, a portfolio providing evidence of the applicant's knowledge and capability and a 500-word summary of their proposed area of research;

   (d) a statement certifying the applicant's understanding that, subject to the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011, if the candidature is successful, his or her
their thesis, or exegesis and record of studio-based design-based work, will be lodged with the University Libraries and made available for immediate public use;

(e) evidence of minimum English language requirements, where not demonstrated by academic qualifications; and

(f) the contact details of two academic or practitioner referees.

(2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she they will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework no more than 6 credit points may be credited.

Part 3: Candidature

5 Appointment of supervisor

The Head of Department Associate Dean (Research Education) will recommend approve a supervisor and associate supervisor for each candidate in accordance with the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 and Academic Board policies for postgraduate research higher degree supervision, which recommendation will be submitted for approval by the Research Graduate Studies (RGS) Education Committee.

6 Control of candidature

The HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

(1) To satisfy the requirements of the degree candidates must:

(a) complete any specified probationary requirements;

(b) complete any prescribed units of study; and

(c) conduct research on the approved topic.

(2) In addition, candidates proceeding by research and thesis must submit for examination a thesis embodying the results of their research.

(a) candidates proceeding by research and thesis must submit for examination a thesis embodying the results of the research.

Theses must be submitted in the mode approved by the Associate Dean (Research) at the time of candidate confirmation.

(b) candidates proceeding by studio-based research and exegesis must submit for examination:

Theses containing creative or artistic components, as permitted by the Thesis and Examination of Higher Degrees by Research Policy 2015 must include:

(i) an exhibition-style presentation of the student's work which is openly available to the academic community; and

(ii) a text of 10,000 to 15,000 words.

(3) Candidates may proceed otherwise than by research and thesis, consistently with the requirements of the Thesis and Examination of Higher Degrees by Research Policy 2015.

(a) Candidates undertaking the design-based research option must first obtain the approval of the Associate Dean (Research Education).
9 The thesis and research paper

(1) A candidate proceeding by research and thesis shall produce a thesis that:
   (a) meets the requirements specified in the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011; and
   (b) is in the range of 30,000 to 60,000 words for the conventional thesis.

(2) A candidate proceeding by studio-based design-based research option and research paper shall produce an exegesis a research paper that:
   (a) meets the requirements specified in the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011; and
   (b) is no more than 15,000 words in length, except by permission of the relevant Head of Discipline.

(3) For all MPhil options, the thesis type and submission requirements, including word length, will be confirmed with the student, supervisor, the Design PhD Director (if applicable) and approved by the Associate Dean (Research Education) at the student's Confirmation of Candidature hearing.

Part 5: Enrolment and progression

10 Probation

(1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011.

(2) In the probationary period each candidate must:
   (a) complete the 6 credit point core unit of study;
   (b) complete any structured program specified by the Head of School and Dean or Associate Dean (Research Education) and required by the University;
   (c) develop and present a refined research proposal at a public seminar, to the satisfaction of the candidate's supervision committee; and
   (d) demonstrate adequate English language competency for the completion of the degree to the candidate's supervision committee.

11 Time limits, earliest and latest submission dates

The HDR Rule University of Sydney (Higher Degree by Research Rule) 2011 specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time in agreement with the University School;

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011.

14 Suspension of candidature

Subject to the other conditions of the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011, a candidate may suspend candidature for a maximum of two semesters, four research periods or one calendar year.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011.
16 Progress
A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule University of Sydney (Higher Degree by Research Rule) 2011.

Part 6: Examination

17 Examination of the thesis
(1) Examination of both the thesis and the studio-based/design-based work (which has been exhibited in some venue or in some manner approved by the RGS Research Education Committee) and exegesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:
(a) three months prior to the anticipated submission of the thesis, when a candidate is advising the University School of approaching completion, the candidate must also submit three copies of a summary of the thesis or research paper, of not more than 300 words, for distribution to potential examiners;
(b) three copies of a copy of the thesis, or an exegesis, and record of the studio-based/design-based work, shall be submitted by the candidate in a format previously approved and according to HDR Policy University of Sydney (Higher Degree by Research Rule) 2011;
(c) two examiners will be appointed by the University School, at least one of whom shall be external to the University; and
(d) the examiners shall provide a written report to the Head of Department, Associate Dean (Research Education) detailing the outcome.

18 Award of the degree
The degree is awarded at the Pass level only.

Part 7: Other

19 Transitional provisions
(1) These course 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 requirements are completed within the time limits specified in those resolutions. The Head of School and Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

3. Signature of Dean

[Signature]
RECOMMENDATION

That the Graduate Studies Committee recommends that Academic Board:

1. Approve the proposal from the Sydney School of Architecture, Design and Planning to amend the Resolutions of the University of Sydney School of Architecture, Design and Planning in relation to the Doctor of Philosophy.

2. Rescind the course resolutions for the Doctor of Philosophy.

3. Approve the amendments to the Course Resolutions arising from the proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

The Sydney School of Architecture, Design and Planning seeks to amend the Resolutions of the University school in relation to the Doctor of Philosophy to update terms to reflect the reclassification of ADP from a faculty to a university school and the associated restructure of its governance and management, and to revise clauses relating to admission to candidature and degree requirements, in line with School and University policies.
Minor Course Amendment Proposal

Sydney School of Architecture, Design and Planning

Contact person: Associate Professor Lee Stickells / Associate Dean (Research Education)

1. Name of award course
   Doctor of Philosophy

   Purpose of proposal:

2. Rescind the Doctor of Philosophy Resolutions and incorporate changes to those resolutions into
   the ‘Resolutions of the University School’, now renamed ‘Resolutions of the University School of
   Architecture, Design and Planning in relation to the Doctor of Philosophy’.
   These changes reflect advice given by Kerrie Henderson, University Policy Manager, Office of
   General Counsel that the Doctor of Philosophy resolutions should be structured within the
   University school resolutions.

   (i) Update header statement to reflect that it is a research degree and not a coursework degree,
   And replace with:

   *These resolutions must be read in conjunction with applicable University By-laws, Rules and
   policies including (but not limited to) the University of Sydney (Higher Degrees by Research)
   Rule 2011 (as amended), Progress Planning and Review for Higher Degree by Research
   Students Policy 2015, Progress Planning and Review for Higher Degree by Research Students
   Procedures 2015, Supervision of Higher Degree by Research Students Policy 2013, Thesis
   and Examination of Higher Degree by Research Policy 2015, Thesis and Examination of Higher
   Degree by Research Procedures 2015, Research Code of Conduct, Academic Honesty
   Procedures 2016. Up to date versions of all such documents are available from the Policy

   (ii) Delete ‘1 Course Codes’ and associated table.

   (iii) Course structure and requirements. Change numbering from (2) to (1).

   (1) (b) To reflect current school policy, update ‘creative’ to ‘design-based’ in all instances in these
   resolutions. Delete ‘for exhibition’. Update ‘histories’ to ‘contextual’.

   (2) Delete ‘Head of Discipline’ and replace with ‘Associate Dean (Research Education), in all
   instances in these resolutions. This reflects an update in School policy as well as the change in
   School structure which no longer has Department Heads.

   (iii) Application for admission to candidature. Change numbering from (3) to (2).

   (1) Delete ‘Applicants’ and replace with ‘Applications’

   (a) Delete ‘for applicants wishing to pursue their candidature by research and thesis, a 500 word
   summary of their proposed area of research; and’, and replace with ‘satisfactory evidence of
   the applicant’s eligibility for admission as per University requirements based on the University
   of Sydney (Higher Degrees by Research) Rule 2011 (as amended);’

   This updates the resolutions in line with the University Policy - HDR Rule 2011.

   (b) Delete ‘for applicants wishing to pursue their candidature by studio-based research and
   text, a portfolio providing evidence of the applicant’s knowledge and capability and a 500-word
   summary of their proposed area of research’, and replace with ‘written evidence confirming
   that an academic within the School, with an academic background appropriate to the
   candidate’s proposed research:

   (i) supports the applicant’s research proposal; and

   (ii) is willing to supervise the research;

   This was approved at the Research Graduate Studies Committee meeting on 20 August
   2015, and noted by Faculty Board 29 October 2015. Additional edits to the text were made as
   per Kerrie Henderson’s instructions.
(c) Add (c) 'written evidence confirming that an appropriate person is willing to act as an auxiliary supervisor for the research; and'
(d) Add (d) 'a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school.'

Adding (c) and (d) updates the resolutions in line with University Policy - HDR Rule 2011 and changes in School HDR Policy approved at Research Education Committee meeting on 8 February 2018. This was edited as advised by Kerrie Henderson.

(iii) Add in (3) Probation Requirements. This new section below has been added to clarify probation within the University school.
(1) The first year of enrolment is probationary for all PhD candidates. The probationary period will be for a minimum of two research periods but not exceed four research periods.

(2) Candidates need to satisfy the probationary requirements listed in the school resolutions and meet compulsory criteria as advised during their probationary period.

(3) Candidates must meet all probation requirements of applicable University Rules, policies and procedures including but not limited to:

a. University of Sydney (Higher Degree by Research) Rule 2011.
b. University of Sydney (Higher Degrees by Research) Rule 2011 (as amended)
c. Progress Planning and Review for Higher Degree by Research Students Policy 2015
d. Progress Planning and Review for Higher Degree by Research Students Procedures 2015
e. Supervision of Higher Degree by Research Students Policy 2013
f. Thesis and Examination of Higher Degree by Research Policy 2015
g. Thesis and Examination of Higher Degree by Research Procedures 2015
h. Research Code of Conduct
i. Academic Honesty Procedures 2016.

(iv) (4) Degree requirements. (1) To reflect current school policy, replace 'studio-based' with 'design-based', throughout these resolutions. Add in 'the' and 'option' and delete 'and text'.
(b) Add 'Work submitted must meet the requirements outlined by the Design PhD Director (if applicable) and approved by the Associate Dean (Research Education);'

This reflects the changes in School HDR Policy to clarify requirements instigated at Research Graduate Studies Committee meeting on 6 October 2016 in line with University HDR Policies: 'Thesis and Examination of Higher Degrees by Research Procedures 2015', particularly the section on thesis with creative and artistic components, and 'Thesis and Examination of Higher Degrees by Research Policy 2015'.

Add (2) 'Candidates must meet all requirements of applicable University Rules, policies and procedures including but not limited to:

a. University of Sydney (Higher Degrees by Research) Rule 2011 (as amended)
b. Progress Planning and Review for Higher Degree by Research Students Policy 2015
c. Progress Planning and Review for Higher Degree by Research Students Procedures 2015
d. Supervision of Higher Degree by Research Students Policy 2013
e. Thesis and Examination of Higher Degree by Research Policy 2015
f. Thesis and Examination of Higher Degree by Research Procedures 2015
g. Research Code of Conduct
h. Academic Honesty Procedures 2016.'
This section is included to reflect the need to abide by University-wide HDR requirements for HDR candidature not being limited to those listed in this document, and includes the changes advised by Kerrie Henderson, University Policy Manager (OGC).

(v) (5) Transitional provisions. This new section has been added for clarification.
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2019 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, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Head of School and Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

3. Details of amendment

RESOLUTIONS OF THE UNIVERSITY SCHOOL

Resolutions of the University School of Architecture, Design and Planning in relation to the Doctor of Philosophy

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.

These resolutions must be read in conjunction with applicable University By-Laws, Rules and policies, including (but not limited to): the University of Sydney (Higher Degree by Research Rule) 2011; the Thesis and Examination of Higher Degrees by Research Policy 2015; the Supervision of Higher Degree by Research Students Policy 2013; the Progress Planning and Review by Higher Degree by Research Students Policy 2015; the Research Code of Conduct and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register sydney.edu.au/policies.

Course resolutions

1. Course Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPHDARC-01</td>
<td>Doctor of Philosophy</td>
</tr>
</tbody>
</table>

2.2 Course structure and requirements

(1) For the Doctor of Philosophy (PhD) in the University of Sydney School of Architecture, Design and Planning, candidates undertake an approved program of supervised, advanced research, which constitutes an original contribution to knowledge. Students will be examined for the degree by
completing a body of work presented in one of two forms:

(a) a substantial written thesis of 60,000-80,000 words that, through a sustained investigation, demonstrates an original contribution to knowledge; or

(b) a thesis comprising a substantial body of creative design-based work for exhibition plus a written text of 30,000-50,000 words examining the historical contextual and theoretical underpinnings of the creative design-based work, both of which demonstrate an original contribution to knowledge.

(2) For the dual mode (b) above, the length of the written thesis will be agreed through consultation between the candidate, the supervisory team and the Head of Discipline Associate Dean (Research Education) during the probationary period and any changes will need to be approved by the supervisor and Head of Discipline Associate Dean (Research Education).

3 Application for admission to candidacy

(1) Applicants. Applications for a proposed course of research and advanced study must include:

(a) for applicants wishing to pursue their candidature by research and thesis, a 500 word summary of their proposed area of research, and satisfactory evidence of the applicant's eligibility for admission as per University requirements based on the University of Sydney (Higher Degree by Research) Rule 2011 (as amended);

(b) for applicants wishing to pursue their candidature by studio-based research and text, a portfolio providing evidence of the applicant's knowledge and capability and a 500 word summary of their proposed area of research, written evidence confirming that an academic within the University school, with an academic background appropriate to the candidate's proposed research:

(i) supports the applicant's research proposal; and
(ii) is willing to supervise the research;

(c) written evidence confirming that an appropriate person is willing to act as an auxiliary supervisor for the research; and

(d) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school.

3 Probation requirements

(1) The first year of enrolment is probationary for all PhD candidates. The probationary period will be for a minimum of two research periods but not exceed four research periods.

(2) Candidates need to satisfy the probationary requirements listed in the University school resolutions and meet compulsory criteria as advised during their probationary period.

(3) Candidates must meet all probation requirements of applicable University Rules, policies and procedures including but not limited to:

j. University of Sydney (Higher Degree by Research) Rule 2011
k. University of Sydney (Higher Degree by Research) Rule 2011 (as amended)
l. Progress Planning and Review for Higher Degree by Research Students Policy 2015
m. Progress Planning and Review for Higher Degree by Research Students Procedures 2015
n. Supervision of Higher Degree by Research Students Policy 2013
o. Thesis and Examination of Higher Degree by Research Policy 2015
p. Thesis and Examination of Higher Degree by Research Procedures 2015
q. Research Code of Conduct
r. Academic Honesty Procedures 2016.
4 Degree requirements

(1) Candidates proceeding by the studio-based design-based research option and text must submit for examination:

(a) a permanent record of the studio-based design-based work (must be in the form of durable, portable visual, audio-visual, or other digital media); and

(b) a research paper or text on the creative design-based work. Work submitted must meet the requirements outlined by the Design PhD Director (if applicable) and approved by the Associate Dean (Research Education);

(2) Candidates must meet all requirements of applicable University Rules, policies and procedures including but not limited to:

i. University of Sydney (Higher Degree by Research) Rule 2011 (as amended)

j. Progress Planning and Review for Higher Degree by Research Students Policy 2015

k. Progress Planning and Review for Higher Degree by Research Students Procedures 2015

l. Supervision of Higher Degree by Research Students Policy 2013

m. Thesis and Examination of Higher Degree by Research Policy 2015

n. Thesis and Examination of Higher Degree by Research Procedures 2015

o. Research Code of Conduct

p. Academic Honesty Procedures 2016

5 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January 2019 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, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Head of School and Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Signature of Dean

[Signature]

18. IX. 18.
Minor Course Amendment Proposal

Sydney School of Architecture, Design and Planning

Contact person: Associate Professor Lee Stickells / Associate Dean (Research Education)

1. **Name of award course**
   Doctor of Philosophy

   Purpose of proposal:

2. Rescind the Doctor of Philosophy Resolutions and incorporate changes to those resolutions into the ‘Resolutions of the University School’, now renamed ‘Resolutions of the University School of Architecture, Design and Planning in relation to the Doctor of Philosophy’. These changes reflect advice given by Kerrie Henderson, University Policy Manager, Office of General Counsel that the Doctor of Philosophy resolutions should be structured within the University school resolutions.

   (i) Update header statement to reflect that it is a research degree and not a coursework degree.
   And replace with:
   ‘These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degrees by Research) Rule 2011 (as amended), Progress Planning and Review for Higher Degree by Research Students Policy 2015, Progress Planning and Review for Higher Degree by Research Students Procedures 2015, Supervision of Higher Degree by Research Students Policy 2013, Thesis and Examination of Higher Degree by Research Policy 2015, Thesis and Examination of Higher Degree by Research Procedures 2015, Research Code of Conduct, Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://sydney.edu.au/policies.’

   (ii) Delete ‘1 Course Codes’ and associated table.

   (iii) **Course structure and requirements.** Change numbering from (2) to (1).
   
   (1) (b) To reflect current school policy, update ‘creative’ to ‘design-based’ in all instances in these resolutions. Delete ‘for exhibition’. Update ‘histories’ to ‘contextual’.

   (2) Delete ‘Head of Discipline’ and replace with ‘Associate Dean (Research Education), in all instances in these resolutions. This reflects an update in School policy as well as the change in School structure which no longer has Department Heads.

   (iii) **Application for admission to candidature.** Change numbering from (3) to (2).
   
   (1) Delete ‘Applicants’ and replace with ‘Applications’
   
   (a) Delete ‘for applicants wishing to pursue their candidature by research and thesis, a 500 word summary of their proposed area of research; and’, and replace with ‘satisfactory evidence of the applicant’s eligibility for admission as per University requirements based on the University of Sydney (Higher Degrees by Research) Rule 2011 (as amended).’
   
   This updates the resolutions in line with the University Policy - HDR Rule 2011.

   (b) Delete ‘for applicants wishing to pursue their candidature by studio-based research and text, a portfolio providing evidence of the applicant’s knowledge and capability and a 500 word summary of their proposed area of research’, and replace with ‘written evidence confirming that an academic within the School, with an academic background appropriate to the candidate’s proposed research:
   
   (i) approves the applicant’s research proposal; and
   
   (ii) is willing to supervise the research;

   This was approved at the Research Graduate Studies Committee meeting on 20 August 2015, and noted by Faculty Board 29 October 2015. Additional edits to the text were made as per Kerrie Henderson’s instructions.
(c) Add (c) ‘written evidence confirming that an appropriate person is willing to act as an auxiliary supervisor for the research; and’
(d) Add (d) ‘a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school.’

Adding (c) and (d) updates the resolutions in line with University Policy - HDR Rule 2011 and changes in School HDR Policy approved at Research Education Committee meeting on 8 February 2018. This was edited as advised by Kerrie Henderson.

(iii) Add in (3) Probation Requirements. This new section below has been added to clarify probation within the University school.
(1) The first year of enrolment is probationary for all PhD candidates. The probationary period will be for a minimum of two research periods but not exceed four research periods.
(2) Candidates need to satisfy the probationary requirements listed in the school resolutions and meet compulsory criteria as advised during their probationary period.
(3) Candidates must meet all probation requirements of applicable University Rules, policies and procedures including but not limited to:

a. University of Sydney (Higher Degree by Research) Rule 2011.
b. University of Sydney (Higher Degrees by Research) Rule 2011 (as amended)
c. Progress Planning and Review for Higher Degree by Research Students Policy 2015
d. Progress Planning and Review for Higher Degree by Research Students Procedures 2015
e. Supervision of Higher Degree by Research Students Policy 2013
f. Thesis and Examination of Higher Degree by Research Policy 2015
g. Thesis and Examination of Higher Degree by Research Procedures 2015
h. Research Code of Conduct
i. Academic Honesty Procedures 2016.

(iv) (4) Degree requirements. (1) To reflect current school policy, replace ‘studio-based’ with ‘design-based’, throughout these resolutions. Add in ‘the’ and ‘option’ and delete ‘and text’.
(b) Add ‘Work submitted must meet the requirements outlined by the Design PhD Director (if applicable) and approved by the Associate Dean (Research Education);’

This reflects the changes in School HDR Policy to clarify requirements instigated at Research Graduate Studies Committee meeting on 6 October 2016 in line with University HDR Policies: ‘Thesis and Examination of Higher Degrees by Research Procedures 2015’, particularly the section on thesis with creative and artistic components, and ‘Thesis and Examination of Higher Degrees by Research Policy 2015’.

Add (2) ‘Candidates must meet all requirements of applicable University Rules, policies and procedures including but not limited to:
a. University of Sydney (Higher Degrees by Research) Rule 2011 (as amended)
b. Progress Planning and Review for Higher Degree by Research Students Policy 2015
c. Progress Planning and Review for Higher Degree by Research Students Procedures 2015
d. Supervision of Higher Degree by Research Students Policy 2013
e. Thesis and Examination of Higher Degree by Research Policy 2015
f. Thesis and Examination of Higher Degree by Research Procedures 2015
g. Research Code of Conduct
h. Academic Honesty Procedures 2016.’
This section is included to reflect the need to abide by University-wide HDR requirements for HDR candidature not being limited to those listed in this document, and includes the changes advised by Kerrie Henderson, University Policy Manager (OGC).

(v) (5) Transitional provisions. This new section has been added for clarification.
(1) These course resolutions apply to students who commenced their candidature after 1 January, 2019 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, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Head of School and Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

3. Details of amendment

RESOLUTIONS OF THE UNIVERSITY SCHOOL

Resolutions of the University School of Architecture, Design and Planning in relation to the Doctor of Philosophy

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.

These resolutions must be read in conjunction with applicable University By-Laws, Rules and polices, including (but not limited to): the University of Sydney (Higher Degree by Research Rule) 2011; the Thesis and Examination of Higher Degrees by Research Policy 2015; the Supervision of Higher Degree by Research Students Policy 2013; the Progress Planning and Review by Higher Degree by Research Students Policy 2015; the Research Code of Conduct and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: sydney.edu.au/policies.

Course resolutions

1. Course Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RRPHDARC-01</td>
<td>Doctor of Philosophy</td>
</tr>
</tbody>
</table>

2.1 Course structure and requirements

(1) For the Doctor of Philosophy (PhD) in the University of Sydney School of Architecture, Design and Planning, candidates undertake an approved program of supervised, advanced research, which constitutes an original contribution to knowledge. Students will be examined for the degree by
completing a body of work presented in one of two forms:

(a) a substantial written thesis of 60,000-80,000 words that, through a sustained investigation, demonstrates an original contribution to knowledge; or

(b) a thesis comprising a substantial body of creative design-based work for exhibition plus a written text of 30,000-50,000 words examining the histories contextual and theoretical underpinnings of the creative design-based work, both of which demonstrate an original contribution to knowledge.

(2) For the dual mode (b) above, the length of the written thesis will be agreed through consultation between the candidate, the supervisory team and the Head of Discipline Associate Dean (Research Education) during the probationary period and any changes will need to be approved by the supervisor and Head of Discipline Associate Dean (Research Education).

3.2 Application for admission to candidature

(1) Applicants Applications for a proposed course of research and advanced study must include:

(a) for applicants wishing to pursue their candidacy by research and thesis, a 500 word summary of their proposed area of research, and satisfactory evidence of the applicant's eligibility for admission as per University requirements based on the University of Sydney (Higher Degree by Research) Rule 2011 (as amended);

(b) for applicants wishing to pursue their candidacy by studio-based research and text, a portfolio providing evidence of the applicant's knowledge and capability and a 500 word summary of their proposed area of research, written evidence confirming that an academic within the University school, with an academic background appropriate to the candidate's proposed research;

(iii) approves the applicant's research proposal; and

(iv) is willing to supervise the research;

(c) written evidence confirming that an appropriate person is willing to act as an auxiliary supervisor for the research; and

(d) a written preliminary research proposal developed in conjunction with the proposed supervisor and in the form specified by the University school.

3 Probation requirements

(1) The first year of enrolment is probationary for all PhD candidates. The probationary period will be for a minimum of two research periods but not exceed four research periods.

(2) Candidates need to satisfy the probationary requirements listed in the University school resolutions and meet compulsory criteria as advised during their probationary period.

(3) Candidates must meet all probation requirements of applicable University Rules, policies and procedures including but not limited to:

j. University of Sydney (Higher Degree by Research) Rule 2011
k. University of Sydney (Higher Degree by Research) Rule 2011 (as amended)
l. Progress Planning and Review for Higher Degree by Research Students Policy 2015
m. Progress Planning and Review for Higher Degree by Research Students Procedures 2015
n. Supervision of Higher Degree by Research Students Policy 2013
o. Thesis and Examination of Higher Degree by Research Policy 2015
p. Thesis and Examination of Higher Degree by Research Procedures 2015
q. Research Code of Conduct
r. Academic Honesty Procedures 2016.
4 Degree requirements

(1) Candidates proceeding by the studio-based design-based research option and text must submit for examination:

(a) a permanent record of the studio-based design-based work (must be in the form of durable, portable visual, audio-visual, or other digital media); and

(b) a research paper or text on the creative design-based work. Work submitted must meet the requirements outlined by the Design PhD Director (if applicable) and approved by the Associate Dean (Research Education);

(2) Candidates must meet all requirements of applicable University Rules, policies and procedures including but not limited to:

i. University of Sydney (Higher Degree by Research) Rule 2011 (as amended)
j. Progress Planning and Review for Higher Degree by Research Students Policy 2015
k. Progress Planning and Review for Higher Degree by Research Students Procedures 2015
l. Supervision of Higher Degree by Research Students Policy 2013
m. Thesis and Examination of Higher Degree by Research Policy 2015
n. Thesis and Examination of Higher Degree by Research Procedures 2015
o. Research Code of Conduct

5 Transitional provisions

(1) These course resolutions apply to students who commenced their candidature after 1 January, 2019 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, 2019 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Head of School and Dean or Associate Dean may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Signature of Dean

Purpose

In response to a request by the Department of Education and Training in the Commonwealth of Australia, the University has created a policy to govern the award and administration of scholarships awarded under the Research Training Programme. This policy is attached for noting.

RECOMMENDATIONS

That the Committee note the policy and advise members of their local HDR community of the updated information.

EXECUTIVE SUMMARY

In 2016, the Commonwealth changed the Research Block Grants in line with the Watt Review. This resulted in the replacement of the Research Training Scholarship scheme with scholarships awarded under the Research Training Programme (RTP). The RTP scheme required that participating institutions have a publicly available policy to inform potential and actual scholarship recipients of the mechanisms for award and administration of the RTP scholarships. For various reasons, the University of Sydney included these in a separate policy (Student Recognition and Awards Policy 2017). The Department of Education and Training formally advised the University in 2017 that this was not appropriate and we should have a separate Research Training Scheme Policy. This was created in June of this year by extracting the RTP components and revising the previous policy accordingly. The new RTP policy has been sent to DET who have not provided any further commentary or criticism.

ATTACHMENTS

1. Draft Research Training Program Scholarships Policy 2018

RESEARCH TRAINING PROGRAM
SCHOLARSHIPS POLICY 2018

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

Dated: DRAFT ONLY

Last amended:

Name: Professor Anthony Masters
Position: Chair, Academic Board

CONTENTS

Contents ............................................................................................................................. 1
  1 Name of policy ........................................................................................................... 1
  2 Commencement ........................................................................................................ 2
  3 Policy is binding ..................................................................................................... 2
  4 Statement of intent ............................................................................................... 2
  5 Application ............................................................................................................. 2
  6 Definitions ............................................................................................................. 3
  7 Eligibility ................................................................................................................ 4
  8 RTP Fee Offset .................................................................................................... 4
  9 RTP Stipend ......................................................................................................... 5
 10 RTP Allowance .................................................................................................. 6
 11 Offers ................................................................................................................... 6
 12 Terms and conditions ....................................................................................... 6
 13 Duration ............................................................................................................... 7
 14 Suspension and deferral .................................................................................... 7
 15 Leave .................................................................................................................... 8
 16 Part time study ................................................................................................... 8
 17 Work restrictions ............................................................................................... 9
 18 Changes to enrolment ....................................................................................... 9
 19 Transfer to and from another higher education provider ......................... 10
 20 Supervision and facilities ............................................................................... 10
 21 Industry placements, research internships and professional practice activities 10
 22 Acknowledgement of RTP scholarship ............................................................ 10
 23 Termination ....................................................................................................... 11
 24 Grievance and review procedures ................................................................. 12
 25 Transitional arrangements ......................................................................... 12

Notes ................................................................................................................................ 12

Amendment history......................................................................................................... 13

1 Name of policy

This is the Research Training Program Scholarships 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) establishes the framework for administration of Australian Government Research Training Program Scholarships awarded by the University; and

(b) has been created in accordance with clause 1.6.45 of the Commonwealth Scholarship Guidelines (Research) 2017.

5 Application

(1) This policy applies to the administration of Australian Government Research Training Program Scholarships for higher degree by research students. It covers the following scholarships:

(a) Research Training Program Fee Offset;

(b) Research Training Program Stipend; and

(c) Research Training Program Allowance.

(2) This policy does not apply to:

(a) higher degree by research scholarships offered by individual faculties or University schools;

(b) higher degree by research scholarships offered from bequest or grant funding;

(c) higher degree by research scholarships funded from other Australian Government funding, such as National Health and Medical Research Council Scholarships or Australia Awards; or

(d) any other higher degree by research scholarships offered University-wide.
6 Definitions

continuing scholarship student means either:

• a student who receives a scholarship under an Australian Government scholarship program that preceded the RTP, which would terminate on or after 1 January 2017; or
• a student who has received an offer of a scholarship under an Australian Government scholarship program, and whose offer was scheduled to commence on or after 1 January 2017.

Dean means the Executive Dean or Dean of a faculty, or the Head of School and Dean of a University school.

faculty means a faculty or University school.

HDR means a higher degree by research offered by the University in accordance with the University of Sydney (Higher Degree by Research) Rule 2011.

HDRAC means the University’s Higher Degree by Research Administration Centre.

HDR Scholarships Subcommittee means the Higher Degree by Research Scholarships Subcommittee of the Academic Board Graduate Studies Committee.

higher education provider means a higher education provider as specified in section 16-15 or section 16-20 of the Higher Education Support Act 2003 (Cth).

recipient means, unless further defined, a student who has been awarded any of an RTP Fee Offset, RTP Stipend or an RTP Allowance.

research period has the meaning given in the University of Sydney (Higher Degree by Research) Rule 2011, which at the date of this policy is:

means an enrolment period set by the University and published on its website.

Note: Research periods are published at:
http://sydney.edu.au/study/study-dates.html

RTP means the Australian Government Research Training Program.

RTP Allowance means a scholarship funded by the RTP and paid by the University to a student to assist them with ancillary costs of an HDR course, including but not limited to:

• for international students, a standard overseas student health cover policy approved by the Commonwealth Department of Health which covers the student and any spouse and dependants; and
• study related relocation costs.
RTP Fee Offset means a scholarship funded by the RTP and paid by the University to a student to meet their liability for tuition fees. The RTP Fee Offset covers all tuition fees payable to the University for the course of study for the duration of the scholarship.


RTP Scholarship means any or all of an RTP Fee Offset, RTP Stipend or an RTP Allowance.

RTP Stipend means a scholarship funded by the RTP and paid by the University to a student to assist with their living costs while undertaking an HDR course.

supervisor means, in relation to a HDR student, a person appointed to discharge the responsibilities set out in clause 14 of the Supervision of Higher Degree by Research Students Policy 2013.

7 Eligibility

(1) A domestic or an international student may be offered an RTP Scholarship if they meet, or are considered likely to meet, the relevant criteria. However a student may only receive an RTP Scholarship if they are enrolled in, or have an unconditional offer of admission to, an HDR course.

Note: See the University of Sydney (Higher Degrees by Research) Rule 2011 for information about available higher degrees by research.

(2) A student will not be eligible for an RTP Fee Offset if they are currently receiving an Australian Government award or scholarship designed to offset HDR tuition fees.

(3) A student will not be eligible for an RTP Stipend if they are receiving income from another source to support their general living costs while undertaking their course of study, if that income is greater than 75 per cent of that student’s RTP Stipend rate.

(a) Income unrelated to the student’s course of study or income received for the student’s course of study but not for the purposes of supporting general living costs is not to be taken into account.

8 RTP Fee Offset

(1) The University will automatically consider domestic students for an RTP Fee Offset when they apply for an HDR course.

(2) The University will automatically consider international students for an RTP Fee Offset if they apply for an RTP Stipend under clause 9 of this policy.

(3) An RTP Fee Offset will be awarded to domestic students who:

(a) receive an unconditional offer of admission to an HDR course; and

(b) meet the eligibility criteria under clause 7(2) of this policy.
(4) An RTP Fee Offset will be awarded to international students who:
(a) receive an unconditional offer of admission to an HDR;
(b) are awarded an RTP Stipend; and
(c) meet the eligibility criteria under clause 7(2) of this policy.

Note: Tuition fees are offset after the relevant census date for each research period.

9 RTP Stipend

(1) Domestic students and international students must apply to be considered for an RTP Stipend.

(2) Applications for an RTP Stipend must be made by:
(a) for new students, the student:
(i) indicating that they wish to be considered for an RTP Stipend as part of the application for admission to their HDR course; and
(ii) submitting research experience evidence through the relevant process specified on the Scholarships Office website; or
(b) for current students, completing the application form available on the Scholarships Office website.

(3) RTP Stipends are awarded by a competitive process determined by the Academic Board consistently with the following principles.

Note: Details of the process are available from the Scholarships Office website.

(a) Recipients will be selected on the bases of academic merit and research experience.

(b) All applications will be assessed initially by the Scholarships Office and reviewed by the relevant faculty, taking into consideration the following factors as applicable:
(i) first class honours degree;
(ii) first class honours equivalent degree;
(iii) Masters by research degree;
(iv) the world rankings of the institution that conferred the relevant qualification; and
(v) research experience.

(c) The Scholarships Office, in consultation with the relevant faculty, may prioritise applicants based on:
(i) whether this is the first time that the applicant would receive an Australian Government or University scholarship to complete an HDR at the same level of study; and
(ii) whether the current course of study is the first that the applicant will complete at that level.

(d) After assessment, the HDR Scholarships Subcommittee will consider all eligible applicants on the basis of the criteria in clause 9(3), and determine the number of offers to be made.
(4) The RTP Stipend rate will be determined in accordance with clause 1.6.10 of the RTP Guidelines.
   (a) The University will offer each recipient an RTP Stipend rate at least equal to the base full time rate and no more than the maximum full time rate that is advised by the Commonwealth Department of Education and Training under clause 1.6.10(4) of the RTP Guidelines.
   (b) Each year, the University will pay recipients their RTP Stipend in proportion to the period for which the recipient has been awarded the RTP Stipend.
   (c) RTP Stipend payments will be paid on a fortnightly basis.
   (d) If a recipient is approved to study on a part-time basis in accordance with clause 15 of this policy, then the recipient’s part time RTP Stipend rate will be 50 per cent of the applicable full-time RTP Stipend rate.

10 RTP Allowance

(1) RTP Allowances may be awarded to a student (domestic or international) who also receives either or both of an RTP Fee Offset or an RTP Stipend.
(2) Domestic students will be provided with a relocation allowance in accordance with the Research Training Program Relocation Allowance Guideline (Domestic).
(3) All other available RTP Allowances will be detailed in the relevant RTP Scholarship terms and conditions that are published in accordance with clause 12 of this policy.

11 Offers

The University will notify applicants of the outcome of their RTP Scholarship application by email to the applicant’s University email address (for current students), or the preferred email address contained in the student’s application for admission.

12 Terms and conditions

(1) The Deputy Vice Chancellor (Registrar) must determine the terms and conditions for RTP Scholarships, which must specify:
   (a) eligibility requirements;
   (b) benefits provided;
   (c) duration of support;
   (d) application, selection and offer processes;
   (e) extension and suspension arrangements;
   (f) paid leave or work arrangements;
   (g) arrangements for changes in student circumstances, such as:
      (i) change in award course;
      (ii) change from full-time to part-time study or vice versa;
      (iii) change of institution;
      (iv) change of research area.
(h) circumstances in which support may be terminated; and
(i) any necessary transitional arrangements for scholarship holders under prior schemes.

(2) The Scholarships Office must establish and maintain a publicly available page on the University's website for RTP Scholarships. This web page must:
(a) include copies of the terms and conditions applying to RTP Scholarships; and
(b) be linked to the student recognition and support awards web page established under clause 9 of the Student Recognition Awards Policy 2016.

13 Duration

(1) The maximum duration of an RTP Scholarship for a Master’s by research student is:
(a) **RTP Stipend** – eight research periods;
(b) **RTP Fee Offset** – eight research periods;
(c) **RTP Allowance** – in accordance with the time limits set out in the HDR Thesis Expenses Allowance Guidelines.

(2) The maximum duration of a scholarship for a Doctorate by research student is:
(a) **RTP Stipend** – 36 months, with a possible extension of six months if the student achieves a progress review rating above “unsatisfactory progress” at the progress review at the end of their third year;
   Note: See Progress Planning and Review for Higher Degree by Research Students Policy 2016.
(b) **RTP Fee Offset (domestic students)** – sixteen research periods;
(c) **RTP Fee Offset (international students)** – twelve research periods with a possible extension of one research period.
(d) An application for extension of scholarship must be made in writing to, and approved by, the student’s supervisor and the relevant Head of School or Head of Discipline.

(3) Periods of study already undertaken towards the degree prior to the commencement of the RTP Scholarship will be deducted from the maximum duration of the RTP Scholarship.

14 Suspension and deferral

(1) A recipient may defer their RTP Scholarship for up to one research period with the approval of:
(a) their supervisor; and
(b) the relevant Associate Dean (Research Education).

(2) A recipient may not apply to suspend their RTP Scholarship within their first six months of study, unless:
(a) permitted by a legislative provision; or
(b) approved by the relevant Associate Dean (Research Education) on the basis of special circumstances
   (i) Special circumstances include carer responsibilities or medical conditions, and will generally be out of the recipient’s control.

(3) After the first six months, a recipient may apply to suspend their RTP Scholarship for up to 12 months, for any reason.
   (a) Periods of suspension are cumulative and failure to resume study after suspension will result in the RTP Scholarship being terminated.
   (b) The suspension must be approved by the relevant Associate Dean (Research Education).
   (c) Periods of study towards the relevant degree during suspension of the RTP Scholarship will be considered as advance standing and be deducted from the maximum tenure of the RTP Scholarship.

   Note: International students should check the terms and restrictions applicable to their visas before suspending.

(4) An RTP Scholarship will be suspended during any period of suspension of studies.

15 Leave

(1) The recipient of an RTP Stipend is eligible for paid leave in accordance with the RTP Guidelines. Leave entitlements include:
   (a) recreation leave;
   (b) sick leave; and
   (c) maternity leave.

   Note: Details of the specific leave entitlements for RTP Scholarships are available from the set out in the Research Training Program Stipend Scholarship (Domestic) Terms and Conditions and the Research Training Program Stipend Scholarship (International) Terms and Conditions 2018.

(2) Periods of leave under this clause above are not considered part of the period of support under an RTP Scholarship.

16 Part-time study

(1) Domestic student recipients of an RTP Fee Offset may study on a part-time basis with the approval of the relevant Associate Dean (Research Education).

(2) All other recipients of RTP Scholarships may study on a part-time basis only:
   (a) with the approval of the relevant Associate Dean (Research Education); and
   (b) on the basis of special circumstances.

   (i) Special circumstances include carer responsibilities or a medical condition, and are generally outside of the recipient’s control.

   (ii) Work commitments are not considered special circumstances.

(3) International students will only receive approval to study part-time if it is permitted under their visa.
(4) Recipients enrolled part-time must undertake 50 per cent of the full time equivalent study load.
   (a) The scholarship duration will be adjusted accordingly.
(5) If a recipient converts from part-time to full-time study or vice versa:
   (a) the recipient must notify the University of the change to their enrolment in accordance with clause 18(2) of this policy; and
   (b) the scholarship duration will be adjusted accordingly.
(6) Maximum durations specified in clause 13 of this policy will apply.

17 Work restrictions

(1) International students must refer to their visa conditions to determine their ability to undertake work outside of their HDR course.
   (a) The application fee for a work permit, if required, is not covered under an RTP Scholarship.
(2) Delays in completion of studies due to employment commitments will not be accepted as grounds for an extension of an RTP Scholarship.

18 Changes to enrolment

(1) Recipients may transfer from a Master’s by research to a Doctorate by research, or vice versa. In such cases, this policy will apply as if the recipient had been undertaking the new course from the date of commencement of their original course.
(2) A recipient who changes their enrolment must inform the following within 10 working days:
   (a) their supervisor, by written notice; and
   (b) the University, through the Sydney Student portal.
(3) Changes to enrolment include, but are not limited to:
   (a) changes to attendance pattern;
   (b) suspension;
   (c) leave of absence;
   (d) withdrawal;
   (e) course transfer;
   (f) change in field of education code;
   (g) candidature conversion.
(4) HDRAC will notify a recipient if any change to the recipient’s enrolment affects their entitlement to an RTP Scholarship.
(5) The University may require a recipient to repay any RTP Stipend or RTP Allowances that were overpaid as a result of a change to enrolment.
19 Transfer to and from another higher education provider

(1) A student transferring to the University from another higher education provider is eligible to apply for an RTP Scholarship.

   (a) The student must provide evidence of any earlier periods of study that would count toward an RTP Scholarship as part of their application for admission to the relevant course.

(2) A student transferring to another higher education provider from the University may request from HDRAC a statement of the period they have been in receipt of an RTP Scholarship.

20 Supervision and facilities

(1) Supervision of HDR students is governed by the Supervision of Higher Degree by Research Students Policy 2013.

   Note: In particular, the responsibilities of supervisors are set out in clause 14 of the Supervision of Higher Degree by Research Students Policy 2013. See also the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

(2) The provision of facilities to HDR students is governed by the Essential Resources for Higher Degree by Research Students Policy 2016.

21 Industry placements, research internships and professional practice activities

(1) Recipients may undertake industry placements, research internships, and professional practice activities of up to six months’ duration that are approved as part of their HDR course by:

   (a) their supervisor;

   (b) the relevant Associate Dean (Research Education).

(2) RTP Fee Offset recipients are eligible to have their scholarship extended for the duration of an approved placement, research internship or professional practice activity.

   (a) The total length of the RTP Fee Offset cannot extend beyond the maximum duration set out in clause 13 of this policy.

(3) RTP Stipends may be extended for the duration of an approved industry placement, research internship or professional practice activity if:

   (a) the recipient already holds, and remains eligible for, an RTP Stipend;

   (b) no other income is received from these activities; and

   (c) the maximum duration of the RTP Stipend has not been reached.

22 Acknowledgement of RTP scholarship

(1) The Australian Government’s contribution must be formally acknowledged when, at any time during or after completion of a relevant HDR course:
(a) the recipient;
(b) the recipient’s supervisor; or
(c) any other party
publishes or produces material (such as books, articles, newsletters or other literary or artistic works) relating to the recipient’s research project.

(2) This requirement is met by including the following statement in any materials: “This research is supported by an Australian Government Research Training Program (RTP) Scholarship”.

23 Termination

(1) An RTP Fee Offset or an RTP Stipend will be terminated when:
(a) the recipient submits their thesis for examination;
(b) the recipient exceeds the maximum duration applicable to their RTP Scholarship as set out in clause 13;
(c) the recipient ceases to be enrolled in their course, without approved leave or suspension;
(d) the relevant faculty determines that the recipient:
   (i) is not carrying out the course of study with competence and diligence;
   (ii) is not maintaining satisfactory academic progress;
   
   Note: See Progress Planning and Review for Higher Degree by Research Students Policy 2015.

(e) a finding is made against the recipient of:
   (i) misconduct, under the University of Sydney (Student Discipline) Rule 2016; or
   (ii) code breach or research misconduct, under the Research Code of Conduct.
   
   Note: See clause 2.1 of the University of Sydney (Student Discipline) Rule 2016 for the definition of misconduct. See clauses 18 and 19 of the Research Code of Conduct 2013 for the definition of research misconduct and a code breach, respectively.

(f) the recipient, having commenced as an international student, becomes an Australian Permanent Resident.
   (i) In such cases the recipient will be eligible to continue with an RTP Fee Offset and an RTP Stipend as a domestic student provided that they continue to meet progress requirements as identified in the annual progress review process.
   
   Note: See Progress Planning and Review for Higher Degree by Research Students Policy 2015.
   (ii) International students who obtain Australian permanent residence before or during the course of their enrolment at the University must notify Student Fees, Student Administration Services Office and HDRAC immediately upon issue of their Australian permanent resident visa.
(2) HDRAC will inform a recipient of the termination of an RTP Fee Offset or an RTP Stipend under clause 23(1) by email to their University email address.

24 Grievance and review procedures

The Resolution of Complaints Policy 2015 and the Student Complaints Procedures 2015 apply to the award, administration and termination of RTP Scholarships.

25 Transitional arrangements

(1) The University will offer each continuing scholarship student an RTP Scholarship in a form that:
   (a) does not disadvantage them; and
   (b) provides at least equivalent support to that provided, or which would have been provided, through the relevant predecessor Australian Government programs.

(2) The duration of the RTP Scholarship will be considered as starting from the date the continuing scholarship student commenced their course of study.

NOTES

Research Training Program Scholarships 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: Deputy Registrar
Review date: [Date 5 years from date of adoption]
Rescinded documents:
Related documents:

Higher Education Support Act 2003 (Cth)
Commonwealth Scholarships Guidelines (Research) 2017
University of Sydney (Higher Degree by Research) Rule 2011
Essential Resources for Higher Degree by Research Students Policy 2016
Progress Planning and Review for Higher Degree by Research Students Policy 2015
Student Recognition Awards Policy 2016
Supervision of Higher Degree by Research Students Policy 2013

Student Complaints Procedures 2015

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 9 GSC Report to Board</td>
<td></td>
<td>Page 65 of 81</td>
</tr>
</tbody>
</table>

Academic Board
2 October 2018

158
**RECOMMENDATION**

*That the Admissions Subcommittee recommend that the Academic Board approve:*

a) The proposal from the Faculty of Engineering and Information Technologies to amend the IELTS requirement for the Master of Professional Engineering (Accelerated)

**EXECUTIVE SUMMARY**

The new course proposal for the Master of Professional Engineering (Accelerated) incorrectly stated that the required IELTS would be 7.0 overall with minimum of 6.5 in each band.

The required IELTS for entry to the Master of Professional Engineering (Accelerated) should match that for entry to the standard MPE, which is 7.0 overall with minimum of 6.0 in each band.

**ATTACHMENTS**

Attachment 1: Minor Course Amendment proposal Master of Professional Engineering (Accelerated)
Minor Course Amendment Proposal

**Faculty**: Faculty of Engineering and Information Technologies

**Contact person**: Christine Lacey x40678

1. **Name of award course**
   Master of Professional Engineering (Accelerated)

2. **Purpose of proposal**
The purpose of the proposal is to correct an error in the recently approved new course proposal for the Master of Professional Engineering (Accelerated) regarding the IELTS requirement.

3. **Details of amendment**
The required IELTS for entry to the Master of Professional Engineering (Accelerated) should match that for entry to the standard MPE, which is 7.0 overall with minimum of 6.0 in each band.

   The proposal incorrectly stated that the required IELTS would be 7.0 overall with minimum of 6.5 in each band.

   It is proposed to amend the MPE(Accel) IELTS requirement to 7.0 overall with minimum of 6.0 in each band.

4. **Transitional arrangements**
   Nil.

5. **Other relevant information**
   Nil

6. **Signature of Dean**

   [Signature]

   20/8/18
The purpose of this submission is to seek approval for an amendment to the admission requirements set out in the Course Resolution for the Master of Speech Language Pathology.

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Faculty of Health Sciences to amend the Master of Speech Language Pathology; and

(2) approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019.

EXECUTIVE SUMMARY

Following an amendment to the admission requirements for the Master of Speech Language Pathology in 2017, the Faculty of Health Sciences has become aware of a number of issues relating to the application of the prerequisites and pathways to entry to the Master of Speech Language Pathology. In order to resolve these issues, and to better align current practice with the Higher Education Standards Framework, the Faculty is seeking approval to amend the admission requirements for the course; to specify assumed knowledge, rather than pre-requisite knowledge for admission.

In addition, the Faculty will seek an amendment to the teaching dates for Year 1 Semester 1 to commence two weeks early, on Monday 11 February 2019. This additional time will enable the Discipline of Speech Pathology to augment its existing orientation and transition to study program provided to Master of Speech Language Pathology students, and will facilitate early opportunities for assessment of students level of preparedness, for early formative feedback, and to support all students with appropriate resources for revision and further academic support in line with the Higher Education Standards Framework. The amendment of the teaching dates for the Master of Speech Language Pathology will be the subject of a separate proposal to the Academic Board.

To this end, the Faculty has commenced the process of transforming its bridging courses into fully online modules, which will be made available to all students admitted to the course as a resource to revise and self-assess assumed knowledge prior to commencing the course, and to support learning throughout their candidature.

BACKGROUND / CONTEXT

The Master of Speech Language Pathology, since 2005 has required pre-existing knowledge in Linguistics and Phonetics for admission to the course. In practice, however, the majority of students have elected to complete a Summer School unit of study offered by the Faculty of Health Sciences in order to meet foundational knowledge requirements as part of a conditional offer of admission. In 2017, Academic Board approved the inclusion of two further prerequisites for admission to course; anatomy and neurology of the speech systems. In line with historical practice, the Faculty developed additional bridging course modules to provide students with a pathway to attain these new prerequisites, which were offered during January and February for students commencing in Semester 1, 2018.
Subsequent to the approval of the revised admission requirements in 2017, the Faculty of Health Sciences became aware of a number of issues relating to the application of the prerequisites and pathways to entry to the Master of Speech Language Pathology. Under the Higher Education Standards Framework, all students must have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background or entry pathway. At present, only students who have not provided documentary evidence of having completed pre-requisite units of study are invited to complete bridging courses in anatomy and neurology. In 2018, approximately 75% of students admitted to the course completed the Summer School unit of study, the bridging course, or both prior to commencing the course. The Faculty perceives that better alignment with the Higher Education Standards Framework may be achieved if all students, irrespective of their educational background, are provided with opportunities and resources to support their transition into the course of study.

The University’s International Compliance and Reporting team have also raised concerns relating to ESOS compliance, in light of the Faculty’s long standing practice of offering non-award units of study or bridging courses to students as a condition of entry to the Master of Speech Language Pathology. As a result, the Faculty will no longer be able to offer non-award units of study or bridging courses as a condition of admission to the course in the future.

In order to ensure the Faculty is meeting compliance obligations, whilst continuing to fulfil our responsibility under the Higher Education Standards Framework to ensure that admitted students have the academic preparation needed to participate in the degree, the Faculty is seeking approval to amend the admission requirements for the course; to specify assumed knowledge, rather than pre-requisite knowledge for eligibility for admission (Attachment 1).

In addition, the Faculty will seek an amendment to the teaching dates for Year 1 Semester 1 to commence two weeks early, on Monday 11th February 2019. This additional time will enable the Discipline of Speech Pathology to augment its existing orientation and transition to study program provided to Master of Speech Language Pathology students, and will facilitate early opportunities for diagnostic assessment of students to determine each student’s level of preparedness and to provide early formative feedback to all students and additional, targeted academic support for students identified as needing additional learning opportunities in the diagnostic assessment. The amendment to the teaching dates for the Master of Speech Language Pathology will be the subject of a separate proposal to the Academic Board.

To this end, the Faculty has commenced the process of transforming its bridging courses into fully online modules, which will be made available to all students admitted to the course as a resource to revise and self-assess assumed knowledge prior to commencing the course, and to support learning throughout their candidature.

**ISSUES**

**Ensuring prospective students understand the specific assumed knowledge requirements, and that all students admitted to the course may have a reasonable prospect of success**

Detailed information setting out pre-existing knowledge requirements for the Master of Speech Language Pathology, including examples of domestic and international units of study deemed acceptable to achieve an appropriate standard of knowledge, is currently provided to prospective students on Sydney Courses. This information will be updated to reflect ‘assumed knowledge’ requirements for 2019 (Attachment 2). Relevant units of study in Year 1 of the Master of Speech Language already specify the assumed knowledge requirements (Attachment 3).

Although it will be the responsibility of prospective students to make an informed decision to apply for the Master of Speech Language Pathology only if they have a suitable background and meet the assumed knowledge requirements indicated, the Faculty of Health Sciences is cognisant that there are likely to be differences in the depth or recency of assumed knowledge between individual students. As such, the Faculty is in the process of transforming the Bridging Course and Summer School content, currently prescribed for students who do not meet pre-existing knowledge requirements, into a series of self-study online modules. The Faculty will provide all commencing Master of Speech Language Pathology students access to these online modules, and will strongly encourage students to revise assumed knowledge prior to commencing the
course in February. These modules will be available to all commencing students from late in 2018, and students will have ongoing access to these resources throughout their candidature.

The earlier commencement date for Semester 1 will also provide early opportunities for assessment of level of assumed knowledge (for example, using diagnostic assessments such as formative quizzes), and time for students to continue to revise, consolidate and apply this knowledge, a strategy which is well aligned with the Higher Education Standards Framework. In this way, the Faculty will seek to ensure that all students commence the early stages of the course with an appropriate and commensurate standard of background knowledge, regardless of when and where they may have first undertaken study in linguistics, phonetics, functional anatomy and functional neurology of the speech system.

**Semester start dates and international student visas**

The Faculty proposes that the Academic Board approve an earlier start date for Semester 1 of the Master of Speech Language Pathology.

In early consultation regarding the proposed change to semester start dates, a concern has been raised as to whether the Faculty could guarantee that international students will be able to finalise visa arrangements in time for the start of teaching.

The Admissions team have confirmed that the amended start date for the course will be included on the electronic confirmation of enrolment (eCoe) issued to international students.

Further than this, the Faculty of Health Sciences is not in a position to assure that students will be issued a visa to arrive at the earlier Semester start date. The Department of Home Affairs considers each visa application on a case-by-case basis and there are many factors that may influence the length or outcome of this process. However, the Faculty will seek to open applications to the Master of Speech Language Pathology and make offers for the 2019 intake as early as practicable, to facilitate sufficient time for a typical visa application process wherever possible. To this end, the Faculty is seeking to expedite a resolution for this proposal, if possible.

**IMPLEMENTATION**

If approved, changes to admission requirements and teaching dates will be updated in all Student Recruitment and Marketing materials, including Sydney Courses, with immediate effect. Note, this change will make admission to the course easier for all applicants.

A briefing note will be circulated to key stakeholders in central portfolios, including Global Student Recruitment, Marketing and Communications, Admissions, International Compliance and Reporting. International agents will also be informed of the changes to admission requirements.

Expectations with respect to assumed knowledge and the change to teaching start date for course will be clearly outlined for students in offer letters and on Sydney Courses.

**ATTACHMENTS**

- **Attachment 1** – Minor course amendment proposal – Master of Speech Language Pathology
- **Attachment 2** – Assumed knowledge set out for Year 1 units of study
- **Attachment 3** – Assumed Knowledge information form for prospective students
Minor Course Amendment Proposal

Faculty: Faculty of Health Sciences

Contact person: A/Prof Alison Purcell

1. Name of award course

Master of Speech Language Pathology

2. Purpose of proposal

To seek an amendment to Course Resolutions for the Master of Speech Language Pathology, relating to admission requirements for the course.

3. Details of amendment

MASTER OF SPEECH LANGUAGE PATHOLOGY – MASPLAPA1000

Course rules

Master of Speech Language Pathology
Graduate Diploma in Communication Disorders

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASPLAPA-01</td>
<td>Master of Speech Language Pathology</td>
</tr>
<tr>
<td>GNCOMMDI-01</td>
<td>Graduate Diploma in Communication Disorders</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time or part time, according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Admission to candidature

(1) Available places in the Master of Speech Language Pathology will be offered to qualified applicants based on academic merit. Admission to for the Graduate Diploma in Communications Disorders is only by transfer from the Master of Speech Language Pathology.

(2) Admission to candidature for the Master of Speech Language Pathology requires:
(a) A minimum of a bachelor’s degree from an Australian institution or equivalent; and

(b) Prerequisite Assumed knowledge in the following areas:

(i) Phonetics (applicants who do not have prior studies in phonetics including phonetic transcription must complete prescribed units prior to commencement of the degree).

(ii) Linguistics (applicants who do not have prior studies in linguistics must complete prescribed units prior to commencement of the degree).

(iii) Anatomy of the Speech System (applicants who do not have prior studies in anatomy of the speech system including head, neck, hearing and respiratory systems must complete prescribed units prior to commencement of the degree).

(iv) Neurology of the Speech System (applicants who do not have prior studies in neurology of the speech system including the nervous system and motor control of the speech system must complete prescribed units prior to commencement of the degree).

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Faculty of Health Sciences Table of units of study for the Master of Speech Language Pathology.

(2) To qualify for the award of the Master of Speech Language Pathology a candidate must complete 96 credit points of core units of study.

(3) To qualify for the award of the Graduate Diploma in Communication Disorders a candidate must complete 48 credit points of core units of study prescribed for the Master of Speech Language Pathology.

6 Course transfer

A candidate for the master’s degree may elect to discontinue study and graduate with the graduate diploma, with the approval of the Dean, and provided the requirements of the graduate diploma have been met.

7 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 requirements are completed by 1 January, 2025. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Transitional arrangements

This amendment is to come into effect from 1 January, 2019. However, all applicants for 2019 admission will be assessed based on the revised admission requirements.

5. Other relevant information

6. Signature of Dean
Course Tables for the Master of Speech Language Pathology

Please note, assumed knowledge indicated for Year 1 units of study in the Master of Speech Language Pathology are highlighted in yellow below.

MASTER OF SPEECH LANGUAGE PATHOLOGY – MASPLAPA1000

Master of Speech Language Pathology

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>
| Course MASPLAPA-01 Credit points for award: 96
On-campus: full-time, 4 semesters; part-time, 8 semesters

Full-time mode

Year 1 (first offered 2018)

Semester 1

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5060 Language 1: Developmental Disorder</td>
<td>6</td>
<td>A An understanding of basic linguistics including traditional grammatical analysis. Summer School Linguistics and Phonetics, or their equivalents.</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

This unit is a prerequisite for CSCD5067 Clinical Practice 2, CSCD5064 Language 2: Literacy and Language and CSCD50XX Functional Communication in Disability

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| CSCD5061 Speech 1: Phonological Impairment | 6   | A Phonemic transcription of Australian English; and, normal head and neck anatomy  
N CSCD5020 |                  |                | Semester 1  |

This unit is a prerequisite for CSCD5067 Clinical Practice 2

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5062 Voice and Resonance Impairment</td>
<td>6</td>
<td>A Normal head and neck anatomy, and neurology of the speech system including the nervous system and motor control</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

This unit is a prerequisite for CSCD5067 Clinical Practice 2

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| CSCD5063 Clinical Practice 1 | 6   | A Demonstrated ability in analysing English grammar and transcription of Australian English (linguistics and phonology). Knowledge of the anatomy, physiology and physics of speech including knowledge of the anatomy of the head and neck and fundamental concepts of nervous system structure and function.  
C CSCD5060 and CSCD5061 |                  |                | Semester 1  |

This unit is a prerequisite for CSCD5067 Clinical Practice 2. Students must hold a current CPR certificate and clinical compliance requirements before they can attending their school assessments. Students must have commenced all of the relevant pre-placement clinical compliance requirements prior to commencing this unit. See the Speech Pathology Clinical Education section of the Faculty Handbook. Students must advise the Course Director before commencing this unit, if they are a prohibited person under the NSW Child Protection (Working with Children) Act 2012.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD5064</td>
<td>Language 2: Literacy and Language</td>
<td>6</td>
<td>P CSCD5060</td>
</tr>
<tr>
<td></td>
<td>This unit is a prerequisite for CSCD50XX Language 3 - Aphasia and Cognitive Impairment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5065</td>
<td>Speech 2: Stuttering and Motor Speech</td>
<td>6</td>
<td>A Anatomy and neurology of the speech system including head, neck, nervous system and speech motor control</td>
</tr>
<tr>
<td></td>
<td>P CSCD5061</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>This unit is a pre-requisite for CSCD50XX Clinic Practice 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5066</td>
<td>Feeding and Swallowing Across the Lifespan</td>
<td>6</td>
<td>A Anatomy and neurology of the speech system including head, neck, nervous system and speech motor control</td>
</tr>
<tr>
<td></td>
<td>This unit is a pre-requisite for CSCD50XX Clinic Practice 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCD5067</td>
<td>Clinical Practice 2</td>
<td>6</td>
<td>A Demonstrated ability in analysing English grammar and transcription of Australian English (linguistics and phonology). Knowledge of the anatomy, physiology and physics of speech including knowledge of the anatomy of the head and neck and fundamental concepts of nervous system structure and function.</td>
</tr>
<tr>
<td></td>
<td>P CSCD5060, CSCD5061, CSCD5062, CSCD5063</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>C CSCD5065, CSCD5064, CSCD5066</td>
<td></td>
<td>Intensive December</td>
</tr>
<tr>
<td></td>
<td>Intensive February</td>
<td></td>
<td>Intensive January</td>
</tr>
<tr>
<td></td>
<td>Intensive July</td>
<td></td>
<td>Intensive November</td>
</tr>
<tr>
<td></td>
<td>Semester 1</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEMESTER 2 TOTAL: 24 CREDIT POINTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Master of Speech Language Pathology

Assumed Knowledge

Faculty of Health Sciences
Master of Speech Language Pathology

Assumed knowledge - 2019

This document sets out in detail assumed knowledge for the Master of Speech Language Pathology.

Linguistics – knowledge and practical skills required

Morphology, word structure
• Grammar\(^1\) – traditional framework for grammar analysis; clause level analysis; phrase level analysis; word level analysis; complex clauses;
• Demonstrate competence in analysis of syntax (grammar transcription);
• Identify and differentiate component levels of oral and written language such as form (phonology/orthography), meaning (semantics), and structure (morphology/syntax);
• Identify and differentiate semantics and pragmatics – lexical/sense relations; language in context; conversational implicature including Grice’s Maxims; and Speech Act theory;
• Explain the reasons why there is more to communication than simply describing component parts (e.g., pragmatics);
• Describe and compare theories and models of key linguistic processes such as spoken word recognition and semantic representation;
• Understand Language acquisition – competing theories of language acquisition; stages of language development in children;
• Explain psycholinguistics including language processing, and language and computers;
• Explain sociolinguistics – interactional sociolinguistics; language and social dimensions; language policy and planning; language change;
• Interpret and apply scientific information on linguistics necessary for speech pathology (e.g., regarding bilingualism).

Phonetics – knowledge and practical skills required

Competence in real-time broad (phonemic) transcription of adult and child English (formally assessed in-class) using the International Phonetics Alphabet. Using appropriate diacritics for clinical evaluation. In addition, study of the theoretical concepts of allophones, distinctive feature analysis, diacritics, stress, accent, suprasegmental aspects of speech, and the acoustic features of vowels and consonants.

Important: You will be offered a challenge exam in broad phonemic transcription in the early stages of the course, and additional revision will be provided to support students until they are able to meet the required level of skill.

It is assumed that students will be able to:
• Transcribe phonemically English Phonemes including, consonants, stressed vowels, unstressed vowels and diphthongs;
• Apply morpho-phonemic and phonotactics rules;
• Describe, apply, interpret and integrate scientific information on phonetics and phonology to speech pathology contexts;
• Explain the importance of reliability measures and be able to evaluate their own phonemic transcription reliability;
• Map vowels and diphthongs onto an acoustic-articulatory map from knowledge of the values of the first two formants. Interpret this information when provided with a complete map;

\(^1\) Must be individually and formally assessed
Compare the vowels of various dialects of English (including Australian English) by using an acoustic-articulatory map and interpreting the map in acoustic and articulatory terms;

Choose an appropriate sampling rate when digitally recording speech signals for analysis in clinical and research settings;

Describe the suprasegmentals of speech

Understand acoustic analysis of vowels, and formants

Identify individual phonemes in a spectrograph of connected speech and relate the findings of spectrographic analysis to articulatory function using the Source-Filter model of speech production;

**Functional Anatomy of the Speech System**

Study of functional anatomy of the head and neck including those necessary for speech, swallowing, respiration and hearing. It is essential that the following areas of the human body have been studied - bones of the head, auditory system, neck, and torso as well as the joints, muscles and nerves of the brain, head, face, larynx, pharynx, and respiratory systems.

It is assumed that students will be able to:

- Identify the bones of the head, neck and torso and describe the normal and abnormal development of the skull, ears, face, lips, tongue, palate and nose;
- Describe the structure of the three types of joints, their movement and factors influencing mobility and stability at joints including the structure and movements of the temporomandibular joint and its role in speech and swallowing;
- Identify and describe the actions and functions of the muscles of facial expression, oral cavity, palates, and pharynx and understand their role in speech and swallowing;
- Identify and describe the actions and functions of the muscles of the larynx and understand their role in production of voice and speech and in swallowing;
- Describe the physiology of the respiratory and laryngeal systems, and understand their role in speech and swallowing.

**Functional Neurology of the Speech System**

Study of the functional anatomy and physiology of neural structures as well as fundamental concepts of nervous system function necessary for speech, language, hearing, and swallowing.

It is assumed that students will be able to:

- Identify and describe the anatomy and structures of the brain and spinal cord;
- Identify and describe the cranial nerves which supply the articulatory and phonatory structures;
- Describe the anatomy and physiology of the auditory system and explaining the pathway by which sound information is processed;
- Explain the basic concepts of sensory and motor control of the speech system.
Examples of units that will provide assumed knowledge appropriate for the Master of Speech Language Pathology

International Linguistic and Phonetic units

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>UNITS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta, The University of, Canada</td>
<td>LING101 Introduction to Linguistic Analysis and</td>
</tr>
<tr>
<td></td>
<td>LING102 Introduction to Linguistics II and</td>
</tr>
<tr>
<td></td>
<td>LING205 Phonetics</td>
</tr>
<tr>
<td>Calgary University, Canada</td>
<td>LING201 Introduction to Linguistics I</td>
</tr>
<tr>
<td>British Columbia, The University of, Canada</td>
<td>LING201-921 Linguistics Theory and Analysis I and</td>
</tr>
<tr>
<td></td>
<td>LING201 Linguistics Theory and Analysis II and</td>
</tr>
<tr>
<td></td>
<td>LING313 Introduction to Linguistic Phonetics and Speech Science</td>
</tr>
<tr>
<td>Brock University, Ontario, Canada</td>
<td>LING1PV4 Introduction to General Linguistics and</td>
</tr>
<tr>
<td></td>
<td>LING2PS0 Phonetics</td>
</tr>
<tr>
<td>New York University</td>
<td>CScD-UE 1045 Science of Language and</td>
</tr>
<tr>
<td></td>
<td>CScD-UE.0061.01 Phonetics and Phonemics and</td>
</tr>
<tr>
<td></td>
<td>LING-UA11 Sound and Language</td>
</tr>
<tr>
<td>McGill University, Canada</td>
<td>LING201 Introduction to Linguistics and</td>
</tr>
<tr>
<td></td>
<td>LING330 Phonetics</td>
</tr>
<tr>
<td></td>
<td>LING330 Acoustic Phonetics</td>
</tr>
<tr>
<td>Ottawa University, Canada</td>
<td>LING1310C Introduction to Linguistics I and</td>
</tr>
<tr>
<td></td>
<td>LING 320 Introduction to Linguistics II</td>
</tr>
<tr>
<td>Queens, Canada</td>
<td>LING100A Introduction to Linguistics and LING 310 Phonetics</td>
</tr>
<tr>
<td>St Mary’s University, Canada</td>
<td>LING 1200 Introduction to</td>
</tr>
<tr>
<td></td>
<td>Linguists and LING 2309</td>
</tr>
<tr>
<td></td>
<td>Phonetics</td>
</tr>
<tr>
<td>Simon Fraser University, Canada</td>
<td>LING220 Introduction to Linguistics and</td>
</tr>
<tr>
<td></td>
<td>LING221 Introduction to Phonetics and Phonology</td>
</tr>
<tr>
<td>Toronto University, Ontario, Canada</td>
<td>LINGA01HSY General Linguistics 1 and</td>
</tr>
<tr>
<td></td>
<td>LING228H1F Phonetics</td>
</tr>
<tr>
<td>Chinese University of Hong Kong</td>
<td>LING 1902 Invitation to</td>
</tr>
<tr>
<td></td>
<td>Linguistics and LING 2003</td>
</tr>
<tr>
<td></td>
<td>Phonetics 1</td>
</tr>
<tr>
<td>Hong Kong, Polytechnic University</td>
<td>CBS1900 Introduction to Language and</td>
</tr>
<tr>
<td></td>
<td>ENGL20004 Analysis of English Pronunciation and</td>
</tr>
<tr>
<td></td>
<td>ENGL2005 English Lexis and Semantics and</td>
</tr>
<tr>
<td></td>
<td>ENGL2006 Analysis of English Grammar and</td>
</tr>
<tr>
<td></td>
<td>ENGL3003 English Discourse in the Professions and</td>
</tr>
<tr>
<td></td>
<td>ENGL3005 Languages in Contemporary Societies and</td>
</tr>
<tr>
<td></td>
<td>ENGL4017 Critical Language and Cultural Studies</td>
</tr>
<tr>
<td>Hong Kong, The University of</td>
<td>LING1001 Introduction to Linguistics and</td>
</tr>
<tr>
<td></td>
<td>LING2003 Semantics: Meaning and Grammar and</td>
</tr>
<tr>
<td></td>
<td>LING2004 Phonetics Describing Sounds and</td>
</tr>
<tr>
<td></td>
<td>LING2034 Psycholinguistics</td>
</tr>
<tr>
<td>Nanyang Technological University, Singapore</td>
<td>HG101/1001 Fundamentals of Linguistics (A) and</td>
</tr>
<tr>
<td></td>
<td>HG102/1002 Fundamentals of Linguistics (B) and</td>
</tr>
<tr>
<td></td>
<td>HG2002 Semantics and Pragmatics and</td>
</tr>
<tr>
<td></td>
<td>HG203/2003 Phonetics and Phonology</td>
</tr>
<tr>
<td>National University, Singapore</td>
<td>(EL1101E The Nature of Language and</td>
</tr>
<tr>
<td></td>
<td>EL2202 The Sound System of English (for transcription)) OR</td>
</tr>
<tr>
<td></td>
<td>(EL1101E The Nature of Language and</td>
</tr>
<tr>
<td></td>
<td>EL3202 Phonetics and Phonology</td>
</tr>
<tr>
<td>Arizona University, USA</td>
<td>SLHS 340 Language</td>
</tr>
<tr>
<td></td>
<td>Science and SLHS 367 Phonetics</td>
</tr>
<tr>
<td>Biola University, Los Angeles, USA</td>
<td>CODS 331 Speech-Language Development &amp; Disorders</td>
</tr>
<tr>
<td></td>
<td>and CODS 321 Clinical Phonetics and Phonology</td>
</tr>
<tr>
<td>Colorado, University of</td>
<td>LING 2000 Introduction to</td>
</tr>
<tr>
<td></td>
<td>Linguistics and LING 3100</td>
</tr>
<tr>
<td></td>
<td>Language Sound Structures</td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>UNITS OF STUDY</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>LaSalle University, USA</td>
<td>SLH 100 Introduction to Language &amp; Communication and</td>
</tr>
<tr>
<td></td>
<td>SLH 200 Phonetics and</td>
</tr>
<tr>
<td></td>
<td>SLH 203 Language Development</td>
</tr>
<tr>
<td>Pittsburgh University, USA</td>
<td>CSD 1020 Nature of Language and CSD 1022</td>
</tr>
<tr>
<td></td>
<td>Transcription Phonetics</td>
</tr>
<tr>
<td>Prairie State College, Illinois</td>
<td>SPA-101 Introduction to SLPA and SPA-161 SLPA Intro to</td>
</tr>
<tr>
<td></td>
<td>Phonetics</td>
</tr>
<tr>
<td>Rhode Island University, USA</td>
<td>CMD 493 Cultural and Linguistics Diversity in CSD</td>
</tr>
<tr>
<td></td>
<td>and CMD 273 Phonetics</td>
</tr>
<tr>
<td>San Diego State University, USA</td>
<td>LING 101 Introduction to Language and SLHS 320</td>
</tr>
<tr>
<td></td>
<td>Phonetics</td>
</tr>
<tr>
<td>State University of NY at Stony Brook, USA</td>
<td>LIN 100 Human Language and LIN 201 Phonetics</td>
</tr>
<tr>
<td>Washington, USA</td>
<td>LING200 Introduction to Linguistic Thought and</td>
</tr>
<tr>
<td></td>
<td>LING450 Introduction to Phonetics and Phonology</td>
</tr>
<tr>
<td>Pontificia Universidad Javeriana, Bogota Columbia</td>
<td>006126 Linguistic Structure</td>
</tr>
</tbody>
</table>

### Local Linguistic and Phonetics units

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>UNITS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Catholic University</td>
<td>SPHY 103 Linguistics and Phonetics for SP</td>
</tr>
<tr>
<td>Australian National University</td>
<td>LING1001 Introduction to the Study of Language</td>
</tr>
<tr>
<td></td>
<td>LING2010 Phonetics: Sounds of the World’s Languages</td>
</tr>
<tr>
<td>Charles Sturt University</td>
<td>SPH101 Speech, Language and Culture</td>
</tr>
<tr>
<td>James Cook University</td>
<td>SL1002 Introduction to Linguistics and Phonetics SL1004 Linguistics and Phonetics 2</td>
</tr>
<tr>
<td>Macquarie University</td>
<td><strong>Option 1</strong></td>
</tr>
<tr>
<td></td>
<td>(LING110 or LING111) Language: its Structure and Use</td>
</tr>
<tr>
<td></td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td>(LING217 Phonetics and Phonology (Transcription) OR LING210 Phonetics and Phonology (Transcription) OR LING398 Phonetics: Transcription and Theory)</td>
</tr>
<tr>
<td></td>
<td><strong>Option 2</strong></td>
</tr>
<tr>
<td></td>
<td>LING199 Introduction to Linguistics</td>
</tr>
<tr>
<td></td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td>(LING217 Phonetics and Phonology OR LING210 Phonetics and Phonology (Transcription) OR LING398 Phonetics: Transcription and Theory)</td>
</tr>
<tr>
<td></td>
<td>LING30001 Exploring Linguistics Diversity (or all the individual units – phonology, syntax, morphology, semantics, discourse)</td>
</tr>
<tr>
<td></td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td>LING20005 Phonetics</td>
</tr>
<tr>
<td>Melbourne, The University of</td>
<td>LING1111 Introduction to Linguistics 1 AND LING3008</td>
</tr>
<tr>
<td></td>
<td>Introduction to Phonology and Morphology</td>
</tr>
<tr>
<td>Monash University</td>
<td>ATS1338 The Language Game: Why we talk the way we do</td>
</tr>
<tr>
<td></td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td>(ATS1339 Describing and Analysing Language and Communication OR ATS3669 Phonetics and Phonology)</td>
</tr>
<tr>
<td>Newcastle</td>
<td>LING1111 Introduction to Linguistics AND LING3008</td>
</tr>
<tr>
<td></td>
<td>Introduction to Phonology and Morphology</td>
</tr>
<tr>
<td>New South Wales, The University of</td>
<td>ARTS 1690 Structure of Language AND ARTS 1691</td>
</tr>
<tr>
<td></td>
<td>The Use of Language</td>
</tr>
<tr>
<td>New South Wales, The University of</td>
<td>LING 5026 Introduction to Linguistic</td>
</tr>
<tr>
<td></td>
<td>Analysis AND LING 5000 Special</td>
</tr>
<tr>
<td></td>
<td>Project in Applied Linguistics</td>
</tr>
<tr>
<td>Queensland, The University of</td>
<td>LING1000 Introduction to Linguistics: Structure and Meaning of Words and Sentences AND</td>
</tr>
<tr>
<td></td>
<td>LING1005 Introduction to Linguistics: The Sound Pattern of Language</td>
</tr>
</tbody>
</table>

---

**Item 9 GSC Report to Board**

**Page 79 of 81**
<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney, The University of</td>
<td>LNGS1001 Structure of Language AND [(LNGS2601 Phonetics and Phonology OR LNGS2620 Phonetics AND LNGS2621 Phonology)]</td>
</tr>
<tr>
<td>Western Australia, The University of</td>
<td>LING1001 Language and Communication AND LING2002 Phonetics and Phonology</td>
</tr>
<tr>
<td>Western Sydney University</td>
<td>10948 Structure of Language AND 102042 The Sound of Language</td>
</tr>
</tbody>
</table>
## Local Anatomy and Neurology units

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>UNITS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie University</td>
<td>HLTH213 Anatomy of the Head, Neck, and Trunk</td>
</tr>
<tr>
<td></td>
<td>HLTH214 Neuroanatomy</td>
</tr>
<tr>
<td></td>
<td>BIOL257 Neurophysiology</td>
</tr>
<tr>
<td>University of Sydney</td>
<td>BIOS1165 Hearing Science and Audiology</td>
</tr>
<tr>
<td></td>
<td>BIOS1166 Neuroscience I: Communication Disorders</td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Quality Committee held on 4 September 2018; and

(1) note the Committee’s discussion about course monitoring and its suggestions for quantities and values to be used to trigger additional investigation;

(2) note the Committee’s discussion of appeals reporting for 2017 and its observations about the process;

(3) note the Committee’s discussion of the Educational Integrity Trend Report for Semester 1 2018; and

(4) note the Committee’s discussion of the Student Experience Survey (SES): 2017 Results summary report, and its observations about the report.

ITEMS FOR NOTING

10.1 Course Monitoring

The Committee discussed suggestions for quantities and values that could serve as triggers for determining when communication with the relevant faculty was warranted. Committee members made the following suggestions:

- when a large disparity between success and retention was observed;
- the Chair suggested WAM, very low and very high, in the first instance;
- enrolment numbers: large numbers and large leaps in enrolment numbers have implications for resources; very small enrolment numbers are prone to data distortion, although this committee is concerned mainly with large numbers in the context of academic quality;
- enrolment numbers and the domestic-international split, with consideration given to its meaning;
- growth in the number of enrolled international students.

10.2 Appeals Reporting 2017

The Committee made the following observations about the appeals reporting process:

- The Chair noted significant variability in the number of appeals reported between faculties. She also noted that the comments submitted indicate widespread confusion on behalf of students about some matters, such as time limits and when it is appropriate to use the appeal process.
- The notable percentage of successful appeals can be taken as an indication of faculties’ willingness to consider the student’s circumstances and act accordingly;
- In setting deadlines for student appeals, it must be remembered that students are often not around in January when they need to show cause for the second semester of the previous year.
- Related to the Committee’s discussion concerning the consistency of the application of the appeals process by the faculties, the Chair is to inquire with faculties, where responses were unclear about some procedural details of the “informal appeal” stage.
10.3 Educational Integrity Trend Report, Semester 1 2018

The Committee discussed the Educational Integrity Trend Report for Semester 1 2018 and recommends that it be noted by the Academic Board.

10.4 Student Experience Survey (SES): 2017 Results Summary and Unit of Study Survey, 2018 Semester 1 Results Summary

The Committee discussed the Student Experience Survey (SES): 2017 Results summary report and the Unit of Study Survey, 2018 Semester 1 Results Summary and made the following observations:

- low response rates: the Chair commented on the noteworthiness of low response rates, and observed that the perception exists that the surveys elicit the more polarized responses;
- data bias: the Committee had previously discussed checking student satisfaction data for bias, particularly as it relates to the gender of teachers. Associate Professor McCallum has communicated with Kathryn Bartimote-Aufflick about this and will follow this up. Sally Pearce suggested that this might be within the purview of new Vice-Provost;
- satisfaction vs quality: in interpreting the survey responses, the difference between student satisfaction and academic quality needs to be borne in mind;
- feedback: in the USS, feedback to students has been the worst performing item for some time. Action needs to be taken to educate students about what constitutes feedback. This has been done in FASS with good results;
- closing the loop: the ‘closing the loop’ average is very low; it might be that this is understood differently within the University;
- writing skills: the level of writing capacity exhibited by the University’s undergraduate students was seen as needing attention; the fact that minimal writing is required of some students in their undergraduate degree was noted; one suggestion was to develop an OLE on writing skills;
- A/Prof. McCallum observed that the AQ Committee can both make observations using data correlations between cohorts and specific recommendations to the DVC Education.

The Committee also:

- noted the report of the Academic Board meeting held on 12 June 2018;
- noted the report of the HDR Examinations Sub-Committee meeting held on 31 July 2018; and
- noted the 2019 meeting dates for the Committee, approved by Academic Board on 7 August 2018.


Associate Professor Wendy Davis
Chair, Academic Quality Committee
Non-Confidential

| Author | Tristan Enright, Manager, Educational Integrity |
|Reviewer/Approver | Associate Professor Peter McCallum, Director, Education Strategy |
| Paper title | EDUCATIONAL INTEGRITY TREND REPORT, SEMESTER 1 2018 |
| Purpose | To provide an interim report on educational integrity trends across the University during Semester 1, 2018. |

RECOMMENDATION

That Academic Quality Committee:
(1) discuss and note the Educational Integrity Trend Report for Semester 1 2018; and
(2) recommend that the Academic Board note the report.

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 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.

The rate at which alleged breaches involving international students have been reported relative to their domestic peers has also increased on 2017 levels in almost all faculties and University schools. 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. With the highest increase in total international enrolments of all faculties and University schools, the Business School has been relatively successful at constraining the proportion of international students reported for breaches of academic honesty relative to the proportion of international enrolments. Though there is still more work to be done, 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.

Contents

Executive Summary ............................................................................................................. 1
Contents ................................................................................................................................. 1
Abbreviations ....................................................................................................................... 1
Education in academic honesty ........................................................................................... 2
Trends in detection and reporting ....................................................................................... 3
  Volume, timing and distribution ...................................................................................... 3
  Detection methods and allegation types .......................................................................... 5
  Outcomes ......................................................................................................................... 6
Demographic trends ............................................................................................................ 7
Tables .................................................................................................................................. 9

Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHEM</td>
<td>Academic Honesty Education Module</td>
</tr>
<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>
<tr>
<td>MEDH</td>
<td>Faculty of Medicine and Health¹</td>
</tr>
<tr>
<td>SCIE</td>
<td>Faculty of Science</td>
</tr>
<tr>
<td>UADP</td>
<td>The University of Sydney School of Architecture, Design and Planning</td>
</tr>
</tbody>
</table>

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

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

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
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.

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.\(^3\) 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.

---

\(^3\) 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.
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 Health Sciences recorded a higher 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 more than one and a half (or 1.65) times higher than the proportion of total international student enrolments at approximately 62% of incidents and 38% of enrolments respectively. The difference in these proportions at the faculty and University school level was variable, however, with the incident ratio (16.7%) in Health Sciences being 0.12 times lower than the enrolment ratio (18.8%), ranging up to the Law School, which had an incident ratio (58.3%) three times higher than its international enrolment ratio (19.7%).

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

Despite having the highest volume of, and increase in, international student enrolments in 2018, the relatively lower difference between incident and enrolment ratios in the Business School (at about 1.23 times higher) is indicative of its longer-term effectiveness at managing this gap. 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. Though not yet reaching parity, 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 2018.4

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>37</td>
<td>9</td>
<td>52</td>
<td>95</td>
<td>0</td>
<td>18</td>
<td>211</td>
</tr>
<tr>
<td>BUSI</td>
<td>116</td>
<td>57</td>
<td>15</td>
<td>93</td>
<td>12</td>
<td>7</td>
<td>300</td>
</tr>
<tr>
<td>CONS</td>
<td>6</td>
<td>13</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>1</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>39</td>
<td>8</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>84</td>
</tr>
<tr>
<td>LAWS</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>MEDH</td>
<td>28</td>
<td>98</td>
<td>43</td>
<td>19</td>
<td>2</td>
<td>18</td>
<td>208</td>
</tr>
<tr>
<td>SCIE</td>
<td>58</td>
<td>30</td>
<td>21</td>
<td>23</td>
<td>0</td>
<td>16</td>
<td>148</td>
</tr>
<tr>
<td>UADP</td>
<td>7</td>
<td>56</td>
<td>18</td>
<td>3</td>
<td>0</td>
<td>55</td>
<td>139</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>532</strong></td>
<td><strong>335</strong></td>
<td><strong>256</strong></td>
<td><strong>417</strong></td>
<td><strong>38</strong></td>
<td><strong>262</strong></td>
<td><strong>1840</strong></td>
</tr>
<tr>
<td><strong>Ratio</strong></td>
<td><strong>28.2%</strong></td>
<td><strong>14.4%</strong></td>
<td><strong>12.7%</strong></td>
<td><strong>20.2%</strong></td>
<td><strong>1.6%</strong></td>
<td><strong>22.9%</strong></td>
<td><strong>100.0%</strong></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><strong>Total</strong></td>
<td><strong>1840</strong></td>
<td><strong>1524</strong></td>
<td><strong>82.8%</strong></td>
<td><strong>150</strong></td>
<td><strong>8.2%</strong></td>
<td><strong>166</strong></td>
<td><strong>9.0%</strong></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>Course</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>171</td>
<td>81.0%</td>
<td>77.0%</td>
<td>40</td>
<td>19.0%</td>
<td>23.0%</td>
</tr>
<tr>
<td>BUSI</td>
<td>300</td>
<td>94</td>
<td>31.3%</td>
<td>40.2%</td>
<td>206</td>
<td>68.7%</td>
<td>59.8%</td>
</tr>
<tr>
<td>CONS</td>
<td>30</td>
<td>27</td>
<td>90.0%</td>
<td>91.8%</td>
<td>3</td>
<td>10.0%</td>
<td>8.2%</td>
</tr>
<tr>
<td>ENGI</td>
<td>696</td>
<td>565</td>
<td>81.2%</td>
<td>71.1%</td>
<td>131</td>
<td>18.8%</td>
<td>28.9%</td>
</tr>
<tr>
<td>HSCI</td>
<td>84</td>
<td>57</td>
<td>67.9%</td>
<td>70.3%</td>
<td>27</td>
<td>32.1%</td>
<td>29.7%</td>
</tr>
<tr>
<td>LAWS</td>
<td>24</td>
<td>3</td>
<td>12.5%</td>
<td>28.4%</td>
<td>21</td>
<td>87.5%</td>
<td>71.6%</td>
</tr>
<tr>
<td>MEDH</td>
<td>208</td>
<td>112</td>
<td>53.8%</td>
<td>33.7%</td>
<td>96</td>
<td>46.2%</td>
<td>66.3%</td>
</tr>
<tr>
<td>SCIE</td>
<td>148</td>
<td>141</td>
<td>95.3%</td>
<td>88.1%</td>
<td>7</td>
<td>4.7%</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><strong>Total</strong></td>
<td><strong>1840</strong></td>
<td><strong>1238</strong></td>
<td><strong>67.3%</strong></td>
<td><strong>62.5%</strong></td>
<td><strong>602</strong></td>
<td><strong>32.7%</strong></td>
<td><strong>37.5%</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</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>153</td>
<td>41</td>
<td>13</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>BUSI</td>
<td>300</td>
<td>229</td>
<td>57</td>
<td>12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CONS</td>
<td>30</td>
<td>25</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ENGI</td>
<td>696</td>
<td>413</td>
<td>187</td>
<td>73</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>HSCI</td>
<td>84</td>
<td>51</td>
<td>23</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>LAWS</td>
<td>24</td>
<td>19</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MEDH</td>
<td>208</td>
<td>106</td>
<td>34</td>
<td>58</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>SCIE</td>
<td>148</td>
<td>102</td>
<td>24</td>
<td>18</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>UADP</td>
<td>139</td>
<td>95</td>
<td>32</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1840</strong></td>
<td><strong>1193</strong></td>
<td><strong>405</strong></td>
<td><strong>198</strong></td>
<td><strong>34</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td><strong>Ratio</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>64.8%</strong></td>
<td><strong>22.0%</strong></td>
<td><strong>10.8%</strong></td>
<td><strong>1.8%</strong></td>
<td><strong>0.5%</strong></td>
</tr>
</tbody>
</table>
Table 5: Incidents reported by attendance pattern

<table>
<thead>
<tr>
<th>Department</th>
<th>Total Incidents</th>
<th>Full-time Incidents</th>
<th>Enrolment Ratio</th>
<th>Part-time Incidents</th>
<th>Enrolment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>211</td>
<td>197</td>
<td>93.4%</td>
<td>14</td>
<td>6.6%</td>
</tr>
<tr>
<td>BUSI</td>
<td>300</td>
<td>285</td>
<td>95.0%</td>
<td>15</td>
<td>5.0%</td>
</tr>
<tr>
<td>CONS</td>
<td>30</td>
<td>30</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>ENGI</td>
<td>696</td>
<td>680</td>
<td>97.7%</td>
<td>16</td>
<td>2.3%</td>
</tr>
<tr>
<td>HSCI</td>
<td>84</td>
<td>75</td>
<td>89.3%</td>
<td>9</td>
<td>10.7%</td>
</tr>
<tr>
<td>LAWS</td>
<td>24</td>
<td>18</td>
<td>75.0%</td>
<td>6</td>
<td>25.0%</td>
</tr>
<tr>
<td>MEDH</td>
<td>208</td>
<td>132</td>
<td>63.5%</td>
<td>76</td>
<td>36.5%</td>
</tr>
<tr>
<td>SCIE</td>
<td>148</td>
<td>137</td>
<td>92.6%</td>
<td>11</td>
<td>7.4%</td>
</tr>
<tr>
<td>UADP</td>
<td>139</td>
<td>134</td>
<td>96.4%</td>
<td>5</td>
<td>3.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1840</strong></td>
<td><strong>1688</strong></td>
<td><strong>91.7%</strong></td>
<td><strong>152</strong></td>
<td><strong>8.3%</strong></td>
</tr>
</tbody>
</table>

Table 6: Incidents reported by enrolment type

<table>
<thead>
<tr>
<th>Department</th>
<th>Total Incidents</th>
<th>Domestic Incidents</th>
<th>Enrolment Ratio</th>
<th>International Incidents</th>
<th>Enrolment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>211</td>
<td>85</td>
<td>40.3%</td>
<td>126</td>
<td>59.7%</td>
</tr>
<tr>
<td>BUSI</td>
<td>300</td>
<td>48</td>
<td>16.0%</td>
<td>252</td>
<td>84.0%</td>
</tr>
<tr>
<td>CONS</td>
<td>30</td>
<td>25</td>
<td>83.3%</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>ENGI</td>
<td>696</td>
<td>229</td>
<td>32.9%</td>
<td>467</td>
<td>67.1%</td>
</tr>
<tr>
<td>HSCI</td>
<td>84</td>
<td>70</td>
<td>83.3%</td>
<td>14</td>
<td>16.7%</td>
</tr>
<tr>
<td>LAWS</td>
<td>24</td>
<td>10</td>
<td>41.7%</td>
<td>14</td>
<td>58.3%</td>
</tr>
<tr>
<td>MEDH</td>
<td>208</td>
<td>110</td>
<td>52.9%</td>
<td>98</td>
<td>47.1%</td>
</tr>
<tr>
<td>SCIE</td>
<td>148</td>
<td>88</td>
<td>59.5%</td>
<td>60</td>
<td>40.5%</td>
</tr>
<tr>
<td>UADP</td>
<td>139</td>
<td>37</td>
<td>26.6%</td>
<td>102</td>
<td>73.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1840</strong></td>
<td><strong>702</strong></td>
<td><strong>38.2%</strong></td>
<td><strong>1138</strong></td>
<td><strong>61.8%</strong></td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Kathren Lynch (Acting Associate Director (Operations) Office of the Provost &amp; DVC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Stephen Garton (Provost &amp; DVC)</td>
</tr>
<tr>
<td>Paper title</td>
<td>2018 Level D and E Central Promotions Committee Membership</td>
</tr>
<tr>
<td>Purpose</td>
<td>The 2018 Central Promotions Committee membership listing is submitted to the Academic Board for noting.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board note the changes to the Level D 2018 Central Promotions Committee membership. The membership complies with the Academic Promotions Policy, Schedule 3, Central Promotions Committees, terms of reference and operation.

EXECUTIVE SUMMARY

2018 Level D and E Central Promotions Committee membership attached; new members are noted in red.
MEMORANDUM

Kathy Lynch
Manager, Academic Promotions Unit

Memorandum to: Professor Stephen Garton
Provost & Deputy Vice-Chancellor

Re: 2018 Level D & E Confirmed Central Promotions Committee membership

Level D (Meeting date - Wednesday 21 November)

<table>
<thead>
<tr>
<th>Committee Position</th>
<th>Nominee of</th>
<th>Name of incumbent</th>
<th>Faculty/Institution</th>
<th>Confirmed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost (Chair)</td>
<td>Ex-Officio</td>
<td>Professor Stephen Garton</td>
<td>n/a</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Chair, AB</td>
<td>Ex-Officio</td>
<td>Associate Professor Tony Masters</td>
<td>n/a</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Senior Academic from another University</td>
<td>Provost</td>
<td>Professor Marie Herberstein Macquarie University</td>
<td>Macquarie University</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Senior member of academic staff</td>
<td>Provost</td>
<td>Professor Claire Wade</td>
<td>Science</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Senior member of academic staff</td>
<td>Provost</td>
<td>Professor David Airey</td>
<td>EIT</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Senior member of academic staff</td>
<td>Provost</td>
<td>Professor Rae Cooper</td>
<td>Business</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Senior member of academic staff</td>
<td>Chair, AB</td>
<td>Professor Meg Miller</td>
<td>FASS</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Senior member of academic staff</td>
<td>Chair, AB</td>
<td>Associate Professor Mark Gorrell</td>
<td>Central Clinical School</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Senior member of academic staff</td>
<td>Chair, AB</td>
<td>Associate Professor Rita Shackel</td>
<td>Law</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Reserve academic staff member</td>
<td>Provost and Chair, Academic Board</td>
<td>Associate Professor Sandra Loschke</td>
<td>Architecture</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Reserve academic staff member</td>
<td>Provost and Chair, Academic Board</td>
<td>Associate Professor Robyn Gallagher</td>
<td>Nursing</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Committee Position</td>
<td>Nominee of</td>
<td>Name of incumbent</td>
<td>Faculty/Institution</td>
<td>Confirmed</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Provost and DVC (Chair)</td>
<td>Ex-officio</td>
<td>Professor Stephen Garton</td>
<td>n/a</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Chair of Academic Board</td>
<td>Ex-officio</td>
<td>Associate Professor Tony Masters</td>
<td>n/a</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Senior Academic from another institution</td>
<td>Provost/Chair AB</td>
<td>Professor Paul Wormell</td>
<td>Western Sydney University, Chair, Academic Senate</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Dean</td>
<td>Provost</td>
<td>Professor Anna Reid</td>
<td>Conservatorium</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Dean</td>
<td>Provost</td>
<td>Professor Donna Waters</td>
<td>Nursing</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Professor</td>
<td>Provost</td>
<td>Professor Julie Cairney</td>
<td>EIT</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Professor</td>
<td>Chair, Academic Board</td>
<td>Professor Michael Anderson</td>
<td>Education (FASS)</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Professor</td>
<td>Chair, Academic Board</td>
<td>Professor Maria Fiatarone Singh</td>
<td>FHS</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Professor</td>
<td>Chair, Academic Board</td>
<td>Professor Nicole Gurran</td>
<td>Architecture</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Reserve Professor</td>
<td>Chair, Academic Board</td>
<td>Professor Manuel Graeber</td>
<td>Sydney Medical School</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Reserve Professor</td>
<td>Chair, Academic Board</td>
<td>Professor Kirsten McKenzie</td>
<td>FASS</td>
<td>Confirmed</td>
</tr>
<tr>
<td>Reserve Professor</td>
<td>Chair, Academic Board</td>
<td>Professor Ofer Gal</td>
<td>Science</td>
<td>Confirmed</td>
</tr>
</tbody>
</table>

Approved: [Signature]

Date: 19.9.2018
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Jennifer Peden (Coordinator, Curriculum and Quality, FASS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Annamarie Jagose (Dean, FASS)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minor Course Amendment for the Resolutions of the Faculty of Arts and Social Sciences for coursework awards</td>
</tr>
<tr>
<td>Purpose</td>
<td>Minor amendments to the resolutions of the Faculty of Arts and Social Sciences to align the faculty with the Learning &amp; Teaching Policy 2015 on late submission of work</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board approve the proposal from the Faculty of Arts and Social Sciences to amend the Resolutions of the Faculty of Arts and Social Sciences for coursework awards, with effect from 1 January 2019, to bring the resolutions into alignment with the Learning & Teaching Policy 2015.

EXECUTIVE SUMMARY

This amendment ensures that the Faculty of Arts and Social Sciences resolutions on late submission of work are aligned with the Learning and Teaching Policy 2015, and removes confusion over working versus calendar days in determining penalties.
Professor Annamarie Jagose
Dean
Faculty of Arts and Social Sciences

20 September 2018

Mr Matthew Charet
Acting Manager of Governance and Deputy Secretary to Senate
University Secretariat
(F23) Administration Building
The University of Sydney.

Dear Mr Charet,

Re: Minor Course Amendment Faculty Resolutions on Late Work

This is to confirm the above named marked-up version document is approved.

Regards,

[Signature]

Professor Annamarie Jagose
Minor Course Amendment Proposal

Faculty: Faculty of Arts & Social Sciences

Contact person: Jennifer Peden

<table>
<thead>
<tr>
<th>1. Name of award course</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Faculty coursework award courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Purpose of proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>An administrative adjustment to align the Resolutions of the Faculty with University policy regarding late submission.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Details of amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolutions of the Faculty of Arts and Social Sciences for coursework awards</td>
</tr>
</tbody>
</table>

8 Late Submission

(1) It is expected that, unless an application for a simple extension or special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If assessment is completed or submitted within a period of extension, no academic penalty will be applied to that piece of assessment.

(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows—outlined in section 7A of the Assessment Procedures 2011:

(a) From the first calendar day after the published due date, the penalty applied is five per cent of the maximum mark awardable for the assignment. For each calendar day late thereafter, the penalty increases by five per cent;

(b) Work will not be assessed and a mark of zero will be recorded when an assessment item is submitted either:

(i) more than ten working days after the deadline, or

(ii) after the designated return date, whichever is earlier.

<table>
<thead>
<tr>
<th>4. Transitional arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Other relevant information</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Signature of Dean</th>
</tr>
</thead>
</table>

RESOLUTIONS OF THE FACULTY

Resolutions of the Faculty of Arts and Social Sciences for coursework awards

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

Part 1: Course enrolment

1 Admission
   (1) General
       Admission to one or more courses, including undergraduate diplomas, concurrently with any other award course, requires the permission of all Deans concerned.
   (2) Sciences Po dual degree pathway
       Admission to this pathway is on the basis of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents). Details of admission policies are found in the Coursework Policy. In addition, admission to this pathway requires the applicant to submit a statement of motivation and attend an interview. The results of this process will form part of the ranking of applicants, and offers for available places are issued according to this ranking.

2 Enrolment restrictions
   (1) General
       (a) The Coursework Policy specifies the maximum number of credit points that a student may take in each semester. The Faculty does not encourage any student to take more than the normal full-time load required to complete their course in the standard time (usually 24 credit points per semester). The Faculty sets minimum and maximum limits for undergraduate students in the first year of study (below).
       (b) Units of study in excess of a student's award course requirements will be taken on a full-fee, non-award basis, unless approved otherwise by the Associate Dean.
       (c) A student may not enrol in a unit of study based on a language other than English if, in the opinion of the chair of department concerned on the advice of the teacher of the unit, the student's linguistic knowledge or competence would unfairly advantage them over other students enrolled in the unit of study. If enrolment has already taken place, the Associate Dean may direct that the student be withdrawn without penalty from the unit of study.
   (2) Undergraduate
       (a) Except with the permission of the Associate Dean, an undergraduate student may not enroll in units of study with a total value of more than 24 credit points per semester in their first year of candidature.

3 Time limits
   The Coursework Rule specifies the maximum time limits for completion of candidature.

4 Suspension, discontinuation and lapse of candidature
   The Coursework Policy specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. It also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these requirements and their effect on results and financial liability.

5 Credit for previous study
   (1) General
       Except as described below, or in specific course resolutions, the Coursework Policy specifies the conditions for the granting of credit for previous study to courses in this Faculty.
   (2) Except where a credit articulation agreement, approved by the Dean or the Associate Dean, exists, credit will not be granted for units of study completed from:
       (a) a Certificate, Diploma or Advanced Diploma;* or
       (b) a Vocational Education and Training Sector education provider.*
       *In exceptional and well-attested circumstances, the student may appeal to the Associate Dean for an exemption from this restriction.
   (3) Undergraduate
       (a) A student can apply for credit to count towards an undergraduate diploma for up to 12 junior and six senior credit points if the credit is in a relevant subject area. Credit will not be granted for:
           (i) units of study that count towards another qualification; or
           (ii) units of study taken at another institution after admission to candidature, except as per Clause 5.
       (b) A student can apply for credit to count towards a bachelor's degree for up to:
(ii) 96 credit points for successfully completed units in courses where no award has been, or will be, made;
(iii) 48 credit points for successfully completed units in courses where an award has been, or will be, made.
(c) Credit will not be granted towards field education, internships or work experience units of study.

(3) Postgraduate
(a) Unless otherwise specified in course resolutions credit can be awarded towards a master's degree or graduate diploma for up to 50% of the course requirements.
(b) Credit will not be granted for units of study completed more than 5 years prior to admission of candidature.*
(c) Recognition of prior learning for previous study or work experience cannot be used to waive the requirements of degree capstone experience.

*In exceptional and well-attested circumstances, the student may appeal to the Associate Dean for an exemption from this restriction.

(5) Credit for studies undertaken after commencement
(a) This clause addresses credit granted for units of study taken at another institution after enrolment in the respective award course at the University of Sydney, including:
(i) cross-institutional study;
(ii) independent study abroad; and
(iii) the international exchange program.
(b) Credit will only be granted to students who have received approval from the Faculty prior to commencing their studies at another institution.
(c) International students are not permitted to undertake studies in their home countries as part of the independent study abroad program or the international exchange program. In exceptional circumstances, the student may appeal to the Associate Dean to waive this restriction.
(d) At the discretion of the Faculty, applications may be rejected if it should cause the applicant to be in breach of the conditions in the Faculty resolutions or course resolutions.

Part 2: Unit of study enrolment

6 Cross-institutional study
(1) Cross institutional study is available unless specified otherwise in the course resolutions. The Coursework Policy specifies the circumstances in which the Associate Dean may approve such study, with or without imposing conditions.
(2) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

7 International exchange
(1) The Faculty encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course. For more information refer to the Study Abroad and Exchange Office.
(2) Faculty exchange units of study can be counted towards the requirements of a program, major, minor or advanced coursework as approved prior to undertaking study while on exchange.

Part 3: Studying and Assessment

8 Late submission
(1) It is expected that, unless an application for a simple extension or special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If assessment is completed or submitted within a period of extension, no academic penalty will be applied to that piece of assessment.
(2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows: outlined in section 7A of the Assessment Procedures 2011.
(a) From the first calendar day after the published due date, the penalty applied is five per cent of the maximum mark awardable for the assignment. For each calendar day late thereafter, the penalty increases by five per cent;
(b) Work will not be assessed and a mark of zero will be recorded when an assessment item is submitted either:
(i) more than ten working days after the deadline, or
(ii) after the designated return date, whichever is earlier.

9 Attendance
(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.
(2) Students are expected to attend a minimum of 90 per cent of timetabled activities for a unit of study, unless granted exemption by the Associate Dean or relevant delegated authority. The Associate Dean or relevant delegated authority may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items when attendance is lower than 90 per cent.
(3) The case of any formally enrolled student who is absent from 50% or more of classes, regardless of the reasons for the absences, will be automatically referred to the end-of-semester departmental examiners' meeting for a determination as to whether the student should pass or fail the unit, or, if a pass is awarded, the level of penalty that should be applied.

(4) In exceptional circumstances, for example where there are Work Health and Safety considerations or professional accreditation requirements, and with the approval of the Associate Dean, unit of study coordinators may set out additional attendance criteria in the unit of study outline.

10 Special consideration for illness, injury or misadventure
Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study, as determined by the Coursework Policy.

11 Re-assessment
The Faculty does not offer opportunities for re-assessment (also called `supplementary' assessment) other than on the grounds of approved Special Consideration.

Part 4: Progression, Results and Graduation

12 Satisfactory progress

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

(2) Professional experience or field education is an essential requirement for some courses. Where so prescribed, a candidate may not progress to the next year without completing the prescribed professional experience or field education units of study for the previous year.

(3) The Faculty reserves the right not to place candidates in a school or other professional experience or field education setting for practicum in any instance where the performance, personal or professional conduct of the candidate does not meet the required professional standard, regardless of the fact that the candidate may be enrolled in units of study with a practicum requirement.

13 Readmission after a period of exclusion
The Coursework Policy provides that a student excluded from a degree may seek readmission at the end of the exclusion period, with the approval of the Associate Dean. A student readmitted in this way is considered to have commenced a new period of candidature and must apply for credit from their previous candidature. Credit will only be awarded in accordance with the Coursework Policy and clause 5 of these resolutions.

14 Award of the bachelor's degree with honours

(1) To qualify for admission to candidature for honours, a student must meet the requirements of the Coursework Policy and in addition:
   (a) have completed a major with an average of 70% or above in the intended subject area/s; and
   (b) have the permission of the relevant Chair of Department or program coordinator.

(2) To qualify for admission to the Bachelor of Economics (Honours), students must meet the requirements as outlined in the course resolutions.

(3) General conditions of candidature include:
   (a) the honours course is normally full-time over two consecutive semesters. Students who are unable to enrol full-time should apply to the Faculty to undertake the honours course part-time over a maximum of four consecutive semesters;
   (b) a student who Fails or Discontinue Fails an honours course may not re-enrol in it;
   (c) students who wish to suspend their honours candidature should apply to the Faculty. The maximum period of suspension is one semester;
   (d) the maximum period of candidature is five consecutive semesters when a suspension is approved.

(4) To qualify for the award of honours a student must complete 48 credit points of honours units of study in a single subject area, or in two subject areas for students completing joint honours, with a minimum honours mark of 65.

(5) A student may not:
   (a) enrol in more than 24 credit points of honours units of study in any one semester; or
   (b) enrol concurrently in any other course or unit of study while enrolled in an honours course.

(6) A student who wishes to enrol in honours in two subject areas must meet the entry requirements for both subject areas. Eligible students can choose to enrol in either:
   (a) a joint honours course. The requirements are completion of 24 credit points in honours units of study in each subject area; or
   (b) an honours course in two subject areas. The requirements are completion of 48 credit points in honours units of study in each subject area. Honours in each subject area is completed separately and in succession.

15 University medal
A student with an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who, in the opinion of the Faculty, have an outstanding
academic record, in accordance with the Coursework Policy. Candidates who are awarded an undergraduate diploma with honours are not eligible for the award of a university medal.

16 Weighted average mark (WAM)
The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAMs are used by the University as one indicator of performance.

17 Progression through embedded postgraduate programs
Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in an embedded sequence. Only the highest award completed will be conferred.

Part 5: Other

18 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2018.
(2) Except where noted below, students who commenced prior to 1 January 2018 complete the requirements in accordance with the resolutions in force at the time of their commencement:
   (a) Section 8 Late submission of work will be effective for all students from Semester 1, 2018; and
   (b) Section 9 Attendance will be effective for all students from Semester 1, 2018.
RECOMMENDATION

That the Academic Board approve the amendment of the 2019 Academic Calendar for the School of Education and Social Work in the Faculty of Arts & Social Sciences, as presented.

EXECUTIVE SUMMARY

The Sydney School of Education and Social Work partners with community stakeholders, such as NSW Health, early childhood learning centres, primary schools, and high schools, in assisting the development of social work and education students. The Sydney School of Education and Social Work would like to request that specific students in specific stages in their candidature be allowed to study or continue their field education or professional experience, in order to accommodate the schedule of their partner organisations. The accompanying document is an overview of the dates affected by this request, and the students that would need to undertake study or fieldwork during this time.
Report of the School of Education and Social Work

2019 “Out of Sync” Semester Dates – School of Education and Social Work

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCIL5610 / KCIL5611 / KCIL5612 / KCIL5613 (MILE) (Block one)</td>
<td>13 January</td>
<td>19 January</td>
</tr>
<tr>
<td>KCIL5610 / KCIL5611 / KCIL5612 / KCIL5613 (MILE) (Block two)</td>
<td>17 February</td>
<td>22 February</td>
</tr>
<tr>
<td>KCIL5610 / KCIL5611 / KCIL5612 / KCIL5613 (MILE) (Block three)</td>
<td>14 April</td>
<td>18 April</td>
</tr>
<tr>
<td>SCWK4003</td>
<td>18 February</td>
<td>11 March</td>
</tr>
<tr>
<td>EDGU1003</td>
<td>7 January</td>
<td>21 January</td>
</tr>
<tr>
<td>EDGU2000</td>
<td>14 January</td>
<td>21 January</td>
</tr>
<tr>
<td>EDGU3000</td>
<td>4 February</td>
<td>11 February</td>
</tr>
<tr>
<td>EDGU3200</td>
<td>14 January</td>
<td>21 January</td>
</tr>
<tr>
<td>EDGU4000</td>
<td>14 January</td>
<td>4 February</td>
</tr>
<tr>
<td>EDGU4000</td>
<td>21 January</td>
<td>4 February</td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCIL5620 / KCIL5621 / KCIL5623 / KCIL5624 (MILE) (Block four)</td>
<td>15 July</td>
<td>19 July</td>
</tr>
<tr>
<td>KCIL5620 / KCIL5621 / KCIL5623 / KCIL5624 (MILE) (Block five)</td>
<td>19 August</td>
<td>23 August</td>
</tr>
<tr>
<td>KCIL5620 / KCIL5621 / KCIL5623 / KCIL5624 (MILE) (Block six)</td>
<td>30 Sept</td>
<td>4 October</td>
</tr>
<tr>
<td>EDGU2000</td>
<td>2 July</td>
<td>9 July</td>
</tr>
<tr>
<td>EDGU3000</td>
<td>8 July</td>
<td>15 July</td>
</tr>
<tr>
<td>Early Childhood Year 1 (MTeach) Professional Experience AVCC</td>
<td>16 Sept</td>
<td>7 October</td>
</tr>
<tr>
<td>BEd HPE Year 3 Professional Exp AVCC</td>
<td>11 Nov</td>
<td>2 December</td>
</tr>
<tr>
<td>MTeach Year 2 Early Childhood Internship AVCC</td>
<td>12 August</td>
<td>7 October</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Prof Heiko Spallek, Acting Head of School and Dean, Sydney Dental School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Prof Inam Haq, Associate Dean (Education) Faculty of Medicine and Health</td>
</tr>
<tr>
<td>Paper title</td>
<td>Suspension of enrolments for the Doctor of Clinical Dentistry (Prosthodontics), and the Doctor of Clinical Dentistry (Special Needs)</td>
</tr>
<tr>
<td>Purpose</td>
<td>To request an amendment to the Resolutions of Senate to indicate that enrolments to the Doctor of Clinical Dentistry (Prosthodontics) and the Doctor of Clinical Dentistry (Special Needs) have been suspended for 2019.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board recommend that Senate approve the proposal from the Faculty of Medicine and Health to amend the Resolutions of Senate for the Faculty of Dentistry, with effect from 1 January 2019, to suspend new enrolments in the Doctor of Clinical Dentistry (Prosthodontics), Graduate Diploma (Advanced Restorative), Graduate Certificate (Advanced Restorative), and Doctor of Clinical Dentistry (Special Needs), as presented.

EXECUTIVE SUMMARY

The Doctor of Clinical Dentistry (Prosthodontics) was coordinated by a longstanding member of staff who retired at the end of 2017. During 2018, the course has been coordinated by existing affiliated hospital staff. Recruitment for a new course coordinator is underway, but the successful applicant will not be in position for the start of semester one 2019.

In 2018, the Doctor of Clinical Dentistry (Special Needs) included two units of study offered by the Faculty of Health Sciences, these units will not be available for 2019 and we are currently developing 2 new UoS to replace the discontinued ones.

It is proposed therefore that enrolment for the Doctor of Clinical Dentistry (Prosthodontics), and its embedded sequence of courses, and the Doctor of Clinical Dentistry (Special Needs) are suspended for 2019, and that the Resolutions of Senate are amended accordingly.

Note: The deletion of the Bachelor of Dentistry and the Graduate Certificate in Oral Rehabilitation from the Resolutions of Senate was recommended by Academic Board at the meeting of the 12th June 2018.
Non-Confidential

ISSUES

There are currently students enrolled in the Doctor of Clinical Dentistry (Prosthodontics) who will be in their third year in 2019, it is proposed that existing affiliated hospital staff will continue to coordinate the program for these students.

CONSULTATION

There have been two applications for the embedded graduate diploma course of the Doctor of Clinical Dentistry (Prosthodontics) for 2019, The Faculty has consulted with Wencong Chai, Head of Admissions and the students have been informed that the course will not be enrolling new students in 2019, but that their applications will be considered for enrolment in 2020.

There have been two unsuccessful applicants to the Doctor of Clinical Dentistry (Special Needs) and one applicant who has been advised to apply for 2020.

COMMUNICATION

Existing applicants have already been notified. A/Prof Ky-Anh Nguyen (Postgraduate Coordinator) will inform hospital and school staff of the proposal through face-to-face meetings.

ATTACHMENTS

Attachment 1 Minor Course Amendment Proposal
Attachment 2 Amended Resolutions of Senate
Minor Course Amendment Proposal

Faculty: Medicine and Health

Contact person: Alison Green (Senior Project Officer, Sydney Dental School)

1. Name of award course

- Doctor of Clinical Dentistry (prosthodontics)
- Graduate Diploma (Advanced Restorative)
- Graduate Certificate (Advanced Restorative)
- Doctor of Clinical Dentistry (Special Needs)

2. Purpose of proposal

To suspend the enrolment of students to the first year of the Doctor of Clinical Dentistry (Prosthodontics) course, and its embedded sequence of courses, the Graduate Diploma (Advanced Restorative) and the Graduate Certificate (Advanced Restorative) for 2019, to allow sufficient time for the recruitment of a suitable course coordinator following the retirement of the previous incumbent at the end of 2017.

Also, to suspend enrolments to the first year of the Doctor of Clinical Dentistry (Special Needs) for 2019, to allow suitable units of study to be determined following the withdrawal of two existing units of study offered by the Faculty of Health Sciences.

3. Details of amendment

It is proposed that the following amendments are made to the Resolutions of Senate:

Note: The deletion of the Bachelor of Dentistry and the Graduate Certificate in Oral Rehabilitation from the Resolutions of Senate was recommended by Academic Board at the meeting of the 12th June 2018.

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title and streams</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHIDENSCI-01</td>
<td>Doctor of Dental Science</td>
<td>DDSc</td>
<td>Published Work</td>
</tr>
<tr>
<td>RRPHDNT-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPhLDNT-01</td>
<td>Master of Philosophy</td>
<td>MPhil(Dent)</td>
<td>Research</td>
</tr>
<tr>
<td>RMScDENT-01</td>
<td>Master of Science in Dentistry (admission suspended)</td>
<td>MScDent</td>
<td>Research</td>
</tr>
<tr>
<td>TCCLDOMP-01</td>
<td>Oral Medicine</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLDORD-01</td>
<td>Orthodontics</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLDPAD-01</td>
<td>Paediatric Dentistry</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLDPER-01</td>
<td>Periodontics</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLDPRO-01</td>
<td>Prosthodontics (admission suspended for 2019)</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLDSCD-01</td>
<td>Special Needs Dentistry (admission suspended for 2019)</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLDORS-01</td>
<td>Oral Surgery</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>MADNTLMD-01</td>
<td>Doctor of Dental Medicine</td>
<td>DMD</td>
<td>192</td>
</tr>
<tr>
<td>BGDENTIS-01</td>
<td>Bachelor of Dental Medicine</td>
<td>BDent</td>
<td>192</td>
</tr>
<tr>
<td>BUORAHHEA-01</td>
<td>Bachelor of Oral Health</td>
<td>BOH</td>
<td>144</td>
</tr>
</tbody>
</table>

*May be awarded with honours in an integrated program.*
3. Graduate Diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title and streams</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNCLDCHH-01</td>
<td>Child Health</td>
<td>GradDipClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDCSP-01</td>
<td>Conscious Sedation and Pain Control</td>
<td>GradDipClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDHOD-01</td>
<td>Hospital Dentistry</td>
<td>GradDipClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDOI-01</td>
<td>Oral Implants</td>
<td>GradDipClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDARE-01</td>
<td>Advanced Restorative (admission suspended for 2019)</td>
<td>GradDipClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDTOM-01</td>
<td>Tooth Mechanics</td>
<td>GradDipClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDSUD-01</td>
<td>Surgical Dentistry</td>
<td>GradDipClinDent</td>
<td>48</td>
</tr>
</tbody>
</table>

4. Graduate Certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title and streams</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCCLDCHH-01</td>
<td>Child Health</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
<tr>
<td>GCCLDHOD-01</td>
<td>Hospital Dentistry</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
<tr>
<td>GCCLDOI-01</td>
<td>Oral Biology</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
<tr>
<td>GCCLDARE-01</td>
<td>Advanced Restorative (admission suspended for 2019)</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
<tr>
<td>GCCLDORR-01</td>
<td>Oral Rehabilitation</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
</tbody>
</table>

4. Transitional arrangements

For students in the third year of the Doctor of Clinical Dentistry (Prosthodontics) in 2019, the course will continue to be coordinated by existing affiliated hospital staff.

For students currently progressing through the Doctor of Clinical Dentistry (Special Needs) in 2019, the withdrawn Faculty of Health Science UoS will not be required (only required in 1st year of the program).

5. Other relevant information

6. Signature of Dean
Faculty of Dentistry

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Dentistry

(1) With the exception of the Doctor of Dental Science and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Dentistry. The Doctor of Dental Science and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2014. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules specified by the Faculty at the time.

2 Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title and streams</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHDENSCI-01</td>
<td>Doctor of Dental Science</td>
<td>DDSc</td>
<td>Published Work</td>
</tr>
<tr>
<td>RPPHDDNT-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPHLDNT-01</td>
<td>Master of Philosophy</td>
<td>MPhil(Dent)</td>
<td>Research</td>
</tr>
<tr>
<td>RMSCDENT-01</td>
<td>Master of Science in Dentistry (admission suspended)</td>
<td>MScDent</td>
<td>Research</td>
</tr>
<tr>
<td>TCCLDOMP-01</td>
<td>Oral Medicine</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLUDORD-01</td>
<td>Orthodontics</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLUDPAD-01</td>
<td>Paediatric Dentistry</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLUDPER-01</td>
<td>Periodontics</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLUDPRO-01</td>
<td>Prosthodontics (admission suspended for 2019)</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLUDSCD-01</td>
<td>Special Needs Dentistry (admission suspended for 2019)</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>TCCLDORS-01</td>
<td>Oral Surgery</td>
<td>DClinDent</td>
<td>144</td>
</tr>
<tr>
<td>MADNTLMD-01</td>
<td>Doctor of Dental Medicine</td>
<td>DMD</td>
<td>192</td>
</tr>
<tr>
<td>GCCLDCHH-01</td>
<td>Child Health</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GCNLDCTSP-01</td>
<td>Conscious Sedation and Pain Control</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GCNLDHOD-01</td>
<td>Hospital Dentistry</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GCNLDDBI-01</td>
<td>Oral Biology</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GCNLDDIM-01</td>
<td>Oral Implants</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GCNLDARE-01</td>
<td>Advanced Restorative (admission suspended for 2019)</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GCNLDTOM-01</td>
<td>Tooth Mechanics</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GCNLDSUD-01</td>
<td>Surgical Dentistry</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
</tbody>
</table>

degree may be awarded with honours in an integrated program.

3 Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title and streams</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNCLDCHH-01</td>
<td>Child Health</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDCTSP-01</td>
<td>Conscious Sedation and Pain Control</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDHOD-01</td>
<td>Hospital Dentistry</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDDBI-01</td>
<td>Oral Biology</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDDIM-01</td>
<td>Oral Implants</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GCNLDARE-01</td>
<td>Advanced Restorative (admission suspended for 2019)</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GNCLDTOM-01</td>
<td>Tooth Mechanics</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
<tr>
<td>GCNLDSUD-01</td>
<td>Surgical Dentistry</td>
<td>GradDiplClinDent</td>
<td>48</td>
</tr>
</tbody>
</table>

4 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title and streams</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCCLDCHH-01</td>
<td>Child Health</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
<tr>
<td>GCCLDHOD-01</td>
<td>Hospital Dentistry</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
<tr>
<td>GCNLDDBI-01</td>
<td>Oral Biology</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
<tr>
<td>GCNLDARE-01</td>
<td>Advanced Restorative (admission suspended for 2019)</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
</tbody>
</table>
Faculty of Dentistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title and streams</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCCLDORB-01</td>
<td>Oral Rehabilitation</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
<tr>
<td>GCCLDSUD-01</td>
<td>Surgical Dentistry</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
<tr>
<td>GCCLDTOM-01</td>
<td>Tooth Mechanics</td>
<td>GradCertClinDent</td>
<td>24</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Alison Green, Senior Project Officer, Sydney Dental School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Elizabeth Martin, Academic Leader (Education) and Chair of the Sydney Dental School Learning and Teaching Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>2019 Academic Calendar – School of Dentistry</td>
</tr>
<tr>
<td>Purpose</td>
<td>Approval sought for the 2019 Academic Calendars relevant to the Sydney Dental School, Faculty of Medicine and Health</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

As endorsed by the Faculty of Medicine and Health Faculty Board on 10 September 2018, the Academic Board is requested to approve the 2019 Academic Calendar for the Bachelor of Oral Health, the Doctor of Dental Medicine and the Doctor of Clinical Dentistry, with immediate effect.

**EXECUTIVE SUMMARY**

The Sydney Dental School is seeking approval of its 2019 Academic Calendar for the Bachelor of Oral Health, the Doctor of Dental Medicine and the Doctor of Clinical Dentistry, as set out in the attached documents.

**ATTACHMENTS**

- Curriculum Map Bachelor of Oral Health
- Curriculum Map Doctor of Dental Medicine
- Curriculum Map Doctor of Clinical Dentistry
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21-Dec</td>
<td>24-Dec</td>
<td>27-Dec</td>
<td>30-Dec</td>
<td>2-Jan</td>
<td>5-Jan</td>
</tr>
<tr>
<td>2</td>
<td>8-Jan</td>
<td>11-Jan</td>
<td>14-Jan</td>
<td>17-Jan</td>
<td>20-Jan</td>
<td>23-Jan</td>
</tr>
<tr>
<td>3</td>
<td>15-Jan</td>
<td>18-Jan</td>
<td>21-Jan</td>
<td>24-Jan</td>
<td>27-Jan</td>
<td>30-Jan</td>
</tr>
<tr>
<td>4</td>
<td>1-Feb</td>
<td>4-Feb</td>
<td>7-Feb</td>
<td>10-Feb</td>
<td>13-Feb</td>
<td>16-Feb</td>
</tr>
<tr>
<td>5</td>
<td>21-Feb</td>
<td>24-Feb</td>
<td>27-Feb</td>
<td>30-Feb</td>
<td>2-Mar</td>
<td>5-Mar</td>
</tr>
<tr>
<td>7</td>
<td>27-Mar</td>
<td>30-Mar</td>
<td>2-Apr</td>
<td>5-Apr</td>
<td>8-Apr</td>
<td>11-Apr</td>
</tr>
<tr>
<td>8</td>
<td>15-Apr</td>
<td>18-Apr</td>
<td>21-Apr</td>
<td>24-Apr</td>
<td>27-Apr</td>
<td>30-Apr</td>
</tr>
<tr>
<td>9</td>
<td>3-May</td>
<td>6-May</td>
<td>9-May</td>
<td>12-May</td>
<td>15-May</td>
<td>18-May</td>
</tr>
<tr>
<td>10</td>
<td>22-May</td>
<td>25-May</td>
<td>28-May</td>
<td>31-May</td>
<td>4-Jun</td>
<td>7-Jun</td>
</tr>
<tr>
<td>12</td>
<td>29-Jun</td>
<td>1-Jul</td>
<td>4-Jul</td>
<td>7-Jul</td>
<td>10-Jul</td>
<td>13-Jul</td>
</tr>
<tr>
<td>14</td>
<td>5-Aug</td>
<td>8-Aug</td>
<td>11-Aug</td>
<td>14-Aug</td>
<td>17-Aug</td>
<td>20-Aug</td>
</tr>
<tr>
<td>15</td>
<td>24-Aug</td>
<td>27-Aug</td>
<td>30-Aug</td>
<td>2-Sep</td>
<td>5-Sep</td>
<td>8-Sep</td>
</tr>
<tr>
<td>16</td>
<td>15-Sep</td>
<td>18-Sep</td>
<td>21-Sep</td>
<td>24-Sep</td>
<td>27-Sep</td>
<td>30-Sep</td>
</tr>
<tr>
<td>18</td>
<td>26-Oct</td>
<td>29-Oct</td>
<td>1-Nov</td>
<td>4-Nov</td>
<td>7-Nov</td>
<td>10-Nov</td>
</tr>
<tr>
<td>19</td>
<td>17-Nov</td>
<td>20-Nov</td>
<td>23-Nov</td>
<td>26-Nov</td>
<td>29-Nov</td>
<td>2-Dec</td>
</tr>
<tr>
<td>20</td>
<td>6-Dec</td>
<td>9-Dec</td>
<td>12-Dec</td>
<td>15-Dec</td>
<td>18-Dec</td>
<td>21-Dec</td>
</tr>
<tr>
<td>21</td>
<td>24-Dec</td>
<td>27-Dec</td>
<td>30-Dec</td>
<td>2-Jan</td>
<td>5-Jan</td>
<td>8-Jan</td>
</tr>
</tbody>
</table>

**Academic Board**

2 October 2018
### 2019 - PG CURRICULUM MAP

#### YEAR 1
- **31-Dec**: Public Holiday

#### YEAR 2
- **31-Dec**: Public Holiday

#### YEAR 3
- **31-Dec**: Public Holiday

### Key Events
- **7-Jan**: Ortho Start
- **7-Jan**: Ortho Start
- **7-Jan**: Ortho Start
- **14-Jan**: Semester Resumes
- **21-Jan**: Hospital Orientation and Core Course Week
- **29-Jan**: Westmead Orientation
- **30-Jan**: Core Course Day 1 - Westmead
- **31-Jan**: Core Course Day 2 - Westmead
- **1-Feb**: Core Course Day 3 - Main Campus and Dean’s Welcome
- **4-Feb**: Core Course Day 4 - Westmead
- **11-Mar**: Semester Resumes
- **18-Mar**: Study Vacation
- **15-Apr**: Orthodontics Start Date
- **22-Apr**: Public Holiday
- **29-Apr**: Core Course Day 5 - Main Campus and Dean’s Welcome
- **6-May**: Core Course Day 6 - Westmead
- **13-May**: Core Course Day 7 - Main Campus and Dean’s Welcome
- **20-May**: Core Course Day 8 - Westmead
- **27-May**: Core Course Day 9 - Westmead
- **3-Jun**: Core Course Day 10 - Main Campus and Dean’s Welcome
- **10-Jun**: Core Course Day 11 - Westmead
- **17-Jun**: Core Course Day 12 - Main Campus and Dean’s Welcome
- **24-Jun**: Core Course Day 13 - Westmead
- **1-Jul**: Core Course Day 14 - Main Campus and Dean’s Welcome
- **9-Jul**: Core Course Day 15 - Westmead
- **16-Jul**: Core Course Day 16 - Main Campus and Dean’s Welcome
- **23-Jul**: Core Course Day 17 - Westmead
- **20-Aug**: Core Course Day 18 - Main Campus and Dean’s Welcome
- **27-Aug**: Core Course Day 19 - Westmead
- **3-Sep**: Core Course Day 20 - Main Campus and Dean’s Welcome
- **10-Sep**: Core Course Day 21 - Westmead
- **17-Sep**: Core Course Day 22 - Main Campus and Dean’s Welcome
- **24-Sep**: Core Course Day 23 - Westmead
- **1-Oct**: Core Course Day 24 - Main Campus and Dean’s Welcome
- **8-Oct**: Core Course Day 25 - Westmead
- **15-Oct**: Core Course Day 26 - Main Campus and Dean’s Welcome
- **22-Oct**: Core Course Day 27 - Westmead
- **29-Oct**: Core Course Day 28 - Main Campus and Dean’s Welcome
- **6-Nov**: Core Course Day 29 - Westmead
- **13-Nov**: Core Course Day 30 - Main Campus and Dean’s Welcome
- **20-Nov**: Core Course Day 31 - Westmead
- **27-Nov**: Core Course Day 32 - Main Campus and Dean’s Welcome
- **4-Dec**: Core Course Day 33 - Westmead
- **11-Dec**: Core Course Day 34 - Main Campus and Dean’s Welcome
- **18-Dec**: Core Course Day 35 - Westmead
- **25-Dec**: Core Course Day 36 - Main Campus and Dean’s Welcome

### Notes
- Pending Academic Board Approval:
- Document date: 12/06/18
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Veronica Boulton, Head of Education, Faculty of Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Iain Young, Dean of Science</td>
</tr>
<tr>
<td>Paper title</td>
<td>Faculty of Science, Sydney School of Veterinary Science Semester dates 2019</td>
</tr>
<tr>
<td>Purpose</td>
<td>To amend the Sydney School of Veterinary Science semester timetable for the academic year 2019.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

*That the Academic Board approve the proposal from the Faculty of Science to amend the 2019 Academic Calendar for the Sydney School of Veterinary Science, as presented, with effect from 1 January 2019.*

**EXECUTIVE SUMMARY**

The proposal is to amend the semester dates for 2019. This schedule shows the semester dates for students enrolled in

- Years 3-6 of the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine (BVB/DVM)
- The clinical placements (rotations) in Year 5 of the Bachelor of Veterinary Science (BVSc)

The 2019 Sydney School of Veterinary Science Semester Schedule outlines the timeline for all units of study taught in the accredited programs and their assessment periods. In 2019, all study vacations, examination and replacement examination periods are aligned with the University of Sydney calendar. Minor adjustments to the order of modules within units of study have been made to improve the coherence of content.

**IMPLEMENTATION**

The amended semester dates would take effect in 2019.

**ATTACHMENTS**

1. Minor course amendment
2. Sydney School of Veterinary Science, Semester Schedule 2019
Minor Course Amendment Proposal

Faculty: Sydney School of Veterinary Science, Faculty of Science

Contact person: Dr. Bianca Waud, Postgraduate Program Director DVM

1. **Name of award course**
   - Bachelor of Veterinary Science
   - Bachelor of Veterinary Biology/Doctor of Veterinary Medicine
   - Doctor of Veterinary Medicine

2. **Purpose of proposal**

   To amend the Sydney School of Veterinary Science semester timetables for the academic year 2019. This schedule shows the semester dates for students enrolled in the School's postgraduate professional program, Doctor of Veterinary Medicine, and the School's undergraduate professional programs:
   - Years 1-4 of the Doctor of Veterinary Medicine (DVM)
   - Years 3-6 of the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine (BV/BVM)
   - The clinical placements (rotations) in Year 5 of the Bachelor of Veterinary Science (BVSc)

   The School is currently in a transition between the end-dated BVSc (last new admission in 2013) and the DVM (first new admission in 2015). Years 3-6 of the BV/BVM are identical to Years 1-4 of the DVM.

   Year 5 clinical placements in the BVSc degree are scheduled throughout the year to allow students adequate time to complete the rotations required.

   Years 1, 2 and 3 of the DVM (years 3, 4, and 5 of the BV/BVM) have extended semester dates for the following reasons:
   - To allow for the incorporation of a two-week period during year 1 and 2 for students to go on animal husbandry placements. Having these weeks during normal semester time allows the students more opportunities to complete the required placements.
   - An emphasis on practical skills development in the new curriculum. 14-week semesters allow more time for the student to develop the necessary practical skills.

   Exam periods for DVM Years 1-3 have been aligned with the University calendar.

3. **Details of amendment**

   It is proposed that the attached semester schedule which documents the semester dates for the Sydney School of Veterinary Science for the 2019 academic year be approved.

4. **Transitional arrangements**

   No transitional arrangements are required.

5. **Other relevant information**

6. **Signature of Dean**

   [Signature]

   Prof Iain M Young
   Dean, Faculty of Science

   Minor Course Amendment Proposal
   Version 01.10.2014
# SYDNEY SCHOOL OF VETERINARY SCIENCE
## SEMESTER SCHEDULE 2019

### Professional Programs (DVM)

NB DVM replaces BVSc, transition arrangements until 2019

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week Comm</th>
<th>DVM Year 1 (BVetBiol/DVM year 3)</th>
<th>DVM Year 2 (BVetBiol/DVM year 4)</th>
<th>DVM Year 3 (BVetBiol/DVM year 5)</th>
<th>DVM Year 4 (BVetBiol/DVM year 6)</th>
<th>BVSc Year 5</th>
<th>Other Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>-8</td>
<td>31-Dec-18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 January New Year’s Day</td>
</tr>
<tr>
<td>-7</td>
<td>7-Jan-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-6</td>
<td>14-Jan-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-5</td>
<td>21-Jan-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-4</td>
<td>28-Jan-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-3</td>
<td>4-Feb-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-2</td>
<td>11-Feb-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-1</td>
<td>18-Feb-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>25-Feb-19</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4-Mar-19</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11-Mar-19</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>18-Mar-19</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>25-Mar-19</td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1-Apr-19</td>
<td>6</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8-Apr-19</td>
<td>7</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>15-Apr-19</td>
<td>8 ANIMAL HUSBANDRY PLACEMENT</td>
<td>9 ANIMAL HUSBANDRY PLACEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>22-Apr-19</td>
<td>AVCC INTRA SEMESTER RECESS</td>
<td>INTRA SEMESTER RECESS</td>
<td>INTRA SEMESTER RECESS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>29-Apr-19</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>6-May-19</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>13-May-19</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>20-May-19</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>27-May-19</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>3-Jun-19</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>10-Jun-19</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>17-Jun-19</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>24-Jun-19</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>1-Jul-19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>8-Jul-19</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>Rotation 5</td>
<td></td>
</tr>
<tr>
<td>-3</td>
<td>15-Jul-19</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Rotation 8</td>
<td>Supplementary exams semester 1 - DVM Years 1, 2 and 3</td>
</tr>
<tr>
<td>-2</td>
<td>22-Jul-19</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Rotation 8</td>
<td>Supplementary exams semester 1 - DVM Years 1, 2 and 3</td>
</tr>
<tr>
<td>-1</td>
<td>29-Jul-19</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>Rotation 8</td>
<td>Supplementary exams semester 1 - DVM Years 1, 2 and 3</td>
</tr>
<tr>
<td>1</td>
<td>5-Aug-19</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>Rotation 9</td>
<td>Supplementary exams semester 1 - DVM Years 1, 2 and 3</td>
</tr>
<tr>
<td>2</td>
<td>12-Aug-19</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>Rotation 9</td>
<td>Supplementary exams semester 1 - DVM Years 1, 2 and 3</td>
</tr>
<tr>
<td>3</td>
<td>19-Aug-19</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>Rotation 9</td>
<td>Supplementary exams semester 1 - DVM Years 1, 2 and 3</td>
</tr>
<tr>
<td>4</td>
<td>26-Aug-19</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>Rotation 9</td>
<td>Supplementary exams semester 1 - DVM Years 1, 2 and 3</td>
</tr>
<tr>
<td>5</td>
<td>2-Sep-19</td>
<td>8 ANIMAL HUSBANDRY PLACEMENT</td>
<td>8 ANIMAL HUSBANDRY PLACEMENT</td>
<td>8 ANIMAL HUSBANDRY PLACEMENT</td>
<td>8 ANIMAL HUSBANDRY PLACEMENT</td>
<td>Rotation 10</td>
<td>AVCC Common Week 30 Sep - 4 Oct</td>
</tr>
<tr>
<td>6</td>
<td>9-Sep-19</td>
<td>9 ANIMAL HUSBANDRY PLACEMENT</td>
<td>9 ANIMAL HUSBANDRY PLACEMENT</td>
<td>9 ANIMAL HUSBANDRY PLACEMENT</td>
<td>9 ANIMAL HUSBANDRY PLACEMENT</td>
<td>Rotation 10</td>
<td>AVCC Common Week 30 Sep - 4 Oct</td>
</tr>
<tr>
<td>7</td>
<td>16-Sep-19</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>8</td>
<td>23-Sep-19</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>9</td>
<td>7-Oct-19</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>10</td>
<td>14-Oct-19</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>11</td>
<td>21-Oct-19</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>12</td>
<td>28-Oct-19</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>13</td>
<td>4-Nov-19</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>14</td>
<td>11-Nov-19</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>15</td>
<td>18-Nov-19</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>16</td>
<td>25-Nov-19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>17</td>
<td>2-Dec-19</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>18</td>
<td>9-Dec-19</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>19</td>
<td>16-Dec-19</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
<tr>
<td>20</td>
<td>23-Dec-19</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>Rotation 11</td>
<td>7 October Labour Day</td>
</tr>
</tbody>
</table>

DVM Teaching Period