NOTICE OF MEETING

A meeting of the Academic Board will be held at 2:00 pm on Wednesday, 13 May 2015 in the Professorial Board Room. Members who are unable to attend are asked to notify Megan Kemmis at the above address. Enquiries concerning this meeting may also be directed to Ms Kemmis.

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

Megan Kemmis
Secretary to Academic Board
6 May 2015

AGENDA

1. Apologies
Apologies have been received from: Ms E Arcioni, Dr R Bourne, Professor T Carlin, Professor Y-H Jeon, Professor A Johnston, Ms E May, Professor C Peck, Mr J Tong and Associate Professor D Traini.

2. Arrangement of agenda
   2.1 Starring of items
   2.2 Adoption of unstarred items

   Recommendation
   That the Academic Board resolve as recommended with respect to all unstarrd items.

3. Minutes of previous meeting
   3.1 Meeting of 23 March 2015

   Recommendation
   That the Academic Board adopt the minutes of the previous meeting held on 23 March 2015 as a true record.

4. Business arising from Minutes (not dealt with elsewhere in the Agenda)

5. Presentation/Focus Topic (To be advised)
6. Report of the Chair

6.1 Report on Senate Matters

6.1.1 Report of the Senate meeting held on 13 April 2015

Recommendation
That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting of 13 April 2015.

6.2 Honours and Distinctions

Recommendation
That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients, as set out in the report presented.

6.3 General Report

6.3.1 Academic Board Membership – Filling of vacancies

Recommendation
That the Academic Board approve the nomination of Ms Angela Rose to membership of the Academic Board as the student representative of the Faculty of Education and Social Work for a period of membership expiring 31 December 2015, as set out in the report presented.

6.3.2 Academic Board Standing Committees: Nominations for Membership

Recommendation
That the Academic Board approve the nomination of Professor Gail Mason (as the representative of the Faculty of Law) on the Undergraduate Studies Committee, for a period of membership expiring 31 December 2015, as set out in the report presented.

6.3.3 Academic Board Report on Annual Activities 2014

Recommendation
That the Academic Board recommend that Senate accept the Academic Board’s report on its activities for 2014.

6.3.4 Higher Education Policy updates

Recommendation

6.3.5 Correspondence Register

Recommendation
That the Academic Board note the register of correspondence, as set out in the report presented.

7. Report of the Vice-Chancellor and Principal

7.1 Report on Senate Matters

7.1.1 Report of the Senate meeting held on 13 April 2015

Recommendation
That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting of 13 April 2015.

7.2 General report
8. **Question time** (Time limit 15 minutes)
Questions to the Vice-Chancellor and Chair of the Academic Board.

9. **Report of the Admissions Committee**  
(Professor Jane Hanrahan)

9.1 **Oral report of the Chair**

*Recommendation*
That the Academic Board note the report of the Chair of the Undergraduate Studies Committee.

9.2 **Report of the meeting held on 22 April 2015**  
9.2.1 **Flexible Entry Criteria**

*Recommendation*
That the Academic Board approve the amendment of the flexible entry criteria for admission to the degrees of Bachelor of Education (Primary), Bachelor of Education (Secondary: Human Movement and Health Education), Bachelor of Education (Secondary: Mathematics)/BSc and Bachelor of Education (Secondary: Science)/BSc, with effect from 1 January 2016, as set out in the report presented.

9.2.2 **Assumed Knowledge and Special Entry Requirements**

*Recommendation*
That the Academic Board approve the amendment of the Assumed Knowledge and Special Entry Requirements referenced in clause 49 of the Coursework Policy 2014, with immediate effect, as set out in the report presented.

9.2.3 **Malaysian Unified Examination Certificate (UEC)**

*Recommendation*
That the Academic Board approve the recognition of the Malaysian Unified Examination Certificate (UEC) as an entry pathway to the University, with immediate effect, as set out in the report presented.

9.2.4 **Diploma of Tertiary Preparation**

*Recommendation*
That the Academic Board approve the amendment of the Coursework Policy 2014, with immediate effect, as set out in the report presented.

9.2.5 **Proceedings of the Committee**

*Recommendation*
That the Academic Board note the proceedings of the Admissions Committee meeting held on 22 April 2015, as set out in the report presented.

10. **Report of the Undergraduate Studies Committee**  
(Associate Professor Stephen Cattle)

10.1 **Oral report of the Chair**

*Recommendation*
That the Academic Board note the report of the Chair of the Undergraduate Studies Committee.
10.2 Report of the meeting held on 29 April 2015

10.2.1 Proposals for new and amended undergraduate courses

10.2.1.1 Faculty of Architecture, Design and Planning: Faculty Resolutions

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Architecture, Design and Planning to amend its Faculty Resolutions; and
(2) approve the amendment of the faculty resolutions arising from this proposal with effect from 29 June 2015, as set out in the report presented.

10.2.1.2 Faculty of Arts and Social Sciences: Diploma of Arts, Diploma of Languages, Diploma of Social Sciences

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Arts, Diploma of Languages and Diploma of Social Sciences; and
(2) approve the amendment of the course resolutions arising from this proposal with immediate effect, as set out in the report presented.

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

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Mechanical Stream); and
(2) approve the amendment of the table of units of study arising from this proposal with effect from 1 January 2016, as set out in the report presented.

10.2.1.4 Faculty of Nursing and Midwifery: Bachelor of Nursing (Post-Registration)

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Nursing (Post-Registration); and
(2) approve the amendment of the table of units of study arising from this proposal with effect from 1 January 2016, as set out in the report presented.

10.2.2 2013 Honours Reports

Recommendation
That the Academic Board note the Committee’s consideration of the 2013 faculty reports on the award of honours, as set out in the report presented.

10.2.3 Proceedings of the Committee

Recommendation
That the Academic Board note the proceedings of the Undergraduate Studies Committee meeting held on 29 April 2015, as set out in the report presented.
11 Report of the Graduate Studies Committee
(App Associate Professor Tony Masters)

11.1 Oral report of the Chair

Recommendation
That the Academic Board note the report of the Chair of the Graduate Studies Committee.

11.2 Report of the meeting held on 29 April 2015

11.2.1 Proposals for new and amended postgraduate courses

11.2.1.1 University of Sydney Business School: Master of Logistics Management, Master of Logistics Management/Master of Transport Management, Graduate Diploma in Logistics Management, Graduate Certificate in Logistics Management

Recommendation
That the Academic Board:
(1) approve the proposal from the University of Sydney Business School to rename the Master of Logistics Management, Master of Logistics Management/Master of Transport Management, Graduate Diploma in Logistics Management and Graduate Certificate in Logistics Management as the Master of Logistics and Supply Chain Management, Master of Logistics and Supply Chain Management/Master of Transport Management, Graduate Diploma in Logistics and Supply Chain Management and Graduate Certificate in Logistics and Supply Chain Management;
(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificate in the University of Sydney Business School; and
(3) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

11.2.1.2 Faculty of Engineering and Information Technologies:
Master of Data Science, Graduate Certificate in Data Science

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to introduce the Master of Data Science and Graduate Certificate in Data Science;
(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificate in the Faculty of Engineering and Information Technologies; and
(3) approve the introduction of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

[NB: updated information on this item will be circulated with the supplementary agenda]
11.2.2 Minor course amendment proposals

11.2.2.1 Faculty of Architecture, Design and Planning: Faculty Resolutions

**Recommendation**
That the Academic Board:
(1) approve the proposal from the Faculty of Architecture, Design and Planning to amend its Faculty Resolutions; and
(2) approve the amendment of the faculty resolutions arising from this proposal with effect from 29 June 2015, as set out in the report presented.

11.2.2.2 Faculty of Arts and Social Sciences: Graduate Diploma in Economics

**Recommendation**
That the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Diploma in Economics; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

11.2.2.3 Faculty of Engineering and Information Technologies

(1) Master of Professional Engineering (Chemical and Biomolecular)

**Recommendation**
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the table of units of study for the Master of Professional Engineering (Chemical and Biomolecular); and
(2) approve the amendment of the table of units of study arising from this proposal with effect from 1 January 2016, as set out in the report presented.

(2) Master of Project Management

**Recommendation**
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project Management; and
(2) approve the amendment of the course resolutions and table of units of study arising from this proposal with effect from 1 January 2016, as set out in the report presented.

11.2.2.4 Faculty of Law: Juris Doctor

**Recommendation**
That the Academic Board:
(1) approve the proposal from the Faculty of Law to amend the Juris Doctor to introduce a dual degree pathway in partnership with other institutions; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.
11.2.2.5 Faculty of Nursing and Midwifery
(1) Master of Nursing (Graduate Entry)  

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Nursing and Midwifery to amend the Master of Nursing (Graduate Entry); and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

(2) Academic Board approval for credit arrangement

Recommendation
That the Academic Board approve the request from the Faculty of Nursing and Midwifery to exceed the credit limits described in clause 44.3 of the Coursework Policy 2014, with effect from 1 January 2016, as set out in the report presented.

11.2.2.6 Faculty of Veterinary Science
(1) Doctor of Veterinary Medicine

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Veterinary Science to amend the table of units of study for the Doctor of Veterinary Medicine; and
(2) approve the amendment of the table of units of study arising from this proposal with effect from 1 January 2016, as set out in the report presented.

(2) Master of Veterinary Studies / Master of Veterinary Clinical Studies

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Veterinary Science to amend the Master of Veterinary Studies/Master of Veterinary Clinical Studies; and
(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

11.2.3 Proceedings of the Committee

Recommendation
That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 29 April 2015, as set out in the report presented.
12 Report of the Academic Standards and Policy Committee
(Associate Professor Daniela Traini, Chair)

12.1 Oral report of the Chair

Recommendation
That the Academic Board note the report of the Chair of the Academic Standards and Policy Committee.

12.2 Report of the meeting held on 22 April 2015

12.2.1 University of Sydney (Academic Governance) Rule 2003 (as amended)

Recommendation
That the Academic Board recommend that Senate approve the proposed amendments to University of Sydney (Academic Governance) Rule 2003 (as amended) with immediate effect, as set out in the report presented.

12.2.2 Proceedings of the Committee

Recommendation
That the Academic Board note the proceeding of the Academic Standards and Policy Committee meeting held on 22 April 2015, as set out in the report presented.

13. General Business
Minutes of the meeting of the Academic Board
held at 2.00pm on Wednesday 25 March 2015 in the Professorial Board Room

There were present: the Chair (Associate Professor P McCallum) presiding; the Vice-Chancellor and Principal (Dr M Spence); the Chairs of the Standing Committees (Associate Professor S Cattle, Professor J Hannah, Associate Professor T Masters and Associate Professor D Traini); Associate Professor J Anderson, Dr T Balle, Associate Professor S Barrie, Dr J Bloomfield, Professor T Carlin, Dr B Church, Professor M Collins, Associate Professor W Davis, Ms C Fahd, Dr J Gao, Professor S Garton, Professor M Graeber, Associate Professor T Grewal, Dr J Gullick, Professor N Gurr, Professor T Hambley, Professor M Hindson, Professor S Houston, Professor D Ivison, Dr N Jarkey, Professor P Leong, Professor D Lowe, Ms G Luck, Dr J Ma, Dr S Matthew, Professor D Mayer, Professor E Mpofu, Associate Professor L Nicholson, Dr C Owens, Professor P Pattison, Professor C Peck, Professor J Redmond, Professor C Rhodes, Dr J Saleeba, Dr R Saunders, Associate Professor P Seltsikas, Professor J Shields, Professor R Stancliffe, Associate Professor C Sutton-Brady, Associate Professor C Taylor, Professor G Tolhurst, Professor J Trehwella, Associate Professor C Wade, Associate Professor R Walker, Associate Professor G White, Dr P White, Professor G Whitwell and Associate Professor T Wilkinson.

Present as observers: Mr M Charet (University Secretariat), Professor A Fekete (School of Information Technology), Ms M McMahon (Office of the Vice-Chancellor and Principal), Ms R Murray (Director of Strategy).

In attendance: Ms M Kemmis (Secretary to Academic Board).

1. Apologies

Apologies have been received from: Associate Professor T Ancev, Ms E Arcioni, Dr R Bathgate, Ms A Bell, Dr T Bell, Mr K Blakenev, Dr R Bourne, Professor B Buckley, Ms T Clement, Dr S Colmar, Associate Professor J Conomos, Professor M Crock, Associate Professor T Gerzina, Associate Professor J Gister, Associate Professor M Halliwell, Ms A Irish, Mr S Isaac, Professor Y-H Jeon, Professor A Johnston, Dr P Knight, Dr K Kramer, Associate Professor S van der Laan, Dr D Larkin, Ms D Mair, Ms E May, Associate Professor S McGrath-Champ, Dr M Millington, Professor I Ramzan, Professor K Refshauge, Professor J Riley, Professor B Robinson, Mr T Scriven, Ms J Smith, Professor R Taylor, Mr J Tong, Professor D Waters, Dr R Wilson, Professor P Young and Dr Y Zhang.

2. Arrangement of agenda

2.1 Starring of items

The following items were starred: 4.1, 11.2.3

2.2 Adoption of unstarred items

Resolution AB_2_30/15

That the Academic Board resolved as recommended with respect to all unstarred items.
The Chair sought members’ agreement to defer discussion of item 4.1 until after the presentation on the new Strategic Plan.

3. Minutes of previous meeting

Resolution AB_2_31/15
That the Academic Board adopted the minutes of the previous meeting held on 11 February 2015 as a true record.

4. Business arising from Minutes (not dealt with elsewhere in the Agenda)

4.1 Amendments to Coursework Policy 2014
Dr Saleeba queried the reading of the amendment to clause 78 of the policy, and suggested the changed phrase be further amended to say “twice or more”. The Chair responded that the Office of General Counsel has argued against this proposed change on the basis that it is redundant, and that a student who is identified three times as not meeting progression requirements will also have been identified twice as not meeting requirements. Dr Saleeba also asked that clause 78(3)(c) include the phrase “without an intervening period of satisfactory progress as prescribed in clause 82”. The Chair advised that this would actually alter the existing policy as reversion does not currently apply in the case of the trigger described in that clause. Dr Saleeba also advised that processes in Sydney Student do not currently align with the use of barrier and compulsory units of study as a progression trigger, as described in the Coursework Policy. The Chair advised that he was aware of this issue and will be pursuing the matter further.

Members approved the amendments outlined in the supplementary agenda without further change.

Resolution AB_2_32/15
That the Academic Board approve the proposed amendments to the Coursework Policy 2014 with effect from 1 July 2015 as set out in the enclosed report.

Action: Executive Officer to update the Coursework Policy 2014 on the Policy Register.

5. Overview of the 2016-2020 Strategic Plan
The Vice-Chancellor spoke briefly regarding the all-staff forum held on 20th March and recommended members view the recording of the forum (available at https://www.youtube.com/watch?v=jwDE2-Ix06g) if they had been unable to attend. He advised members that he had spent the previous day in Canberra meeting with the Minister for Education and Training, the Shadow Minister for Higher Education and the Deputy Leader of the Opposition. The Minister remains optimistic that the government’s proposal for the deregulation of student fees will be passed by Senate at the next attempt. The Opposition has not yet released its higher education policy, but the indications are that it will be based on the mission-based compacts introduced under the Rudd-Gillard governments.

He outlined the main themes for the next Strategic Plan as follows:

- Education (values, curriculum coherence, first-year experience, capstone, teaching quality, co-curricular program) – the University has a large number of degrees which prospective students find difficult to navigate, and Professor Pattison would be discussing how the University could refocus its undergraduate generalist degrees and the first year and final year experiences;
- Research (strategy, disciplinary strength, continued multidisciplinary effort, income diversity) – there is a lot of support for the work already done in establishing multidisciplinary areas such as the Charles Perkins Centre, and an appetite for investing in disciplinary excellence, however he emphasised that any such investment strategy would need to be carefully thought out, transparent and defensible in terms of how areas are selected for such investment;
- Underpinning education and research are the areas of community (civil society, industry and government), indigenous strategy and internationalisation;
- Culture (workplace, organisational, “heritage to hungry”) – the engagement survey of staff returned low scores in leadership and some associate areas, however a more detailed analysis of the results showed that the poor scores related to a small number of units within the University; a closer look at those units had identified issues with
bullying behaviour, particularly peer-to-peer bullying which needs to be addressed; the University is also developing strategies to empower female staff and to improve its diversity profile, and has just launched the “Racism Stops With Me” campaign: he explained the “heritage to hungry” dot point as the need for the University to challenge some of its traits as a heritage institution, such as complacency, an inward focus and self-criticism;

- Organisational Design (divisions, faculties and sub-faculty; wholesale organisational change or incremental change; governance – operational and strategic) – is the University’s current structure the right one?; the internal structures of the faculties are very varied, and it’s currently difficult to accurately identify all the academic managers at the University or describe their responsibilities; in terms of governance, the current strategic plan included the establishment of the Senior Executive Group which has been dealing with both strategic and operational decision making; it may be time to move to a more nuanced form of governance which deals with strategic and operational matters separately;
- Both Culture and Organisational Design will rest on the University’s capabilities (people, money, buildings and ICT).

The Vice-Chancellor advised that a survey will be going out to staff and students on Monday. The next steps in developing the new Strategic Plan will involve a series of forums and discussion papers, with a draft document to be developed by October and going to Senate for final approval in December.

Professor Pattison provided further detail on the issues to be considered regarding education at the University, building from her “Towards a distinctive Sydney education” discussion paper. That paper had looked at the curriculum framework (including the possibility of common structures), degree profile and educational approach at the University. Feedback has generally been positive with broad support for a more distinctive and coherent educational offer, a revised set of graduate attributes, contextualising disciplinary expertise in broader interdisciplinary frameworks, increasing experiential learning opportunities and an enriched PhD. Respondents also affirmed the perceived value of double degrees and the importance of lifting the value of teaching in the University. Cautions were raised regarding the cost and logistics of a larger scale commitment to student projects/experiential learning, the potential need to compromise on disciplinary content and the transaction costs of collaboration across boundaries and the problem of ‘load logic’. Some additional ideas included four-year undergraduate degrees, a new approach to credit points, pre-requisites, a re-think of Honours and “STEAM is better than STEM” (i.e. adding Arts with Science and technology understanding for all).

The next steps will be to look at:
- graduate attributes (taking into account work to be done under the Culture section on the University’s values); what additional graduate values and qualities do we want, including personal qualities;
- the curriculum framework (for generalist undergraduate degrees, specialist/professional undergraduate degrees and postgraduate degrees) and the degree profile; several SEG working groups will be developed to look at the two types of undergraduate degrees, postgraduate coursework degrees and higher degrees by research; the SEG retreat supported offering fewer undergraduate generalist degrees and making it easier for students to transfer between them; a range of potential curriculum design principles will also be discussed;
- development of a learning strategy.

Professor Trewhella advised members that the section on research will build on the achievements of the current strategic plan and continue to build on the University’s research strengths, with a focus on ongoing investment in infrastructure and developing alternative sources of research income. One key issue to be determined is the type of institution the University wants to be in terms of research diversification, volume and external opportunity. There is general agreement that the University should be placed as a prestige institution (with high scale research in a large number of fields), and a pre-eminent institution (with high quality and high volume research), but there is still a discussion to be had as to whether the University is a meritocratic institution (investing in the best people regardless of their area of research) or a strategic institution (investing strategically in researchers with the greatest probability of maximising external opportunities). If the
University decides to strategically invest in research then it will be important to develop a set of transparent and defensible criteria for making investment decisions.

Members raised the following points in discussion:

- the Chair advised that the Academic Board had held a special meeting on the current strategic plan in 2010 and something similar might be arranged for this year; he also reminded members that the Faculty of Arts and Social Sciences had been rated fifth in the Times Higher Education rank in 2006 and he asked what might have happened had the faculty received the same funding as, for example, the Charles Perkins Centre; Professor Rhodes noted out that the Times Higher Education rankings take into account a range of issues other than research performance including student experience, teaching and academic culture, and the strategic plan should also focus on these issues;
- the Vice-Chancellor added that decisions to fund infrastructure are also decisions to fund specific areas of research, and these decisions need to be academically informed and take into account other issues such as appropriate recruitment of staff and students; strategic investment in a specific discipline might be the difference in lifting research performance in that area from good to excellent but it would be crucial to have sound, defensible criteria to support any such decision;
- Associate Professor Masters pointed out that any focus on research excellence should take into account the amount of research undertaken by our students; he added that Australian tertiary students are not very mobile so the University is responsible for creating many of its own research students, and this in turn has implications for teaching quality;
- Dr Gullick commented that small faculties such as her own (Nursing and Midwifery) often become nervous when strategic investment is raised, adding that it was important for such faculties to understand what it is the University values so that they can position themselves appropriately; the Vice-Chancellor reassured Dr Gullick that the focus would not be on reducing the number of disciplines at the University but looking at whether the University should be more strategic about how it invests in disciplines;
- Professor Ivison asked whether the review of degree structures and profile will influence the discussion on institutional structure, and whether it would also be necessary to look at the governance structure for degrees; Professor Pattison agreed the issue should be considered, together with how the University deals with student load across faculties, and the Vice-Chancellor added that it would be good to reduce the level of confusion about our structures experienced by prospective students; he added that generalist degrees are developed centrally at some other institutions, however that might not work for this University; he concluded that any change to the institutional structure should be based on delivering clear benefits to the University’s education and research goals;
- Professor Lowe expressed support for reviewing the University’s engagement with the broader community; the Vice-Chancellor agreed, adding the University could benefit from improving the co-ordination of its dealings with industry and by developing long-term institutional partnerships;
- Professor Wade suggested the University also develop a co-ordinated approach to identifying “big issues” which could provide opportunities for multidisciplinary research and education, and which would have obvious benefits for the broader community; the Vice-Chancellor agreed that thematic responses to important issues are crucial.

The Chair thanked everyone for the discussion on the new Strategic Plan and advised that the contact information on the last slide would be distributed to members.

Resolution AB_2_33/15
That the Academic Board note the overview of the 2016-2020 Strategic Plan.

6. Report of the Chair
6.1 Report on Senate Matters
6.1.1 Report of the Senate meeting held on 23 February 2015
The Academic Board noted this report. The Chair added that Senate has created an Education and Research Committee which will meet tomorrow, and that Emeritus Professor Alan Robson and Thomas Barlow have been appointed as the external members on the committee.
Resolution AB_2_34/15
That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting of 23 February 2015.

6.2 Honours and Distinctions
The Board noted and congratulated by acclamation the recipients of honours and distinctions, as set out in the agenda and the supplementary agenda.

Resolution AB_2_35/15
That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients, as set out in the report presented.

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

6.3 General Report

6.3.1 Academic Board Membership – Filling of vacancies
The Chair took the opportunity to thank Professor Will Christie for his work with the Academic Board. Members approved the nomination of Dr Megan MacKenzie to replace Professor Christie.

Resolution AB_2_36/15
That the Academic Board approve the nomination of Dr Megan MacKenzie to membership of the Academic Board as a representative of the Faculty of Arts and Social Sciences for a period of membership expiring 31 December 2015, as set out in the report presented.

Action: Executive Officer to update the membership lists.

6.3.2 Academic Board Standing Committees: Nominations for Membership
Members approved the nomination of various members to the Academic Board’s standing committees as outlined in the resolution.

Resolution AB_2_37/15
That the Academic Board approve:

1. the nomination of Dr Rob Saunders (as the representative of the Faculty of Architecture, Design and Planning) and Ms Emily Mas (as the undergraduate student member) on the Academic Standards and Policy Committee;
2. the nomination of Mr Sami Isaac (as the undergraduate student member) on the Admissions Committee;
3. the nomination of Mr Jun Tong (as the student member) on the Graduate Studies Committee; and
4. the nomination of Associate Professor Wendy Davis (as the representative of the Faculty of Architecture, Design and Planning) on the Undergraduate Studies Committee for a period of membership expiring 31 December 2015, as set out in the report presented.

Action: Executive Officer to update the membership lists.

6.3.3 Assessment Procedures 2011: Amendment
The Chair advised members that the proposed amendment to the Assessment Procedures 2011 is required to regularise the inclusion of the new clause in the Coursework Policy regarding the award of degrees aegrotat and posthumously. Members approved the amendment.

Resolution AB_2_38/15
That the Academic Board approve the amendment of the Assessment Procedures 2011 with immediate effect, as set out in the report presented.
Action: Executive Officer to update the Assessment Procedures 2011 on the Policy Register.

6.3.4 Change of Residency: Amendment to Coursework Policy 2014
The Chair pointed out that the agenda includes three separate sets of amendments to the Coursework Policy 2014 (items 4.1, 10.2.1 and this item). The amendments outlined in items 4.1 and 10.2.1 will come into effect from 1 July 2015, and in future all changes to this policy will take effect from either 1 January or 1 July. This particular amendment is recommended for immediate effect on the advice of the Office of the General Counsel. He added that the distinction between an applicant and a student is deliberate. Members approved the amendment.

Resolution AB_2_39/15
That the Academic Board approve the amendment of Part 10 of the Coursework Policy 2014 with immediate effect, as set out in the report presented.

Action: Executive Officer to update the Coursework Policy 2014 on the Policy Register.

6.3.5 Higher Education Policy updates
The Chair recommended members read the policy updates from the Higher Education Policy unit.

Resolution AB_2_40/15
That the Academic Board note the reports from the Higher Education Policy unit on the Defence Trade Controls Amendment Bill, TEQSA, the Higher Education and Research Reform Bill 2014 and the Research Infrastructure Review, as set out in the report presented.

6.3.6 Correspondence Register
Members noted the report.

Resolution AB_2_41/15
That the Academic Board note the register of correspondence, as set out in the report presented.

7. Report of the Vice-Chancellor and Principal

7.1 Report on Senate Matters

7.1.1 Report of the Senate meeting held on 23 February 2015
The Academic Board noted this report.

Resolution AB_2_42/15
That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting of 23 February 2015.

7.2 General report
The Vice-Chancellor advised that he had nothing further to report.

8. Question time
No questions were asked.

9. Reports of the Faculties

9.1 Faculty of Dentistry: Amendment to Faculty Constitution

Resolution AB_2_43/15
That the Academic Board recommend that Senate approve the amendments to the Senate Resolutions relating to the Constitution of the Faculty of Dentistry with immediate effect, as set out in the report presented.

Action: Chair, Academic Board to recommend that Senate approve the proposed amendments to the constitution of the Faculty of Dentistry.
The Dean and Faculty Manager, Faculty of Dentistry, to note the Academic Board’s approval of the amendments to the constitution of the Faculty of Dentistry.

10. Report of the Admissions Committee

10.1 Oral report of the Chair

Professor Hanrahan advised that this report outlined further changes to the Coursework Policy 2014 and some changes to the University's admissions schedules. The Chair noted that one issue covered in the policy changes is the admission of students on the basis of AQF diploma results. Students under 21 will now be expected to have attempted the HSC if they wish to apply on the basis of their diploma results and Professor Hanrahan added that any application using diploma results will be processed in-house, and the UAC conversion table will no longer be used. The Chair thanked Professor Hanrahan for her work on this issue.

Resolution AB_2_44/15
That the Academic Board note the report of the Chair of the Admissions Committee.

10.2 Report of the meeting held on 4 March 2015

10.2.1 Changes to the Coursework Policy 2014

10.2.1.1 ATAR or Equivalent Secondary Studies

Resolution AB_2_45/15
That the Academic Board approve the amendment of the Coursework Policy 2014, with effect from 1 July 2015, as set out in the report presented.

Action: Executive Officer to amend the Coursework Policy 2014 in the Policy Register.

10.2.1.2 AQF Diplomas as entrance qualifications to University courses

Resolution AB_2_46/15
That the Academic Board approve the amendment of the Coursework Policy 2014, with effect from 1 July 2015, as set out in the report presented.

Action: Executive Officer to amend the Coursework Policy 2014 in the Policy Register.

10.2.1.3 Deferment of Offers

Resolution AB_2_47/15
That the Academic Board approve the amendment of the Coursework Policy 2014, with effect from 1 July 2015, as set out in the report presented.

Action: Executive Officer to amend the Coursework Policy 2014 in the Policy Register.

10.2.1.4 Definition of Recent School Leaver

Resolution AB_2_48/15
That the Academic Board approve the amendment of the Coursework Policy 2014, with effect from 1 July 2015, as set out in the report presented.

Action: Executive Officer to amend the Coursework Policy 2014 in the Policy Register.
10.2.1.5 Diploma of Tertiary Preparation

Resolution AB_2_49/15
That the Academic Board approve the amendment of the Coursework Policy 2014, with effect from 1 July 2015, as set out in the report presented.

Action: Executive Officer to amend the Coursework Policy 2014 in the Policy Register.

10.2.1.6 Special Consideration for Admission

Resolution AB_2_50/15
That the Academic Board approve the amendment of the Coursework Policy 2014, with effect from 1 July 2015, as set out in the report presented.

Action: Executive Officer to amend the Coursework Policy 2014 in the Policy Register.

10.2.2 Changes to Admissions Criteria

10.2.2.1 English Language Proficiency Requirements

Resolution AB_2_51/15
That the Academic Board approve the revised English Language concordance tables, with immediate effect, as set out in the report presented.

Action: Executive Officer to amend the Academic Board's Standards and Guidelines webpages.

10.2.2.2 Singapore A levels revised Schedule

Resolution AB_2_52/15
That the Academic Board approve the application of existing GCE A levels Schedule to Singapore A levels, with immediate effect, as set out in the report presented.

Action: Executive Officer to amend the Academic Board's Standards and Guidelines webpages.

10.2.2.3 Indian Higher Secondary School Certificate

Resolution AB_2_53/15
That the Academic Board approve the revised assessment process for applicants presenting the Indian Higher Secondary School Certificate (HSSC) which entails the adoption of two schedules, with immediate effect, as set out in the report presented.

Action: Executive Officer to amend the Academic Board's Standards and Guidelines webpages.

10.2.3 Proceedings of the Committee

Resolution AB_2_54/15
That the Academic Board note the proceedings of the Admissions Committee meeting held on 4 March 2015, as set out in the report presented.

11. Report of the Graduate Studies Committee

11.1 Oral report of the Chair
Professor Masters advised that he had nothing further to report.
11.2 Report of the meeting held on 11 March 2015

11.2.1 Proposals for new and amended postgraduate courses

11.2.1.1 Faculty of Architecture, Design and Planning: Master of Interaction Design and Electronic Arts (Specialisation)

Resolution AB_2_55/15
That the Academic Board:

(1) approve the proposal from the Faculty of Architecture, Design and Planning to amend the Master of Interaction Design and Electronic Arts to add a 96 credit point Master of Interaction Design and Electronic Arts (Specialisation);

(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificate in the Faculty of Architecture, Design and Planning; and

(3) approve the amendment of the course resolutions arising from this proposal

with effect from 1 January 2016, as set out in the report presented.

Action: Chair to recommend that Senate note the Academic Board’s approval of the proposal from the Faculty of Architecture, Design and Planning to amend the Master of Interaction Design and Electronic Arts to add a 96 credit point Master of Interaction Design and Electronic Arts (Specialisation) and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificate in the Faculty of Architecture, Design and Planning.

The Dean and Faculty Manager, Faculty of Architecture, Design and Planning, to note the Academic Board’s approval of the proposal to amend the Master of Interaction Design and Electronic Arts to add a 96 credit point Master of Interaction Design and Electronic Arts (Specialisation) and amend the resolutions in CMS.

11.2.1.2 Faculty of Science: Master of Philosophy

Resolution AB_2_56/15
That the Academic Board:

(1) approve the proposal from the Faculty of Science to introduce the Master of Philosophy;

(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificate in the Faculty of Science; and

(3) approve the introduction of the course resolutions arising from this proposal

with effect from 1 January 2016, as set out in the report presented.

Action: Chair to recommend that Senate note the Academic Board’s approval of the proposal from the Faculty of Science to introduce the Master of Philosophy and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificate in the Faculty of Science.

The Dean and Faculty Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to introduce the Master of Philosophy and amend the resolutions in CMS.
11.2.2 Minor course amendment proposals

11.2.2.1 Faculty of Arts and Social Sciences: Master of Human Rights and Democratisation (Asia-Pacific)

Resolution AB_2_57/15
That the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Human Rights and Democratisation (Asia-Pacific);
(2) approve the amendment of the course resolutions arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Arts and Social Sciences, to note the Academic Board’s approval of the proposal to amend the Master of Human Rights and Democratisation (Asia-Pacific) and amend the resolutions in CMS.

11.2.2.2 Faculty of Dentistry: Doctor of Dental Medicine

Resolution AB_2_58/15
That the Academic Board approve the English language requirements for the Doctor of Dental Medicine as an overall IELTS score of 7.0 with a minimum of 6.0 in each band as set out in the report presented.

Action: The Dean and Faculty Manager, Faculty of Dentistry, to note the Academic Board’s approval of the English language requirements for the Doctor of Dental Medicine as an overall IELTS score of 7.0 with a minimum of 6.0 in each band.

Executive Officer to amend the Academic Board’s Standards and Guidelines webpages.

11.2.3 Guidelines for HDR Scholarship Allocations

Professor Collins expressed concern that the draft guidelines had already been used and would be used in the near future without addressing issues related to the assessment of graduates holding a Master of Philosophy (or other research master degree). She pointed out that under the previous guidelines such graduates were deemed to be equivalent to Honours Class 1 students, but this equivalency has been removed and these applicants will now be significantly disadvantaged. She added that the use of the undergraduate WAM in ranking applicants needs to be clarified, particularly for students who have completed an embedded honours degree.

The Chair reminded members that the guidelines had been reviewed last year in response to concerns that graduates from prestigious universities were being ranked lower than those from mid-rank institutions due to differences in marking. He agreed that the treatment of applicants with research master degrees needs to be reviewed. Professor Masters added that this issue had been discussed by the Committee and the Postgraduate Awards Sub-Committee has been asked to revise the guidelines to address this. He recommended that Professor Collins also raise her concerns directly with the chair of the sub-committee, Associate Professor Coleman. The Chair advised that he would also look at the issue of how WAMs for embedded honours are assessed, adding that the previous guidelines did have a way of mapping marks from embedded honours against those for appended honours.

Members noted the report.
Resolution AB_2_59/15
That the Academic Board note that the Committee has endorsed the use of the draft guidelines for HDR scholarship allocations at the Postgraduate Awards Sub-Committee meetings of 11 December 2014 and 9 April 2015 and that a final version of the guidelines would be submitted to the Academic Board meeting of 13 May 2015.

11.2.4 Proceedings of the Committee

Resolution AB_2_60/15
That the Academic Board note the proceedings of the Graduate Studies Committee meeting held on 11 March 2015, as set out in the report presented.

12. Report of the Academic Standards and Policy Committee

12.1 Oral report of the Chair
Associate Professor Traini advised she had nothing to add to the report.

12.2 Report of the meeting held on 4 February 2015

12.2.1 Learning and Teaching Policy Framework

Resolution AB_2_61/15
That the Academic Board note the Committee’s report on its discussion of the Learning and Teaching Policy Framework Working Party.

12.2.2 Professional Placement Policy Working Party

Resolution AB_2_62/15
That the Academic Board note the Committee’s report on its discussion of the Professional Placement Policy Working Party.

12.2.3 2015 Guidelines for managing the Opt-Out process for lecture recordings in University-managed lecture theatres

Resolution AB_2_63/15
That the Academic Board note the Committee’s report on its discussion of the 2015 Guidelines for managing the Opt-Out process for lecture recordings in University-managed lecture theatres.

12.2.4 Proceedings of the Committee

Resolution AB_2_64/15
That the Academic Board note the proceeding of the Academic Standards and Policy Committee meeting held on 4 March 2015, as set out in the report presented.

13. General Business

13.1 Academic Promotions Policy and Procedures 2015

Resolution AB_2_65/15
That the Academic Board endorse the Academic Promotions Policy and Procedures 2015, as set out in the report presented.

Action: The Provost and Deputy Vice-Chancellor to note the Academic Board’s endorsement of the Academic Promotions Policy and Procedures 2015.

13.2 Membership of 2015 Level D and Level E Central Promotions Committees

Resolution AB_2_66/15
That the Academic Board approve the membership of the 2015 Level D and Level E Central Promotions Committees, as set out in the report presented.
The meeting finished at 3:39 pm

Signed as a correct record

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Chair

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Date
6.1 Report on Senate Matters

6.1.1 Report on the Senate meeting held on 13 April 2015

At its meeting on 13 April 2015, Senate resolved as follows:

(1) **Constitution of the Faculty of Health Sciences**

Senate approved the amendment of the Resolutions of Senate related to the Constitution of the Faculty of Dentistry with immediate effect.

(2) **Courses**

Endorsed the Academic Board’s approval of proposals from the:
- Faculty of Architecture, Design and Planning with effect from 1 January 2016;
- Faculty of Science with effect from 1 January 2016; and
Approved the amendments of the Resolutions of Senate related to the Degrees, Diplomas and Certificates with effect from 1 January 2016.

(3) **Minor Course Amendments**

Endorsed the Academic Board’s approval of a range of minor amendments to existing courses, with effect from 1 January 2016.

**Recommendation**

That the Academic Board note the report of the Chair of the Academic Board on academic matters considered by Senate at its meeting of 13 April 2015.

6.2 Honours and Distinctions

I am pleased to report the following honours and distinctions and recommend the Academic Board extend its congratulations to the recipients:

**Professor Anne BOYD**, Sydney Conservatorium of Music
Awarded the 2014 Sir Bernard Heinze Memorial Award for her outstanding contribution to music in Australia.

**Appointments to the Australian Academy of Health and Medical Sciences**

**Professor Louise BAUR**, Faculty of Medicine
Appointed as Council Member and Fellow.

**Professor Anushka PATEL**, Faculty of Medicine
Appointed as Council Member and Fellow.

**Professor Ian ALEXANDER**, Faculty of Medicine
Appointed as Fellow.

**Professor Warwick ANDERSON**, VELiM
Appointed as Fellow.

**Professor Craig Anderson**, The George Institute
Appointed as Fellow.

**Professor Adrian BAUMAN**, School of Public Health
Appointed as Fellow.

**Professor Warwick BRITTON**, The Centenary Institute
Appointed as Fellow.

**Emeritus Professor John CHALMERS**, The George Institute
Appointed as Fellow.

**Professor Stephen CLARKE**, Faculty of Medicine
Appointed as Fellow.
Recommendation

That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients, as set out in the report presented.

6.3 General Report

6.3.1 Academic Board Membership – Filling of vacancies

The Dean of the Faculty of Education and Social Work nominates Ms Angela Rose, a candidate for the PhD, to fill the vacant position of student representative from that faculty.

Recommendation

That the Academic Board approve the nomination of Ms Angela Rose to membership of the Academic Board as the student representative of the Faculty of Education and Social Work for a period of membership expiring 31 December 2015, as set out in the report presented.

6.3.2 Academic Board Standing Committees: Nominations for Membership

Following the resignation of Associate Professor Wayne Courtney from membership of the Undergraduate Studies Committee, the Dean of the Faculty of Law has nominated Professor Gail Mason to fill the resulting vacancy. Professor Mason is to be appointed for a period of membership ending 31 December 2015.

Recommendation

That the Academic Board approve the nomination of Professor Gail Mason (as the representative of the Faculty of Law) on the Undergraduate Studies Committee, for a period of membership expiring 31 December 2015, as set out in the report presented.
6.3.3 **Academic Board Report on Annual Activities 2014**

The report on the Academic Board’s activities in 2014 is attached for the information of members. This report will also be provided to Senate.

**Recommendation**

*That the Academic Board recommend that Senate accept the Academic Board’s report on its activities for 2014.*

6.3.4 **Higher Education Policy updates**


**Recommendation**


6.3.5 **Correspondence Register**

Members are asked to note the following items of correspondence:

- 19/3/15 Correspondence with the DVC (Education) and the UAC regarding the UAC’s Technical Committee on Scaling
- 24/3/15 Correspondence with the DVC (Education) regarding faculty liaison officers for the University’s Foundation Program
- 25/3/15 Correspondence with Associate Professor Wilkinson regarding amendments to Coursework Policy
- 1/4/15 Correspondence with the Dean of Professional and Continuing Education regarding the Diploma of Tertiary Preparation
- 7/4/15 Correspondence with the Provost regarding the Diploma of Tertiary Preparation
- 8/4/15 Correspondence with the DVC (Registrar), General Counsel and Mr Kreutzer regarding an admissions query
- 9/4/15 Correspondence with Honorary Associate Professor Mack regarding the Diploma of Tertiary Preparation
- 14/4/15 Correspondence with the General Counsel, Provost and the Head of Media and Public Relations regarding an admissions query
- 27/4/15 Correspondence with Mr Wargent regarding lecture given by Colonel Richard Kemp
- 4/5/15 Correspondence with the Chair of the ACT/Territories Committee of Chairs of Academic Boards and Senates regarding Mathematics and the ATAR
- 4/5/15 Correspondence with Associate Professor Govendir regarding AQF criteria for Level 9 qualifications

**Recommendation**

*That the Academic Board note the register of correspondence, as set out in the report presented.*
6.3.3 Academic Board Report on Annual Activities 2014

Annual Report of the Academic Board 2014

The University of Sydney (Academic Governance) Rule 2003 outlines the functions of the Academic Board as follows:

**General functions**
- To maintain the highest standards in teaching, scholarship and research and, in that process, to safeguard the academic freedom of the University.
- To oversee and monitor the development of all academic activities of the University.
- To communicate with the academic community through the Faculties, colleges and boards of studies and similar organisational units.

The Academic Board has continued to provide advice via its website and direct communication with faculties and other units on specific Academic Board decisions. The Board continues to liaise with faculties and portfolio units to consult on major policy reviews and developments.

**Advisory functions**
Provide advice to the Senate and the Vice-Chancellor on:
- academic matters relating to and affecting the University’s teaching and research activities and its educational programs, including general advice on the academic priorities and policies of the University;
- academic aspects of the formulation and review of the University’s strategic plan;
- policies concerning the academic aspects of the conditions of appointment and employment of academic staff;

The Academic Board
- appointed members to the Central Promotions Committees for 2014;
- noted the report on the promotion of academic staff to Level B in 2014;
- noted the report on the promotion of academic staff to Level C in 2014;
- noted the report on the promotion of academic staff to Level D in 2014; and
- noted the report on the promotion of academic staff to Level E in 2014 (NB: the report for promotion to Level E was noted at the Board’s meeting in February 2015).

- any academic matters it considers to be of strategic importance, including any Faculty plans; and

The Academic Board continues to work with Sydney Student, OGC and the Student Administrative Services review to align its policies with the strategic work of the University. In 2014, this included the creation of the new Coursework Rule and Coursework Policy which amalgamated and streamlined a number of existing policies.

- the maintenance of academic standards.

The Academic Board has deemed the following courses to meet AQF requirements with their existing volumes of learning:
- Faculty of Arts and Social Sciences: Graduate Diploma in Public Administration
- University of Sydney Business School: Master of Business Administration; Graduate Diploma in Business Administration; Master of Management; Master of Management (CEMS)
- Faculty of Dentistry: Doctor of Clinical Dentistry
- Faculty of Education and Social Work: Graduate Diploma in Educational Studies; Graduate Diploma in Indigenous Languages Education; Graduate Diploma in Learning Sciences and Technology; Graduate Diploma in Policy Studies; Graduate Diploma in Social Work
- Faculty of Engineering & Information Technologies: Graduate Diploma in Engineering; Master of Project Leadership; Graduate Diploma in Project Leadership
- Faculty of Law: Master of Administrative Law and Policy; Master of Business Law; Graduate Diploma in Corporate, Securities & Finance Law; Graduate Diploma in International Business Law; Graduate Diploma in Commercial Law; Master of Criminology; Graduate Diploma in Criminology; Master of Environmental Law; Graduate Diploma in Environmental Law; Master of Global Law; Graduate Diploma in Health Law; Graduate Diploma in Public Health Law; Master of International Law; Graduate Diploma in International Law; Master of International Taxation; Master of Jurisprudence; Graduate Diploma in Jurisprudence; Master of Labour Law
and Relations; Master of Laws; Graduate Diploma in Law; Master of Taxation; Graduate Diploma in Taxation

- Faculty of Medicine: Master of Bioethics; Graduate Diploma in Bioethics; Master of Brain and Mind Sciences; Graduate Diploma in Brain and Mind Sciences; Master of Clinical Trials Research; Graduate Diploma in Clinical Trials Research; Master of Health Policy; Graduate Diploma in Health Policy; Graduate Diploma in Indigenous Health Promotion; Master of Indigenous Health Substance Use; Graduate Diploma in Indigenous Health Substance Use; Master of International Ophthalmology; Graduate Diploma in International Ophthalmology; Master of Medicine (Cataract and Refractive Surgery); Graduate Diploma in Cataract and Refractive Surgery; Master of Medicine (Clinical Epidemiology); Master of Science in Medicine (Clinical Epidemiology); Graduate Diploma in Clinical Epidemiology; Master of Medicine (Infection and Immunity); Master of Science in Medicine (Infection and Immunity); Graduate Diploma in Infection and Immunity; Master of Medicine (Ophthalmic Science); Master of Science in Medicine (Ophthalmic Science); Graduate Diploma in Ophthalmic Science; Master of Medicine (Pain Management); Master of Science in Medicine (Pain Management); Graduate Diploma in Pain Management; Graduate Diploma in Sleep Medicine; Master of Surgery

- Faculty of Nursing and Midwifery: Master of Nursing (Nurse Practitioner)

- Faculty of Science: Master of Science in Coaching Psychology; Graduate Diploma in Coaching Psychology; Graduate Diploma in Psychology

- Faculty of Veterinary Science: Master of Veterinary Public Health; Master of Veterinary Public Health Management; Graduate Diploma in Veterinary Public Health; Graduate Diploma in Veterinary Public Health Management

**Specific functions**

- Exercise authority as delegated to the Academic Board to approve new academic courses and changes to existing courses

<table>
<thead>
<tr>
<th>NEW COURSES</th>
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<tr>
<td><strong>Faculty of Architecture, Design and Planning</strong></td>
<td>Bachelor of Architecture and Environments</td>
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<td>Master of Architectural Science</td>
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<td>Graduate Certificate in Architectural Science</td>
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<td>Graduate Diploma in Urbanism</td>
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<tr>
<td><strong>Faculty of Arts and Social Sciences</strong></td>
<td>Bachelor of Arts/Bachelor of Economics</td>
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<td>Graduate Diploma in Health Security</td>
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<tr>
<td><strong>Faculty of Dentistry</strong></td>
<td>Bachelor of Science (Advanced)/Doctor of Dental Medicine</td>
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<tr>
<td><strong>Faculty of Engineering and Information Technologies</strong></td>
<td>Master of Health Technology Innovation</td>
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<td>Master of Information Technology/Master of Information Technology Management</td>
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<tr>
<td><strong>Faculty of Health Sciences</strong></td>
<td>Master of Medical Imaging Science</td>
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<td>Graduate Certificate in Medical Imaging Science</td>
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<tr>
<td><strong>Faculty of Medicine</strong></td>
<td>Master of Medicine (stream)</td>
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<td>Master of Science in Medicine (stream)</td>
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<td>Master of Medicine (stream)/Master of Philosophy</td>
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<td>Graduate Diploma in Medicine (stream)</td>
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<td>Graduate Certificate in Medicine (stream)</td>
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<td>Graduate Certificate in Advanced Skills</td>
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<tr>
<td><strong>Faculty of Pharmacy</strong></td>
<td>Bachelor of Pharmacy and Management</td>
</tr>
</tbody>
</table>
| Faculty of Agriculture and Environment | Bachelor of Agricultural Economics  
|                                          | Bachelor of Environmental Systems  
|                                          | Bachelor of Food and Agribusiness  
|                                          | Bachelor of Food and Agribusiness (Honours)  
|                                          | Bachelor of Resource Economics  
|                                          | Bachelor of Science in Agriculture  
|                                          | Master of Agriculture and Environment  
|                                          | Graduate Diploma in Agriculture and Environment  |
| Faculty of Architecture, Design and Planning | Bachelor of Design in Architecture  
|                                          | Bachelor of Design Computing  
|                                          | Master of Architecture  
|                                          | Master of Architectural Science (Illumination Design)  
|                                          | Graduate Diploma in Architectural Science (Illumination Design)  
|                                          | Graduate Certificate in Architectural Science (Illumination Design)  
|                                          | Master of Interaction Design and Electronic Arts  
|                                          | Graduate Diploma in Interaction Design and Electronic Arts  
|                                          | Graduate Certificate in Interaction Design and Electronic Arts  
|                                          | Master of Urban and Regional Planning  
|                                          | Graduate Diploma in Urban Design  
|                                          | Master of Urbanism  |
| Faculty of Arts and Social Sciences | Diploma of Arts  
|                                          | Diploma of Language Studies  
|                                          | Diploma of Social Sciences  
|                                          | Bachelor of Arts  
|                                          | Bachelor of Economics  
|                                          | Bachelor of Political, Economic and Social Sciences  
|                                          | Bachelor of Arts/Bachelor of Economics  
|                                          | Executive Master of Public Administration  |
| University of Sydney Business School | Bachelor of Commerce  
|                                          | Bachelor of Commerce (Liberal Studies)  
|                                          | Executive Master of Business Administration  
|                                          | Master of Business Administration  
|                                          | Master of Commerce  
|                                          | Graduate Diploma in Commerce  
|                                          | Graduate Certificate in Commerce  
|                                          | Master of International Business  
|                                          | Master of Logistics Management  
|                                          | Graduate Diploma in Logistics Management  
|                                          | Graduate Certificate in Logistics Management  
|                                          | Master of Management  
|                                          | Master of Management (CEMS)  
|                                          | Master of Transport Management  
|                                          | Graduate Diploma in Transport Management  
|                                          | Graduate Certificate in Transport Management  |
| Faculty of Dentistry | Doctor of Clinical Dentistry (Oral Medicine)  
|                                          | Doctor of Dental Medicine  |
| Faculty of Education & Social Work | Bachelor of Education (Primary)  
|                                          | Bachelor of Education (Secondary: Human Movement and Health Education)  
|                                          | Bachelor of Education (Early Childhood)  
|                                          | Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts  |
| Faculty of Engineering & Information Technologies | Bachelor of Computer Science and Technology  
Bachelor of Computer Science and Technology (Advanced)  
Bachelor of Engineering Honours  
Bachelor of Engineering Honours/Bachelor of Arts  
Bachelor of Engineering Honours/Bachelor of Commerce  
Bachelor of Engineering Honours/Bachelor of Design in Architecture  
Bachelor of Engineering Honours/Bachelor of Laws  
Bachelor of Engineering Honours/Bachelor of Medical Science  
Bachelor of Engineering Honours/Bachelor of Project Management  
Bachelor of Engineering Honours/Bachelor of Science  
Bachelor of Project Management  
Graduate Diploma in Computing  
Master of Engineering  
Graduate Diploma in Engineering  
Graduate Certificate in Engineering  
Master of Information Technology  
Master of Information Technology Management  
Graduate Diploma in Information Technology  
Graduate Diploma in Information Technology Management  
Master of Information Technology/Master of Information Technology Management  
Master of Professional Engineering |
| Faculty of Health Sciences | Bachelor of Applied Science (Exercise and Sport Science)  
Bachelor of Applied Science (Exercise Physiology)  
Bachelor of Applied Science (Medical Radiation Sciences)  
Diagnostic Radiography  
Bachelor of Applied Science (Occupational Therapy)  
Bachelor of Applied Science (Physiotherapy)  
Bachelor of Applied Science (Speech Pathology)  
Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics  
Bachelor of Health Sciences  
Master of Health Science (Developmental Disability)  
Graduate Certificate in Health Science (Developmental Disability)  
Master of Occupational Therapy  
Master of Physiotherapy  
Master of Rehabilitation Counselling  
Graduate Certificate in Health Science (Developmental Disability) |
| Faculty of Law | Master of Criminology  
Graduate Diploma in Criminology  
Master of Global Law  
Master of Jurisprudence  
Master of Labour Law and Relations  
Master of Laws  
Graduate Diploma in International Business Law  
Graduate Diploma in Jurisprudence |
| Faculty of Medicine | Doctor of Medicine  
|                     | Master of Bioethics  
|                     | Graduate Diploma in Bioethics  
|                     | Graduate Certificate in Bioethics  
|                     | Master of Brain and Mind Sciences  
|                     | Master of Clinical Trials Research  
|                     | Graduate Diploma in Clinical Trials Research  
|                     | Graduate Certificate in Clinical Trials Research  
|                     | Master of Health Policy  
|                     | Graduate Diploma in Health Policy  
|                     | Graduate Certificate in Health Policy  
|                     | Master of International Ophthalmology  
|                     | Master of International Public Health  
|                     | Master of Medicine (Cataract and Refractive Surgery)  
|                     | Master of Medicine (Clinical Epidemiology)  
|                     | Master of Science in Medicine (Clinical Epidemiology)  
|                     | Master of Medicine (Infection and Immunity)  
|                     | Master of Science in Medicine (Infection and Immunity)  
|                     | Graduate Diploma in Infection and Immunity  
|                     | Graduate Certificate in Infection and Immunity  
|                     | Master of Medicine (Ophthalmic Science)  
|                     | Master of Science in Medicine (Ophthalmic Science)  
|                     | Master of Medicine (Pain Management)  
|                     | Master of Science in Medicine (Pain Management)  
|                     | Master of Medicine (Sleep Medicine)  
|                     | Master of Science in Medicine (Sleep Medicine)  
|                     | Graduate Diploma in Sleep Medicine  
|                     | Master of Qualitative Health Research  
|                     | Master of Surgery  

| Faculty of Nursing & Midwifery | Bachelor of Nursing (Advanced Studies)  
|                                | Master of Advanced Nursing Practice  
|                                | Graduate Diploma in Advanced Nursing Practice  
|                                | Master of Nursing (Graduate Entry)  
|                                | Master of Nursing (Nurse Practitioner)  
|                                | Master of Primary Health Care Nursing  
|                                | Graduate Diploma in Primary Health Care Nursing  
|                                | Graduate Certificate in Primary Health Care Nursing  

| Faculty of Pharmacy | Bachelor of Pharmacy  
|                    | Master of Pharmacy  

| Faculty of Science | Bachelor of Psychology  
|                   | Bachelor of Science  
|                   | Bachelor of Science and Bachelor of Arts  
|                   | Master of Environmental Science and Law  
|                   | Master of Marine Science and Management  
|                   | Graduate Diploma in Marine Science and Management  
|                   | Graduate Certificate in Marine Science and Management  
|                   | Graduate Certificate in Science (History and Philosophy of Science)  

| Sydney College of the Arts | Master of Contemporary Art  
|                           | Master of Moving Image  
|                           | Graduate Diploma in Moving Image  

| Sydney Conservatorium of Music | Bachelor of Music (Performance)  
|                               | Bachelor of Music Studies  
|                               | Bachelor of Music Studies/Bachelor of Arts  
|                               | Bachelor of Music Studies/Doctor of Medicine  

| Faculty of Veterinary Science | Bachelor of Animal and Veterinary Bioscience  
|                               | Bachelor of Veterinary Biology/Doctor of Veterinary Medicine  
|                               | Master of Animal Science  
|                               | Graduate Diploma in Animal Science  
|                               | Doctor of Veterinary Medicine  

13 May 2015  
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<tr>
<td>Master of Veterinary Public Health Management</td>
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<td>Master of Veterinary Studies</td>
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<td>Graduate Diploma in Veterinary Studies</td>
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<td>Master of Veterinary Science/Master of Veterinary Clinical Studies</td>
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<tr>
<td>Master of Wildlife Health and Population Management</td>
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<td>Graduate Diploma in Wildlife Health and Population Management</td>
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<table>
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<tr>
<th>DELETED COURSES</th>
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<tbody>
<tr>
<td>Faculty of Architecture, Design and Planning</td>
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<tr>
<td>Master of Design Science</td>
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<td>Graduate Diploma in Design Science</td>
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<td>Graduate Certificate in Design Science</td>
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<td>Master of Facilities Management</td>
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<td>Graduate Diploma in Facilities Management</td>
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<td>Graduate Certificate in Facilities Management</td>
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<tr>
<td>Faculty of Arts and Social Sciences</td>
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<td>Master of Buddhist Studies</td>
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<td>Graduate Diploma in Buddhist Studies</td>
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<td>Graduate Certificate in Professional Communication</td>
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<td>University of Sydney Business School</td>
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| Faculty of Education and Social Work | Master of Administrative Law and Policy  
| | Master of Business Law  
| | Graduate Diploma in Corporate, Securities & Finance Law  
| | Graduate Diploma in International Business Law  
| | Graduate Diploma in Commercial Law  
| | Master of Criminology  
| | Graduate Diploma in Criminology  
| | Master of Environmental Law  
| | Graduate Diploma in Environmental Law  
| | Master of Global Law  
| | Graduate Diploma in Health Law  
| | Graduate Diploma in Public Health Law  
| | Master of International Law  
| | Graduate Diploma in International Law  
| | Master of International Taxation  
| | Master of Jurisprudence  
| | Graduate Diploma in Jurisprudence  
| | Master of Labour Law and Relations  
| | Master of Laws  
| | Graduate Diploma in Law  
| | Master of Taxation  
| | Graduate Diploma in Taxation  
| Faculty of Engineering & Information Technologies | Graduate Diploma in Engineering  
| | Master of Project Leadership  
| | Graduate Diploma in Project Leadership  
| Faculty of Law | Master of Bioethics  
| | Graduate Diploma in Bioethics  
| | Master of Brain and Mind Sciences  
| | Graduate Diploma in Brain and Mind Sciences  
| | Master of Clinical Trials Research  
| | Graduate Diploma in Clinical Trials Research  
| | Master of Health Policy  
| | Graduate Diploma in Health Policy  
| | Graduate Diploma in Indigenous Health Promotion  
| | Master of Indigenous Health Substance Use  
| | Graduate Diploma in Indigenous Health Substance Use  
| | Master of International Ophthalmology  
| | Graduate Diploma in International Ophthalmology  
| | Master of Medicine (Cataract and Refractive Surgery)  
| | Graduate Diploma in Cataract and Refractive Surgery  
| | Master of Medicine (Clinical Epidemiology)  
| | Master of Science in Medicine (Clinical Epidemiology)  
| | Graduate Diploma in Clinical Epidemiology  
| | Master of Medicine (Infection and Immunity)  
| | Master of Science in Medicine (Infection and Immunity)  
| | Graduate Diploma in Infection and Immunity  
| | Master of Medicine (Ophthalmic Science)  
| | Master of Science in Medicine (Ophthalmic Science)  
| | Graduate Diploma in Ophthalmic Science  
| | Master of Medicine (Pain Management) |
Master of Science in Medicine (Pain Management)
Graduate Diploma in Pain Management
Graduate Diploma in Sleep Medicine
Master of Surgery

Faculty of Nursing and Midwifery
Master of Nursing (Nurse Practitioner)

Faculty of Science
Master of Science in Coaching Psychology
Graduate Diploma in Coaching Psychology
Graduate Diploma in Psychology

Faculty of Veterinary Science
Master of Veterinary Public Health
Master of Veterinary Public Health Management
Graduate Diploma in Veterinary Public Health
Graduate Diploma in Veterinary Public Health Management

- **Determine policy concerning the programs of study or examinations in any Faculty, college or Board of Studies and within such policy, determine requirements to be satisfied by candidates for the award of degrees, diplomas or certificates**

  Course resolutions relating to the above mentioned courses, as well as more general Faculty resolutions, were approved by the Academic Board.

- **Determine the terms and conditions of awards, scholarships and prizes established within the University and make awards;**

  The Academic Board approved the principles for a revised method for allocating HDR scholarships.

- **Formulate and review policies, guidelines and procedures in relation to academic matters;**

  New policies approved in 2014
  - University of Sydney (Coursework) Rule 2014
  - Coursework Policy 2014
  - Open Access to University Research Policy
  - Supplementary Delegations of Authority: Academic Functions
  - Thesis and Examination of Higher Degrees by Research Policy 2014
  - Thesis and Examination of Higher Degrees by Research Procedures 2014

  Existing policies amended in 2014:
  - University of Sydney (Amendment Act) Rule 1999 (as amended)
  - University of Sydney (Coursework) Rule 2000
  - University of Sydney (Higher Degree by Research) Rule 2011
  - Academic Dishonesty and Plagiarism in Coursework Policy
  - Admission to Undergraduate Courses
  - Assessment Policy 2011
  - Assessment Procedures 2011
  - Postgraduate English Language Requirements
  - Student Academic Progression Policy

  Policies deleted in 2014:
  - University of Sydney (Coursework) Rule 2000 (as amended)
  - Resolutions of the Senate on Restrictions on Re-enrolment
  - Postgraduate: Degree of Doctor of Philosophy
  - Oral examinations of PhD Theses at the University of Sydney
  - PhD: Appointment of Additional Examiner as Assessor
  - PhD: Submission of Doctor of Philosophy Theses containing published work
  - Proof reading and editing of theses and dissertations
  - Submission of treatise containing published work
  - Admission: Advanced Standing, Credit and Exemption Policy
  - Admission to Undergraduate Courses Policy
  - Assessment Policy 2011
  - Awards with Honours Policy
  - Postgraduate English Language Requirements Policy
• Student Academic Progression Policy

• Request reports from, or refer matters to Faculties, colleges and boards of studies and similar organisational units for consideration and action as required;
  The Academic Board requested a report from the Faculty of Medicine on the number of non-standard units of study offered in the Master of International Public Health (this report was received at the Academic Board’s meeting of 1 October 2014)

• Consider and take action as required on reports or academic submissions from Faculties, colleges or boards of studies or similar organisational units;
  The following reports were noted:
  • a presentation on the proposed University Library change management plan by the University Librarian;
  • a presentation on the Student Administrative Services Project from the Provost and Deputy Vice-Chancellor;
  • a presentation on the Research Rankings Strategy from the Deputy Vice-Chancellor (Research);
  • a report on the University Digital Strategy from the Chief Information Officer;
  • an update on the Sydney Student Program Release 3 Update from its Director;
  • a discussion on Student Clinical Education in Australia led by the Dean of Health Sciences and the Director of the Workplace Research Centre;
  • a report on the Federal budget and university funding from the Vice-Chancellor and Principal;
  • a discussion of the performance of the Academic Board and a planned review of the University of Sydney (Academic Governance) Rule 2003 led by Associate Professor Paul Wormell, the Chair of the Academic Senate of the University of Western Sydney;
  • a presentation on the discussion paper “Towards a Distinctive Sydney Education” from the Deputy Vice-Chancellor (Education); and
  • a presentation on the International Student Barometer from the Manager, International Strategy and Innovation.

• Play an active role in assuring the quality of teaching, scholarship and research in the University and co-ordinate and maintain an overview of the academic activities of Faculties, colleges and boards of studies and similar organisational units;
  The Academic Board appointed members to the 2014 Student Proctorial Panel.

• Initiate and oversee a formal and regular program of review of academic activities of Faculties, colleges and boards of studies, and similar organisational units;
  The Phase 4 Faculty Reviews for the University of Sydney Business School, Faculty of Pharmacy, Faculty of Science and Sydney College of the Arts were received and accepted.

• Provide a forum to facilitate information flow and debate within the University and between the senior executive officers of the University and the wider academic community;
  Reports from various members of the University’s senior management were noted, as outlined above.

• Make regular reports on the range of its activities to the Senate after each meeting of the Academic Board and make a formal, annual report on its activities and its assessment of its performance to the Senate;
  The Academic Board has reported to each of the Senate meetings held in 2014.

• Consider and report on all matters referred to it by the Senate or the Vice-Chancellor:

• Exercise any powers and perform any other duties delegated to it by the Senate:
  • Determine English language requirements:
    The Academic Board amended the English language requirements specified in:
    • Admission to Undergraduate Courses; and
• Postgraduate English Language Requirements

• *Determine whether or not a Higher Doctorate be awarded.*

The Chair of the Graduate Studies Committee approved the awarding of three higher doctorates.

• *Determine whether or not a PhD be awarded.*

The full annual report of the PhD Award Sub-Committee on this matter can be found at: [http://sydney.edu.au/ab/committees/grad_studies/2015/GSC_Mar15_Agenda.pdf](http://sydney.edu.au/ab/committees/grad_studies/2015/GSC_Mar15_Agenda.pdf) (Ref: Agenda Item 6.4, Agenda of the Graduate Studies Committee meeting held on 11 March 2015).

• *Determine periods of instruction and commencement and conclusion dates of the academic year.*

The Academic Board approved faculty-specific semester and vacation dates for 2015 for the Faculty of Education and Social Work, the Faculty of Medicine, the Faculty of Nursing and Midwifery, the Sydney Conservatorium of Music and the Faculty of Veterinary Science. 2014 dates were also amended for the Faculty of Nursing and Midwifery. The Academic Board also amended the general semester and vacation dates for 2017 and 2018.

• *Restrict the public availability of a thesis.*

3 applications to restrict the public availability of a thesis was approved in 2014.

• *Permit a candidate to submit a thesis prior to the normal earliest date for submission of a PhD thesis*

The Chair of the Academic Board approved 3 applications for the early submission of a PhD thesis in 2014.

**Structure of the Academic Board**

In terms of the Board’s structure and membership, the follow actions were taken:

- 1 student member appointed, 7 academic staff members appointed, and 2 members co-opted, to the Academic Standards and Policy Committee;
- 4 academic staff member appointed to the Graduate Studies Committee; and
- 6 academic staff members appointed, and 1 member co-opted, to the Undergraduate Studies Committee.

With respect to the 2014-2015 Academic Board membership, the Board:

- Dr Daniela Traini was appointed as an additional member, and Associate Professor Tihomir Ancev was co-opted as a member;
- appointed Dr Daniela Traini as Chair of the Academic Standards and Policy Committee, Associate Professor Jane Hanrahan as Chair of the Admissions Committee and Associate Professor Stephen Cattle as Chair of the Undergraduate Studies Committee.

The Board also:

- amended the details of ex officio membership of the Board’s standing committees to update various senior officer titles;
- added the Deputy Vice-Chancellor (Registrar) to the Admissions Committee; and
- replaced the Pro Vice-Chancellor (Academic Affairs) with the Deputy Vice-Chancellor (Education) on the Admissions Committee.
6.3.4 Higher Education Policy updates

SUBMISSION TO SEG AND THE ACADEMIC BOARD
07 May 2015

FOR INFORMATION: SUMMARY OF PRODUCTIVITY COMMISSION REPORT ON INTERNATIONAL EDUCATION SERVICES

HIGHER EDUCATION POLICY & PROJECTS
tim.payne@sydney.edu.au ph: 9351 4750 or leah.schwartz@sydney.edu.au ph: 9114 0791

Recommendation
That SEG and the Board note this summary of the Productivity Commission research paper on International Education Services, released 30 April 2015, and consider any action the University should take in response.

Background
The Productivity Commission released a Research Paper on International Education Services on 30 April 2015. The focus of the Productivity Commission's study was on International Education Services as an economic market and its policy and regulatory framework. Four main issues are discussed: the distributed governance of the sector; the impact of changing visa regulations on student demand; the means for regulating and providing information to students about institutional quality; and the problems, and potential risks, associated with the use of education agents. The University provided a submission to this inquiry in early 2015, which the Commission quotes a number of times in their report.

Summary of key findings

The market for international education is expanding, but so too are the number of providers. Australia accounts for 6% of the international student market. For Australia, this represents a contribution of about $17 billion to the economy, the largest export services market in the country. International students are distributed among all types of education providers, but the largest economic contribution to Australia is made by those enrolled in higher education, who contributed 68% of the value of education exports in 2014. About 75% of all international students in Australia in 2014 were from Asia, primarily China and India.

The Commission notes that there is significant Government involvement in the international education services sector. It finds, however, that such involvement is necessary due to the inability of students to assess the value of the services they are purchasing, and the scope for poor quality providers to taint the international reputation of the Australian market.

The Commission finds that the success of the international student market is closely dependent on both visa and immigration policy settings, and on institutional quality. These two key areas are managed by different parts of Government, and the Commission comments that this is problematic, as there are limited incentives for these areas to work together to view the sector holistically. A fragmented evidence base further complicates matters, with different datasets measuring different aspects of the sector.

Streamlined visa processing for students, managed by higher education institutions, is found by the Commission to have created some perverse incentives. This is particularly the case for education agents, who are incentivised to direct students to higher education rather than VET courses, regardless of aptitude. There are also incentives for some providers to take a relaxed approach to immigration risk management in the interests of boosting enrolments,
and for course-hopping by students who use one institution to grant their visa and then move to an easier or cheaper course at another institution.

International education is also a pathway to permanent migration, and student visas have various allowances for work during and after study. Post-study work rights are often a major incentive for international students, however the changes to visa conditions to allow this in Australia have only been in place since 2013. As such, the Commission is unable to assess the labour market impacts, but notes that initial studies had found that students were unprepared for the labour market and have unrealistic expectations of graduate employment.

The Commission finds that the long term reputation of Australia’s education services depends on institutional quality, which is overseen by two national regulators, TEQSA and ASQA. The Commission notes that most quality concerns are with the VET, rather than the higher education, portion of the sector which is managed by ASQA. The Commission questions the need for two separate regulators in this area, and suggests that merging the two would provide a reduction in regulatory burden, allow an even stronger focus on risk-based regulation and provide a more consistent approach to quality regulation.

The Commission suggests that moving the emphasis from teaching to learning standards is desirable, given that student outcomes are the key product of education. It also suggests that the regulators should provide information to students (both domestic and international) on quality, such that they are able to make comparisons between providers. This, the Commission argues, would assist in counteracting potentially misleading information provided by education agents to international students, and strengthen provider incentives to improve quality.

New visa arrangements currently under consideration are evaluated by the Commission, which emphasises the importance of any such arrangements being integrated with broader education and immigration policy objectives. As an example, the paper suggests that the quality risks of education providers could become part of the visa assessment process.

In agreement with the recent NSW Independent Commission Against Corruption report, the Commission also has significant concerns over the extensive use of education agents. It notes that misalignment of incentives between agents, providers and students is one source of potential issues, with others arising when agents, providers and students act against the interests of the Australian community more broadly. To mitigate these risks, the Commission recommends:

- 'a more direct recruitment approach by flagship Australia education institutions targeted to the higher end of the value chain
- greater transparency around the relationships between agents and providers (including the commissions paid)
- data systems that allow agent conduct and performance to be tracked over time and (including by tracking student outcomes over the longer term)
- the provision of training and information exchange programs.'
Recommendation

Background and Reception
The Intergenerational Report is produced by Treasury every five years. The reports were introduced by Peter Costello, who used them to start a conversation about participation, productivity and population, and the long term impacts of these on fiscal policy. This Intergenerational Report was completed in 2014 but was not released by the Treasurer until March, by which time the ‘proposed policy’ scenario modeled in the report was out of date, as the Government had scrapped key budget measures such as the medicare copayment.

The report has generally been poorly received, with surveys indicating voters took little notice, while commentary has focused on the perceived political nature of the report. The Opposition has argued that the ‘previous policy’ scenario modeled disregards the revenue from the Mining and Carbon taxes which were scrapped by the Government, and thus gives a distorted result. Other commentators have noted that while the ‘currently legislated’ scenario returns to budget balance initially, it also shows growing deficit after the first 5 years, and that the report shows an increase in taxation over the 40 year period, with the tax white paper still to come and a discussion paper due at the end of March. Criticism has also been leveled at the 40 year projection period as being highly unrealistic given the pace of policy change.

Summary of the Report
The report is divided into three sections, by far the largest of which is the second, which examines government budgets for the next 40 years. The first section sets the context for the discussion by discussing major trends, and the last foreshadows work to be done by the current Government. A summary of each section is below.

How will Australia change over the next 40 years?
- Australia has an ageing population. Though this is slightly offset by the migration rate the modeling presented here presumes a continuing steady fertility rate (at just below replacement rate), which combined with increasing life expectancy will lead to an increase in the number of older Australians relative to those of working age.
- In turn, an ageing population will lead to declining participation rates. The report notes that educational attainment an important factor affecting each age group’s participation rate, but doesn't explore this theme further. The modeling used in the report assumes a continuing increase in female participation rates and for people between the ages of 60 – 69. It does this partly due to Government policy to continue to increase the eligibility age for the Age Pension until it reaches 70 by 2035.
- Pressures affecting the environment, particularly water and land resources are acknowledged along with ‘environmental changes that unfold over the next 40 years’ which may affect Australians’ quality of life. Key components of environmental management are research investments made through the Environment portfolio including the National Environmental
Science Program which funds a Threatened Species Hub in partnership with CSIRO and an Earth Systems Research Hub in partnership with the Bureau of Meteorology.

**Government budgets over next 40 years**

- This section of the report sets up three scenarios for modeling, ‘previous policy’, ‘current policy’ (ie: without key 2014/15 budget measures) and ‘proposed policy’ (ie: with the 2014/15 budget passed in full). Under the first two scenarios the modeling shows increasing deficit, while the proposed policy scenario returns to surplus in 2019/20. All projections assume full employment occurs after 7 years and remains there until 2055.
- 55% of Government spending in 2014/15 is in Health including the National Disability Insurance Scheme and Medicare. Unlike other Government spending, the report states that Health spending can be directly linked to demographic changes. Despite this, the report expects non-demographic factors to be the largest contributor to growth in per person health spending. These account for up to 80% of the projected increase in real expenditure per person, with the ageing population responsible for around 10% of the projected increase.
- In Health spending, there is very little difference between the 40 year projection for the currently legislated and proposed policy scenarios, however under the previous policy scenario, spending is much higher due to guarantee payments under National Health Reform Agreement (an agreement with States for the Federal Government to contribute to long-term growth in hospital costs, the Government proposes to transfer this cost back to States).
- Education and training spending including schools, VET and higher education is estimated to be 1.7% of GDP in 2014/15. Just over half of this amount is schools payments to States and Territories. Education and training spending is expected to rise under the currently legislated scenario to 2.0% in 2054/55. Under deregulation, without taking into account the impact of loans, spending declines to 1.0% of GDP.
- Without HELP loans, spending per higher education student is projected to fall from $11,800 to $9,400 in today’s dollars between 2014/15 and 2054/55. With HELP loans, projected to rise (under deregulation scenario) from $19,100 to $23,100 per student. Spending per school student and on VET FEE-HELP is expected to rise.

**Preparing for the future**

- This section of the report discusses the need for reform of tax system, focusing on bracket creep but also foreshadows a reduction in the company tax rate.
- Reform of government service delivery is also contemplated, noting that the white paper on Federation will look at the division of services between state and federal governments.
- The use of new technology is also flagged, particularly through the establishment of the digital transformation office to modernize and better manage Australia’s national data infrastructure.
- How to harness further gains in productivity and participation is also discussed, with productivity improvements expected to come about through improvements to infrastructure, especially in transportation such as roads rail and ports. Free trade agreements will also be used open opportunities for business. Productivity improvements are also to come about through the review of competition policy which is due to report in March 2015, and the Government’s deregulation agenda, which has so far achieved green and red tape savings of $2.1 billion already. Workplace regulation reform is also expected to follow the productivity commission report.
- To improve participation the government wishes to initiate a drive to employ and retain older Australians in the workforce. This section also notes that there has been no government response to the productivity report on childcare and early childhood learning as yet, flagging this as an area for improvement. Also set to improve participation rates are work for the dole programs and improvements in skilled migration.
Implications of Long-Term Trends for Higher Education

Under the Government's 'proposed policy' scenario modeled in the report, spending on tertiary education as a percentage of GDP is expected to fall from 0.8 percent to 0.4 percent. This results from reduced indexation rates across all education programs and major reductions to grant programs, in both education and research. At the same time, analysis of census data shows the Australian economy is shifting away from goods and towards services, adding more 'knowledge' jobs that require some level of higher education to perform. Highly skilled jobs (those that require a diploma or higher qualification) are the fastest-growing category while unskilled jobs are contracting. Investment in human capital is required to take advantage of this long-term trend.
7.1 Report on Senate Matters

7.1.1 Report of the Senate meeting held on 13 April 2015

At its meeting held on 13 April 2015, I provided to Senate an update on the 2015 strategic priorities. My report to Senate on the strategic priorities is attached for information.

(1) Senate decisions

Senate resolved to approve:

- in relation to items from the Vice-Chancellor’s report:
  - the formal section of the 2014 Annual Report; and
  - the appointment of Professor Stephen Garton, Provost, to replace Mr Alan Cameron AO as one of the two nominees of the University to be trustees of the Women’s College lands;
- the following membership of the Alumni Council:
  
  **President**
  Annie Corlett........... for a term of two years from 14/04/15 until 13/04/17

  **Deputy President**
  Brendan Casey........ for a term of two years from 14/04/15 until 13/04/17

  **Members**
  Peter Shaw............. for a term of one year from 14/04/15 until 13/04/16
  James Flynn............ for a term of two years from 14/04/15 until 13/04/17
  Julie McKay............ for a term of two years from 14/04/15 until 13/04/17
  Corey Payne.......... for a term of one year from 14/04/15 until 13/04/16
  Mark Webb............... for a term of two years from 14/04/15 until 13/04/17
  Kate O’Reilly......... for a term of two years from 14/04/15 until 13/04/17
  Alan Huynh............. for a term of one year from 14/04/15 until 13/04/16
  Jane Spring........... for a term of one year from 14/04/15 until 13/04/16
  Emily Scanlan........... for a term of one year from 14/04/15 until 13/04/16
  Janet Donald.......... for a term of one year from 14/04/15 until 13/04/16

  **Reserve members**
  Anna-Louise Bouvier, John William Dale AO, Jared Webster; and
- the award of a Doctor of Social Work (honoris causa) [Hon DSW] to The Rev The Hon Professor Brian Howe AO for his outstanding contribution beyond the expectations of the person’s particular field of endeavour which has influenced the thinking or general well-being of the wider community in the area of social work:

  [Members wishing to review any of the above reports to Senate should contact the Executive Officer to Senate via email mark.j.smith@sydney.edu.au]

(2) Other matters

Senate at its April meeting held an in-depth discussion on the Diploma of Tertiary Preparation, as well as, misconduct in a Unit of Study within a faculty and noted the SEG Taskforce to be established to review student discipline policies and processes at the University.

Senate also noted at its April meeting the following items:

- updated information on the further sanctions I imposed on the student who received the rescission of a degree;
- information on the progress of the Kemp lecture investigation;
- a strategic presentation from the Deputy Vice-Chancellor (Registrar) on the 2015 Admissions round and on the University’s student discipline policy and processes;
- a strategic presentation from the Vice-Principal (Advancement) on Philanthropy and Development;
- updated information from the Director (China Studies Centre) on the progress of the China Strategy;
- the University’s success in the NHMRC Advanced Health Research and Translation Centre;
- the information provided regarding membership to the International House Council; and
- the progress of the Senate Staff Fellows elections.
Recommendation

That the Academic Board note the report of the Vice-Chancellor and Principal on matters considered by Senate at its meeting of 13 April 2015.
7.1 Update on 2015 strategic priorities

(1) Education initiatives

With a 2015 focus on education, two new schemes promoting educational innovation have been introduced at the University - an Educational Innovation Grants scheme and a process to identify and develop proposals for MOOCs to be offered through the University's recently agreed partnership with Coursera.

Educational Innovation Grants
In 2014, the Educational Innovation Grants were established to support work to improve students’ learning experiences.

The process of selection was competitive and rigorous, with 107 applications received from faculties across the University. In all, 32 projects have been funded with grants valued from $8,000 to $35,000 each, totalling approximately $650,000 allocated to support educational innovation projects in faculties. All are due for completion in 2015. The 32 projects are listed in Attachment A.

MOOC proposals for development
In January 2015, academics were invited to submit expressions of interest to develop an open online course by mid-2015. Twenty-seven expressions of interest were received from across the University. Through a multi-step process involving initial prioritisation and advice from the DVC (Research), the selection panel arrived at the final list of proposed MOOCs below.

<table>
<thead>
<tr>
<th>Title of MOOC</th>
<th>Faculty, School or Unit</th>
<th>Roll-out schedule</th>
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<tbody>
<tr>
<td>Technology in Music Education</td>
<td>Conservatorium</td>
<td>Semester 1, 2015</td>
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<tr>
<td>Astronomy in the era of big data</td>
<td>Science</td>
<td>Semester 1, 2016</td>
</tr>
<tr>
<td>eHealth</td>
<td>Health Sciences</td>
<td>Semester 1, 2015</td>
</tr>
<tr>
<td>Aboriginal Sydney</td>
<td>National Centre for Cultural Competence</td>
<td>Semester 2, 2015</td>
</tr>
<tr>
<td>Chronic Disease Prevention</td>
<td>Charles Perkins Centre, Sydney Medical School</td>
<td>Semester 2, 2015</td>
</tr>
<tr>
<td>Positive psychiatry</td>
<td>Brain and Mind Research Institute</td>
<td>Semester 1, 2016</td>
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The development and production of the successful MOOC proposals, as per the roll-out schedule listed above, will be managed through the new Educational Technology Incubator (ETI). The ETI is a shared project between the Office of the DVC (Education) and ICT and aims to create a collaborative environment for innovative technology-enabled education projects. It will support projects in ways that seek to optimise utilisation of new technologies and allow assessment of potential for broader application. Among other activities, the ETI will provide initial support for the development of high quality online resources, not only for MOOCs but also for online units of study and blended learning models.

To support the ETI, the specific courses listed above will be coordinated by the MOOCs Development Working Group (MDWG). Members of each of the successful MOOC teams have been invited to join the MDWG for the period from now until the successful delivery (and possible updating) of their MOOC.

(2) Research initiatives

Defence Trade Control Amendment Bill Passed
The Defence Trade Controls Amendment Bill has been passed by the Senate with bipartisan support and is awaiting royal assent.
The University of Sydney has been publicly acknowledged in the process. The DVC (Research), Professor Jill Trehella, played a key role in raising awareness of the implications of the original Bill presented in 2012, advocating for significant amendments to the legislation. Due to her advocacy, a two-year delay in offence provisions was agreed to allow consultation by the Chief Scientist's steering committee. The 2015 Amendment Bill contains a long list of amendments resulting from what transformed into a positive process of consultation and assessment between the Department of Defence and the Australian research community overseen by the Chief Scientist's steering committee.

The Amendment Bill significantly improves the Act by excluding many low-risk routine research activities that would otherwise have required permits. Importantly, the Amendment Bill focuses the permit regime and the tough offence provisions on munitions. In addition, offence provisions under the Act will be delayed for a further 12 months while we work with the Department of Defence to ensure appropriate training, tools, and compliance systems and processes are established. Finally, the Bill establishes regular reviews of the operations of the Act, allowing there to be ongoing refinement through further amendments if needed. There are many details that require clarification in the coming months, but overall we are pleased with a very much improved regulatory regime.

This sustained effort over more than two years has been supported by a group of University lawyers, including Kristen Migliorini and Helen Brown from our Office of General Counsel; research leaders at the University including Professors Graham Mann, Mike Biercuk, Robert Park and John Canning; the Chair of our Academic Board, Professor Peter McCallum; and Tim Payne from my office, who has worked tirelessly to support the debate by providing briefings for key Members of Parliament and coordinating our efforts.

Progress on Excellence in Research for Australia (ERA) 2015 submission
On Friday 13 March, the University completed the first of a four stage submission process for ERA 2015 which evaluates the quality of the University's research by Field of Research (FoR) codes. At the end of the process the Australian Research Council (ARC) will assign rankings to each discipline area from 1 (well below world standard) to 5 (well above world standard).

The ERA process requires the University to collect and report data for eligible researchers, research outputs, research income, applied measures and esteem measures. The process has involved faculty staff, discipline experts and Research Portfolio staff reviewing a total of 46,000 University research outputs, an increase of 11,000 from ERA 2012.

The University will be assessed in 99 out of 157 four-digit FoR codes for ERA 2015, the same as in 2012. The final certification of the University's submission will be done in early April with the results expected to be available from the ARC towards the end of 2015.

Australian Institute of Nanoscale Science and Technology (AINST) update
The Australian Institute of Nanoscale Science and Technology (AINST) will commence operations from April under the leadership of Professor Thomas Maschmeyer as AINST Director, supported by Professor Simon Ringer as Director, Sydney Nanoscience Hub and Research and Prototype Foundry, and Professor Zdenka Kuncic as Director, Community and Research.

The AINST is being established as a multi-faculty research and education initiative and will capitalise on the University's substantial expertise in nanoscale science. By bringing together expertise in physics, chemistry, engineering and medical sciences, AINST researchers will be able to advance and translate knowledge to address major 21st-century challenges in areas such as health and medicine, energy and the environment, communications, and computing and security.

As part of the development of AINST, the DVC (Research) has established a new research funding scheme - the AINST Accelerator Scheme - to support the building of the AINST's future research programs. To date, 11 proposals have been funded, including projects that build on key areas of research strength at the University, and which aim to:

• develop research and industrial engagement in nanobots as autonomous systems that can affect or exist on the nanoscale to achieve unprecedented performance in applications ranging from medicine, environmental monitoring, agriculture, and security
• develop nanoparticle and nanosurface technology for disease diagnosis and intervention
• integrate nanotechnology with electrical integrated circuits for breakthroughs in sensor and signal processing technologies
• develop nano-composites for separating CO2 from coal fired power station stacks for cleaner electrical power and a greener environment.

The AINST will be headquartered in the new AIN building due to be completed in mid-2015. This building will be known as the Sydney Nanoscience Hub. The building will be the location of the Research and Prototype Foundry, which will incorporate the current capabilities of the Bandwidth Foundry International (currently located at the Australian Technology Park) and is anticipated to form a node of the Australian NanoFabrication Facility.

(3) Westmead
The Westmead Project continues to be a major strategic focus. As Senate is aware, we have proposed a strategic partnership with the Western Sydney Local Health District and Children’s Hospital at Westmead to help them meet the health demands of 900,000 more people expected to make Western Sydney home over the next 15 years - 400,000 of them in the Parramatta area. We are continuing to work with the CEOs of both local health districts to identify short and long-term strategic initiatives to transform health research, education and service delivery in the Precinct.

On Monday 16 March, the NSW Government committed nearly $1 billion of additional health research funding in NSW, including $10 million for the University of Sydney-Westmead Innovation Lab proposal, one of the key initiatives in our strategic partnership proposal. This is welcome validation and recognition of the principles underpinning our Westmead proposal.

The vision for Westmead will be developed under the next Strategic plan, with a view to it being one of the flagship projects for the next 5 years. Without pre-empting the consultation process and discussion paper to be released mid-year on this project, the vision is to grow research, courses and student numbers at Westmead over the next 30 years under the umbrella of the ‘30 Year Westmead Studies Project’, building on the 1200 students we already have at Westmead.

Since December, we have provided briefings to the Premier, Treasurer and Minister for Health and have been invited to participate in the Treasury Gateway process assessing the Westmead redevelopment project. The University Project Working Group has been interacting weekly with the CEOs and senior staff on our proposal as it is absorbed into the Precinct’s thinking.

(4) China Strategy
On 19 March, SEG approved the China Strategy. Please see Attachment B.

In the context of our aspirations, this document supports an informed, integrated, whole-of-university strategy to sustain our future engagement in China and with Chinese partners. This will inform the University approach and development of opportunities that our physical presence in Suzhou will open and enhance.
## Large Educational Innovation Grants

<table>
<thead>
<tr>
<th>Project title</th>
<th>Value</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>A better Beer Game: Supply Chain Simulations for Agribusiness Management Studies</td>
<td>$35,000</td>
<td>Agriculture and Environment</td>
</tr>
<tr>
<td>Being part of the FASS learning community: improving student engagement and retention in BA</td>
<td>$35,000</td>
<td>Arts and Social Sciences</td>
</tr>
<tr>
<td>Adopting a Blended Learning Approach for First Year Units in Arts and Social Sciences</td>
<td>$35,000</td>
<td>Arts and Social Sciences</td>
</tr>
<tr>
<td>Getting Dirty with Data? Think Big @Usyd</td>
<td>$34,720</td>
<td>Business School</td>
</tr>
<tr>
<td>Enhancing integrated learning experiences using video streaming on blackboard</td>
<td>$10,000</td>
<td>College of the Arts</td>
</tr>
<tr>
<td>Engaging and motivating students of music performance through a model of elite practice</td>
<td>$17,000</td>
<td>Conservatorium</td>
</tr>
<tr>
<td>Real time Feedback for the Contemporary Dental Student</td>
<td>$33,710</td>
<td>Dentistry</td>
</tr>
<tr>
<td>Enhancing feedback in online assessment of computer programming</td>
<td>$31,900</td>
<td>Engineering and IT</td>
</tr>
<tr>
<td>Formative Feedback in Interactive Online Video Activities for Class Preparation in Flipped Classroom</td>
<td>$35,000</td>
<td>Engineering and IT in collaboration with Education and Social Work, and Science</td>
</tr>
<tr>
<td>Implementation and evaluation of a practical, scalable inter-professional learning (IPL) initiative for health students using an innovative video assessment task *</td>
<td>$97,000</td>
<td>Health Sciences, Medical School, Nursing and Pharmacy</td>
</tr>
<tr>
<td>Developing Validated and Reliable Measures of Student Clinical Placement Quality to Improve Student Learning Experiences</td>
<td>$17,000</td>
<td>Health Sciences in collaboration with Pharmacy</td>
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<tr>
<td>MedMAP (Mobile Assessment Platform)</td>
<td>$32,000</td>
<td>Medical School</td>
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<tr>
<td>Harnessing the potential of mobile learning in health practices settings</td>
<td>$10,000</td>
<td>Medical School in collaboration with Nursing, Dentistry, Health Sciences and Pharmacy</td>
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<td>Inter-professional learning, professional ethics and professional socialisation in the virtual world</td>
<td>$15,000</td>
<td>Pharmacy</td>
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<tr>
<td>Faculty-wide technology-leveraged in-semester feedback</td>
<td>$35,000</td>
<td>Science</td>
</tr>
<tr>
<td>Enhancing active learning and student engagement across first year chemistry and geosciences using a blend of in-class and online learning activities</td>
<td>$34,950</td>
<td>Science</td>
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<tr>
<td>Developing Graduate Attributes through Integrated Professional Practice Audio-visual-Based Learning Objects (PABLO)</td>
<td>$35,000</td>
<td>Veterinary Science</td>
</tr>
<tr>
<td>The Sydney DVM - a new integrated framework for online learning using Blackboard</td>
<td>$17,500</td>
<td>Veterinary Science</td>
</tr>
</tbody>
</table>

* Funded as four related projects across four faculties
<table>
<thead>
<tr>
<th>Project title</th>
<th>Value</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting innovation in teaching in NSW regional conservatoriums</td>
<td>$8,000</td>
<td>Conservatorium</td>
</tr>
<tr>
<td>Improving students' satisfaction with feedback in the dental clinical setting</td>
<td>$7,800</td>
<td>Dentistry</td>
</tr>
<tr>
<td>Positive Approaches to Disability through Community Engagement</td>
<td>$8,000</td>
<td>Education and Social Work in collaboration with the Medical School</td>
</tr>
<tr>
<td>“Invaluable, innovative and insightful” - Using technology to optimise feedback in practical assessments</td>
<td>$7,900</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Flipping the classroom in the Faculty of Health Sciences</td>
<td>$8,000</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Peer Evaluation of Teaching in FHS</td>
<td>$8,000</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Adaptive Learning Systems to facilitate Flipped Classes and build curriculum bridges</td>
<td>$7,800</td>
<td>Science in collaboration with the Medical School</td>
</tr>
<tr>
<td>Reducing failure rates using games to learn core concepts</td>
<td>$2,500</td>
<td>Science in collaboration with the Medical School</td>
</tr>
<tr>
<td>Closing the Feedback loop</td>
<td>$3,500</td>
<td>Science</td>
</tr>
<tr>
<td>Increasing engaged enquiry by flipping the tutorial in Mathematics and Physics</td>
<td>$7,450</td>
<td>Science</td>
</tr>
</tbody>
</table>
THE CHINA STRATEGY

A whole-of-university approach to sustainable engagement with Greater China

AS APPROVED BY SEG, 19 MARCH 2015
AND SENATE, 13 APRIL 2015
Preface

Greater China (an area embracing the People’s Republic of China, the Hong Kong and Macau Special Administrative Regions, and Taiwan) is of enormous importance for Australia, both as an economic but also a regional and geopolitical partner. It is already clear as we proceed into the 21st century that for our country, this is not only an Asian age, but increasingly a Chinese one.

The University of Sydney sits at the forefront of this, through the students from Greater China who come to study with us, to the research links that we have, which are increasing all the time. The University has a China Studies Centre, and around 140 academics across all faculties who concentrate on cultural, scientific, economic and social political research about Greater China and with partners within Greater China. We were the first university to have research links with the People’s Republic, dating back to the early 1960s, and the first to host Chinese academics when the reform and opening up process started in 1978.

We are very proud of this record. But it is clear that no organisation, not least one like our own, can be complacent about engaging with China. We have an increasingly complex and multifaceted dialogue with Chinese partners, and new opportunities are constantly arising. Greater China is an area undergoing dramatic transformation, where there is a hunger for ideas. It is not surprising that our university therefore is important in this story. We need to engage with this dynamically and creatively.

The Strategy outlined here has been discussed and consulted on across the University during 2014, and is now presented in full. It contains four strategic objectives and 15 initiatives which we hope will place our engagement within a coherent narrative, based on a sustainable, dynamic platform. The core mission we hope to achieve is to ensure that we are seen as partners in research and creativity, and that we stay at the forefront of engagement for Australia.

I am pleased to commend this framework to the University, and look forward to an era of deeper and transformative engagement about Chinese issues, and with Chinese partners.

Michael Spence
Vice-Chancellor and Principal
The China Strategy

A whole-of-university approach to sustainable engagement with Greater China

Executive Summary

This strategy document recommends that the University of Sydney develop a whole-of-university approach to increasing the breadth and depth of its engagement with China (including the Hong Kong Special Administrative Region and Taiwan) in a coherent, integrated, competitive, and therefore sustainable manner, which complements the values of the University.

The University is now uniquely placed to advance its position in relation to China and to establish itself as a national and international leader in terms of both academic and broader levels of engagement. Testament to this are the recent establishment of the China Studies Centre, the growing number of research collaborations with Chinese scholars and universities, the significant intake of Chinese international students, well-established high-level relations with the Chinese Government, and the increasing number of annual VIP visits, University-wide delegations, and graduation and alumni events.

China’s increasing, and massive, investment in research and higher education – culturally as well as economically – is creating outstanding opportunities that the University could, and should, exploit. There are also opportunities that have arguably been within our grasp for some time – such as developing stronger relations with China alumni, and broadening the profile of our student intake – that we have not yet invested in or capitalised on.

At the same time there is increasing competition for the Chinese research and education market from Australian and international universities; UNSW, for example, is now establishing a marketing team in Shanghai and a technology transfer office in Nanjing. Also, China’s higher education system is itself evolving towards greater self-sufficiency, requiring some reconsideration of the roles of international partners. These emerging conditions expose us to untenable levels of risk both in terms of our current engagement with China and our aspirations for the future.

In the context of these risks and opportunities, and of our aspirations, the University’s ad hoc approach to engaging with China is no longer sustainable. We must develop an informed, integrated, whole-of-university strategy to sustain our future engagement in China and with Chinese partners. This strategy must embody the values of the University, in terms of respect for academic integrity, freedom of expression, tolerance and open mindedness. It should place these values at the heart of our engagement with China, so that we can be open to the impact of China on our knowledge, understanding and global vision, but also be aware of the importance of those values in our relationship and involvement with China.

The strategy establishes a framework consisting of four strategic objectives, 15 different initiatives and their associated actions in order to respond to the challenges and exploit the opportunities. The next two pages present schematic overviews of the strategy. The strategy is discussed in detail in the main body of the document. At the end of the document is a table that provides a summary of the initiatives, along with information on lead responsibility. Initiatives here will be worked into the forward plans for those taking lead responsibility with specific outputs within these initiatives, milestones, stakeholder responsibilities and so on. These will constitute an implementation plan feeding into the University’s

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1 While Hong Kong is run as a separate administrative unit of China, and Taiwan is under a separate political structure, in common with most governments, companies and international organisations, this paper treats the whole of the Chinese mainland, Hong Kong and Taiwan as Greater China. This is standard terminology for most corporations, governments and international organisations, and is accepted across the People’s Republic, Hong Kong, Macau and Taiwan without political sensitivity. Recognition of the specificities of Hong Kong and Taiwan are set out in the initiatives geared to them later in this paper.
2015 – 2020 Strategic Plan and will be reviewed biannually by Senate, SEG, SEG International and the China Regional Advisory Group. The overall responsibility for the strategy will rest with the Office of the Provost, who sits on Senate, SEG, and Chairs the China Regional Advisory Group.
Strategic Objectives

- **Strategic Objective 1**
  To be the leading university in Australia for quantity, quality and scale of academic engagement (education and research) with China – and to be recognised as such.

- **Strategic Objective 2**
  To be a university-of-choice in China for international study and research collaborations – and to be recognised as such.

- **Strategic Objective 3**
  To be Australia's primary source of knowledge about China and a major conduit for interactions with policymakers, businesses, specialist groups, and media – and to be recognised as such.

- **Strategic Objective 4**
  To be a trusted partner in China for government, non-government, business, industry and community sector linkages, investment and philanthropy – and to be recognised as such.
1 Introduction

1.1 Context

China has emerged as arguably the largest higher education system in the world. Despite the success of large-scale higher education reforms and of improvements in international rankings, Chinese universities continue to face challenges of academic quality, research performance and institutional autonomy. As a consequence, there remains strong international competition for the Chinese student market.

Competition from other universities in Australia and internationally is becoming increasingly intense in the areas of research collaboration and partnership and student recruitment. North American universities in particular are pursuing undergraduate and postgraduate students strongly and have opened offices and flagship academic centres. These serve both to profile their brand and give direct access to the network of international and public high schools in major Chinese cities. They also facilitate connections with peer institutions, business and industry.

At the same time our role in collaboration with Chinese universities is changing. Our dominant, capacity-building position of recent decades is changing to a position closer to parity with leading institutions in terms of the quality of teaching and research being produced. A select group of Chinese universities is rising in the performance rankings as a result of significant and targeted investment by the Chinese Government. With performance improvement comes the risk of overseas universities being ‘locked out’ as preferred international partners and collaborators, as Chinese universities become more discerning about the reputation, prestige and quality of the universities with which they seek to build strategic research and exchange alliances.

As more and more universities throughout the US, the UK and Europe identify opportunities in the current climate, competition for collaboration and partnerships will increase and our current advantage of deep, long-term engagement in and intellectual leadership on China may not guarantee us a position in this market. It is vital that the University of Sydney access these opportunities now as a key strategic partner.

Our strategy for China considers this highly competitive international context and adopts measures to ensure that leading institutions in China continue to identify the University of Sydney as a premium partner, understand its values of intellectual plurality and dispassionate enquiry and see them as a strength in the work we do, see our research and research leaders as world-class, trust our institution and our people as a target for investment, and recognise the potential for innovation and knowledge exchange that comes through close collaboration in education and research.

1.2 Our competitive advantage

Firstly, tradition is on our side, and tradition remains important in China. The University of Sydney has a long history of engagement with China, and has been Australia’s leading university in this respect. It has taught Chinese language and culture for nearly a century – the first university in Australia to do so – and was one of the first universities in the world to welcome Chinese students (the Gang of Nine, in 1979) after the Cultural Revolution (1966-1976). Furthermore, the bilateral science and research collaboration between Australia and China can be traced back to a collaboration in radio astronomy initiated in 1963 by the University of Sydney’s Professor Wilbur “Chris” Christiansen, who visited China as a guest of the Chinese Academy of Sciences. Our collaborations with China therefore date from well before China acquired global interest.

Our continuing commitment to engagement with China has led to several more recent ‘firsts’. The University held the first ever Graduation Ceremony in the Great Hall of the People in Beijing in 2005,
an event that has now grown into an annual university-wide delegation involving government meetings, alumni receptions, symposia, faculty activities, and media programs. The University opened the first Confucius Institute in NSW in 2008, in partnership with Fudan University. Sydney was the only university to be a Gold Sponsor of the Australian Pavilion at the Shanghai World Expo in 2010.

The scale of the University’s research engagement with China is second to none in Australia and in the top league internationally. Between 2000 and 2010 the University published more than 1700 joint scientific and research papers with China – far more than any other Australian university (figures from the Australian Government report, *Science and Research Collaboration between Australia and China*) – and these joint publications are highly cited, particularly in Economics, Econometrics and Finance, Nursing, Energy, Environmental Science, Physics and Astronomy. In the 2009 Thomson Reuters Global Research Report, the University was placed fifth in the world for joint scientific publications with China.

In terms of educational engagement, in 2013 the University’s enrolments from China (excluding SARs and Taiwan) accounted for 5.1% of the Chinese students enrolled in the higher education sector in Australia; and student demand continues to grow. There is a registered network of around 13,000 University alumni in China. The University hosts an alumni reception in China each year as part of its annual delegation.

Finally, the strength of the University’s commitment to Sino-Australian relations is evident in its establishing of the China Studies Centre in January 2011. The Centre combines the expertise and talents of around 140 academics, fostering multi-disciplinary work on modern China, particularly its economy, public health and social history. It also provides strategic advice on the University’s broader relations with China.

### 1.3 Outlook for prospects with China

China is undergoing a reform process in which it aims by 2020 to be a middle income level country with per capita GDP levels of USD13,000, double those of 2012. A core part of this journey is to create a powerful service and education sector of its own.

Part of the drive to strengthen education is because of the practical issue of the lack of well qualified middle and senior management in China, and the need to educate a new generation of people for government, business and academia rather than being reliant on recruiting people externally. In the last two decades, over 1 million Chinese have studied abroad. But the likelihood is that increasing numbers, for cost and other reasons, will now want to stay in China to learn, as the universities there improve. There is also a cultural dimension to the drive to strengthen education: families and extended networks support students in China, and the premium on education is very high. It is regarded as a crucial investment, and something that has cross-social support.

The Chinese government itself has admitted the weaknesses in the current secondary and tertiary level education system. It is too reliant on rote learning, lacks creativity and is too uniform. But more importantly, the Chinese have failed to build a foundation for a more innovative system that feeds the economy and nurtures world-class brands and products. The 2007 government white paper on innovation, setting out a 15-year vision for supporting local creativity, has so far failed, largely due to its stress on product rather than process innovation. Chinese companies are not currently globally competitive in terms of innovation, and Chinese research and development, while voluminous, are contaminated by issues of plagiarism, poor quality and lack of robustness. It is clear now that partnership with knowledge communities outside China is the best way to help China innovate. It is something the government is putting huge resources and effort into. It also provides a key opportunity for universities outside China to engage more deeply with highly motivated but often poorly directed research partners in China across a range of disciplines.
The aspirations of China, as the world's second biggest economy, have to be taken seriously, because many of their researchers are engaging with global issues like environmental change, public health, sustainable cities and food security. In working with them, we are involved in issues of international importance and in promoting the values of dispassionate enquiry practically rather than theoretically. China's stable growth and prosperity, and its struggle to address sustainability issues, are intrinsically global. The University of Sydney, therefore, is perfectly placed to work with partners in China on these challenges at a very practical level. It just needs the optimal routes to do this.

1.4 Rationale for developing a new approach to China

China is identified in the Strategic Plan 2011-15 as one of the University’s most important regional priorities. Our engagement with China has four broad objectives:

1. *Research:* Support for joint research which is of high quality, is creative and innovative and collaborative, and which respects the University’s intellectual culture of tolerance, free expression and plurality.

2. *Education:* Support for increasing China literacy amongst young Australians by giving them opportunities to study China related issues, and study in China.

3. *Students:* Sustainable growth in the recruitment of quality students.

4. *Alumni:* Nurturing of our alumni within China.

But we now find ourselves in a situation where several areas of engagement require attention internally, including the high concentration of Chinese students within a small number of degree courses and faculties, and the under-developed alumni program. And despite the ‘academic capital’ we have built with China over the years, we have not positioned ourselves optimally to identify, pursue and secure high-value research partnerships and exchange alliances in the face of increasing global competition.

It is for these reasons that a more coherent, integrated, competitive, and therefore sustainable, approach to engagement with China is vital. The whole-of-university China Strategy is a means to achieve this, in particular by identifying the potential synergies across different parts of the University and recommending a framework to harness them to achieve common goals.

This is the final form of the strategy after discussions at the Regional Advisory Group for China, SEG International, SEG and Senate. The Strategy was approved by SEG on 19 March 2015, and by Senate on 13 April 2015. Senate and SEG will be informed of its implementation regularly and will have oversight of this.
2 Strategy

The China Strategy comprises 4 high-level strategic objectives and 15 initiatives to realise those objectives. Each initiative in turn involves several actions. Further details will need to be fleshed out in a subsequent implementation planning phase dependent on where responsibility for each of these lies.

2.1 Strategic objectives

The strategic objectives distinguish between academic and non-academic objectives, and between the Australian and Chinese ‘faces’ of these objectives. The first distinction is fundamental, since our core business is education and research. The second distinction is important because we intend to achieve different things in each country, and also because the cultural and political differences between the two countries need to be explicitly acknowledged and accommodated in any planning exercise. Nonetheless, there is a strong degree of permeability and reciprocity between the strategic objectives: all interrelate with and inform each other.

The importance of ‘recognition’ is captured in these strategic objectives. The point is to acknowledge the reciprocity between perceptions and actions, and to leverage this as a ‘virtuous cycle’.

Finally, the strategic objectives are deliberately uncoupled from perspectives associated with the University’s organisational units. The purpose of this is to allow a whole-of-university approach to take precedence so that the strategy can be greater than the sum of its organisational parts. Each strategic objective will be the product of complex synergies between multiple stakeholders contributing to multiple initiatives.

**Strategic objective 1 (Australia focus – core academic business)**

To be the leading university in Australia for quantity, quality and scale of academic engagement (education and research) with China, and one which acts as a powerful symbol of the values of dispassionate and creative intellectual enquiry – and to be recognised as such.

**Strategic objective 2 (China focus – core academic business)**

To be the university-of-choice in China for international study and research collaborations – and to be recognised as such.

**Strategic objective 3 (Australia focus – other business)**

To be Australia’s primary source of knowledge about China and a major conduit for interactions with policymakers, businesses, specialist groups, and media – and to be recognised as such.

**Strategic objective 4 (China focus – other business)**

To be a trusted partner in China for government, non-government, business, industry including creative industries and community sector linkages, investment and philanthropy – and to be recognised as such.
2.2 The Fifteen Initiatives

The Fifteen Initiatives are themselves deliberately uncoupled from any one-to-one correlation with strategic objectives. This is because multiple initiatives will feed into each strategic objective, as noted above, and because each initiative may feed into multiple strategic objectives. Initiatives also feed into one another. The more complex the interactions, the more complete the synergy.

There are 15 initiatives

1. Establish a dedicated ‘China Fund’ to support the China Strategy.
2. Establish a physical presence in China: a multi-function centre (MFC).
3. Promote the University’s China vision and credentials in China and in Australia.
4. Establish priority partnerships with select Chinese universities.
5. Establish deeper links with Australian, Chinese and international government bodies, policymakers, and business and industry leaders on China-related issues.
6. Support research and teaching about China within the University.
7. Increase Australians’ understanding and appreciation of China.
8. Implement a plan for the sustainable recruitment of Chinese international students.
9. Implement an alumni relations plan for China, to increase contact and engagement.
10. Implement a fundraising development plan for China, to identify and pursue philanthropic opportunities.
11. Increase domestic students’ interest in and engagement with China.
12. Promote greater interaction between domestic students and international Chinese students at the University to promote values of and capacities for cultural diversity and global citizenship.
13. Implement a plan to advance reciprocal relations with China on education and research into practices, knowledges and issues pertaining to Aboriginal and Torres Strait Islander and Chinese ethnic nationalities.
14. Implement an engagement plan for the Hong Kong Special Administrative Region, focusing on academic engagement, development and alumni work.
15. Implement an engagement plan for Taiwan, focusing on academic engagement, development and alumni work.

These initiatives are detailed on the following pages. At the end of the document is a table which presents them in summary form, along with indications of where lead responsibility lies. Details such as outputs, milestones, and other stakeholder responsibilities will be developed for the subsequent implementation plan to be issued in early 2015.

These initiatives and progress on their implementation will be reviewed by the Regional Advisory Group for China every six months with any changes reported to SEG (I) and SEG.
**Initiative 1**

*Establish a ‘China Fund’ to support the China Strategy*

A prerequisite for all the subsequent initiatives is adequate resourcing. Funds will be needed to achieve outcomes. Since the China Strategy is whole-of-university and has multiple stakeholders, the option for financing it through the small pools or program model whereby funds sit with the various stakeholders would render transparency and accountability very complex, making it difficult to measure outcomes against investment and consequently the strategy’s overall success.

Therefore a single dedicated fund to support implementation of the China Strategy will be set up. This would improve transparency and accountability, provide financial coherence to a strategy the very purpose of which is to achieve coherence, and create confidence in the importance the University attaches to the strategy. A long-term goal would be to make this ‘China Fund’ self-sustaining.

All of the initiatives will require an annual allocation of funds. Some will in addition require an initial injection of funds. The China Fund should also include a pool of money to be allocated via a regular (e.g. quarterly, annual) competitive process, for seed funding of projects and such like.

**Proposed actions**

- Make provision for the China Fund in the 2015 budget cycle.
Initiative 2

Establish a physical presence in China: a multi-function centre (MFC)

Establishing a physical presence in China is a logical and necessary next step if the University is to deepen its engagement with the Chinese higher education sector, strengthen its research partnerships with China’s leading universities, build trusted relationships with China’s business, government and community sectors, and enhance relations with Chinese alumni. It is a key part of the relationship-building aspect of engagement with China, demonstrably signalling the University’s commitment to a substantial, firm and lasting presence in China and positioning the University as a leader in intellectual exchange between our two countries.

In the last three years the University has explored the options for establishing a multi-function centre (MFC). This is an emerging model in transnational higher education that is characterised by a strong academic mission to increase intellectual exchange and collaboration by facilitating staff and student exchange and mobility, and that is supported by business activities designed to build institutional brand recognition and reputation and establish closer relationships with key communities or stakeholder groups. An agreement in principle has been set up for a centre in Suzhou, and the business plan for this is being prepared for final approval in 2015.

This MFC would be an offshore office (a controlled entity) of the University – in effect an extension of the home institution. It would not have degree-awarding rights but would have an active academic program and key administrative services and business functions.

It is envisaged that the MFC’s functions will include

• acting as an incubator for joint Australia-China research programs
• offering short- and long-term attachments for academic staff from the home campus and their academic collaborators from local partner institutions
• facilitating research and industry collaboration and liaison
• providing a base for the delivery of joint-venture teaching programs in collaboration with Chinese universities, such as intensive subjects and units of study, non-award courses and executive programs
• promoting the University of Sydney to a broad range of audiences – government, local industry, counterpart universities, and students thinking of enrolling at the University
• facilitating in-country placements, internships and other learning experiences for Australian students in China
• hosting research seminars and symposia, in-country language programs, academic conferences and conventions
• undertaking market research to provide an evidence base for decision-making in relation to the University’s China activities
• conducting alumni relations activities, with the potential to become the administrative hub for alumni living in mainland China and Hong Kong

The combination of academic and business activities will generate considerable benefits, both financial and non-financial, which can mutually reinforce each other.

• Supports all strategic objectives.
• Links with initiatives 3, 4, 5, 6, 8, 9, 10, 11, 13.
Proposed actions

- Complete the process of consultation to finalise the business case for an MFC in China. The business case will identify the strategic drivers influencing this approach, the optimal location, start-up structure and establishment plan, and ongoing operating and financial model.

- Launch the MFC within 12 months of SEG approval. Senate approval has already been secured.
Initiative 3

Promote the University’s China vision and credentials in China and in Australia based on its intellectual values.

The University must have a clear and consistent ‘story’ and key messages about our vision for engaging with China and our credentials for doing so. These messages should be profoundly rooted in an understanding of who we are and what we stand by – in particular, openness, free expression, and dispassionate intellectual enquiry. They will be a reference point for our marketing and dialogue with China across all our activities. They can be delivered by the Vice-Chancellor and other senior staff as appropriate.

Acknowledging the differences in cultures, and the different purposes for delivering this story and messages in each country, there will need to be a version for Chinese audiences and a version for Australian audiences. The China version will strongly promote the values of partnership, learning and innovation. The Australian version, reflecting these same values but in an Australian context, will promote the vision of China as a dynamic intellectual partner for the 21st century.

The proposed core message for the China Strategy is University of Sydney and China: Partners in Knowledge, Research, and Creativity. Partnership because it is important to stress reciprocity and mutual benefit and to place our work in a collaborative and global context; knowledge because our University values of intellectual enquiry and free expression are attractive to researchers and students; research and creativity because we aspire to move beyond being successful teachers of young Chinese and become more diverse and dynamic research partners and creative thinkers.

Around this core message we will need to elaborate an engaging ‘story’ of the University’s historical, current and future relationship with China, as well as key messages that provide compelling answers to critical questions such as: Why the University of Sydney? Why China? Why now? Why does it matter? What we will do? How we will do it, and with whom?

Proposed actions

- Develop a clear and consistent ‘story’ and key messages for Chinese audiences, based on the values of partnership, learning and innovation.
- Develop a clear and consistent ‘story’ and key messages for Australian audiences, reflecting the values promoted in China but in an Australian context – ‘China as a dynamic intellectual partner for the 21st century’.
- Deliver the respective sets of core messages at major events in China and in Australia.
- Publicise the respective sets of core messages through the Chinese and Australian media.
- An iteration of this is being prepared at the moment based on the speech the Vice-Chancellor made in Shanghai in October 2014 and will be circulated in 2015.
Initiative 4

Establish priority partnerships with select Chinese universities

The University of Sydney already enjoys diverse, expanding partnerships with numerous universities in China, involving activities from student recruitment to research. These partnerships have, however, evolved ad hoc and been formalised at an institutional level to the extent only of abstract agreements through memoranda of understanding. These arrangements may be adequate for student recruitment, where demand is expected to remain high for the foreseeable future. But for research collaborations, which are expected to grow in importance and value in China over the next 5 to 10 years, it leaves us vulnerable to increasing national and international competition, especially for collaborations with China’s leading universities. In this context, we cannot afford to dilute our energies and resources, but need to be strategic about identifying, establishing, consolidating and maintaining long-term, high-value partnerships. Part of this will involve being open to recruitment of good quality academic staff from China.

Priority partnerships

The proposed ‘priority partnerships’ model has been developed in consultation with SEG International. The purpose of this model is to deepen and strengthen our relationships with a select few Chinese institutions in order to better promote our strategic aims and maximise the value of our engagement in terms of specific research and education outcomes. In particular, priority partnerships will aim to

- promote deeper and more diverse research collaborations that contribute to our positioning in the international university rankings
- assist in the recruitment of the best and brightest postgraduate students from China
- foster the mobility of our local Australian students by offering them study destinations in China
- increase our visibility in the region
- facilitate cooperation in selected areas of training and education
- promote our vision of indigenous strategy.

The priority partnerships model will not preclude the University of Sydney from engaging with other institutions in China, nor should it discourage individual researchers from developing their own collaborations with colleagues in China. But it will mean that the University concentrates energy and resources on priority partners. It is worth bearing in mind that China is spending massively on its research and education sector, so our investment in these partnerships is likely to attract Chinese funding too.

Priority partnerships will entail detailed agreements (supplementing any existing MoUs) in order to achieve specific, mutually beneficial and measurable research and education outcomes. For example, the University of Sydney and the partner institution will need to identify areas of research strength where joint efforts can be focused to produce tangible outcomes such as co-authored peer-reviewed articles in international journals, collaboration on short- to long-term research projects, and collaborative bidding for international research projects.

For each priority partnership the University of Sydney will need to commit to long-term, university-wide engagement across multiple disciplines and to resourcing a range of activities. Examples are

- senior engagement strategies to facilitate closer engagement with the partner through more focused, planned visits
- scholarships for the recruitment of doctoral and postdoctoral candidates

- Supports strategic objectives 1 & 2.
- Links with initiatives 3, 6, 8, 11, 13.
• investment in joint research facilities and in seed funding for projects
• travel grants to support student and academic visits
• funds to support academic joint appointments.

Priority partners
Prerequisites for pursuing a priority partnership agreement are that the Chinese institution and the University of Sydney (a) have reached a substantial level (‘critical mass’) of existing engagement, (b) have expressed mutual interest and willingness to advance the relationship, and (c) have identified the potential for mutually-beneficial research collaborations, agreements, and student and academic mobility that can achieve measurable growth. The partner institution will also have strengths in areas that are a priority for us.

Based on these criteria, five institutions have been identified as priorities for partnerships. We have called these ‘Primary prospects’. We have also identified a second group of institutions, ‘Developing prospects’, that may, if we nurture our relationships with them, evolve into Primary partners. It should be stressed that this is an iterative list, subject to revision every six months, and that institutions can be added and removed dependant on changing circumstances. They serve purely as a tool to focus attention pragmatically in order to build up stronger relations amongst what can sometimes be a bewildering large and diverse group of potential partners in China.

Primary prospects
Potential primary partners are situated in China's key urban hubs and reflect the important level of existing engagement with the University of Sydney, the potential for mutual benefit and a willingness to cooperate. We are targeting these institutions because of their strength in specific areas which are priorities to us – Social and Political Sciences, Science and Engineering, Economics and Business, Medicine and Health, and ethnic nationality research and education.

• Shanghai Jiao Tong University. A partnership with SJTU would generate stronger research links in medicine and health, science and engineering. SJTU would also be a strong partner in promoting the University’s interests in Shanghai should a multi-functional centre be opened there (see Initiative 2).

• Peking University. Peking is one of China’s first and highest ranked universities and has good senior links with the University of Sydney. The Faculty of Arts & Social Sciences also has strong links through language studies. More joint research projects might be forthcoming with structured senior level engagement.

• Fudan University. Fudan has strong collaborations with the University of Sydney in arts and social sciences, medicine and health, and education, and is our partner in the Confucius Institute.

• Tsinghua University. Tsinghua is highly ranked internationally. But compared to the other universities listed here, it has been less receptive to a preferred partnership with us. The University will need to invest more time and effort in this case.

• Minzu University: (formerly Central University for Nationalities). Over 60 per cent of students at Minzu are from ethnic minorities. It is the only university where all of China’s 56 ethnic groups are represented and it is one of the 38 key universities receiving major direct support from the Chinese government (from Projects 211 and 985). The University of Sydney has existing relations with Minzu.
Developing prospects

A second group of institutions is of emerging strategic importance in specific disciplines. With the allocation of some resources to deepen and broaden the relationship, they may evolve into Primary partners. With these institutions we propose ‘targeted partnerships’. In order to raise the University’s profile in important but less developed regions of China, three universities are worth considering for targeted partnerships:

- Sun Yat-sen University
- Nanjing University
- Xi’an Jiaotong University

Proposed actions

- Develop a tailored engagement plan for each prospective partner, comprising
  - a formal approach to explore ways of working more closely and areas of research which both sides might proactively support
  - a planned visit to promote the University’s proposal at senior level, including the Vice-Chancellor, Chancellor, Deputy Vice-Chancellors and others
  - a funding commitment for visits, research initiatives and activities to develop the relationship
  - a promotion strategy to give visibility and branding to the partnership.
Initiative 5

Establish deeper links with Australian, Chinese and international government bodies, policymakers, and business, industry and community leaders on China-related issues

As well as increasing the depth of our academic engagement with China, we propose to expand the University’s role and increase its recognition nationally and internationally as a centre of expertise on all aspects of Greater China for those outside academia – government, non-government and inter-government bodies, and the business, industry and community sectors.

This work will be led by the China Studies Centre, one of the University’s key strategic initiatives to promote academic and intellectual engagement in and on China. The Centre brings together some 140 academic members – the largest and most diverse concentration of expertise on China in the world. Through the Centre, we will position the University internationally as a trusted source of knowledge on China and nationally as the premier interface for engagement between Australia and China.

Recognition beyond academia of the University’s leadership on China affairs will in turn augment our academic pre-eminence on China.

Proposed actions

- **Deepen partnerships locally and internationally on policy matters.** In Australia, the China Studies Centre will work with partners in the NSW Office of the Premier and Cabinet, with the Treasury in Canberra, and with other government bodies. Specifically, it will link the activities of our academics with government policymaking communities via reports and targeted seminars. This work has already started. The Centre supplied briefings and policy analysis on China to the NSW Government for the Premier’s visit to China in April. Internationally, we will work with the Hong Kong Trade & Economic Office and the Taiwan Representative Office to undertake briefings and hold events to raise the profile of these areas. We will also continue to supply briefings and policy analysis to the European Union, through the Europe China Research and Advice Network.

- **Collaborate with companies and other business organisations** to carry the insights and research of our academics in all subject areas to a key audience of company policymakers in Sydney. A key part of these are the Business Dialogue monthly boardroom seminar sessions, which commenced in April, and the Sydney China Business Forum held during the G20 in November. High impact business briefings in partnership with KPMG are also regularly produced, such as the *Demystifying China* report on inward investment issued in March 2014.
**Initiative 6**

Support research and teaching about China within the University

It is fundamental to the ambitions of this strategy that the University increase its capacity for research and education on China. We need to do more to develop and promote postgraduate coursework and research degrees. We also need more, and more diverse, academic expertise on China.

These teaching and research objectives will be augmented by stronger relations with academic institutions in China. In the social and political sciences, for example, the University would benefit from stronger relationships with Shanghai Cadre Training School, Nanjing University, and the Chinese Academy of Social Sciences. Such relationships, though not at the scale of the whole-of-University partnerships discussed in Initiative 4, are nonetheless of considerable value.

Supporting research and teaching about China within the University falls primarily under the remit of the China Studies Centre.

**Proposed actions**

- Fund teaching and research positions in the Faculties of Medicine and Arts & Social Sciences.
- Develop a PhD program in China Studies.
- Develop relationships with academic institutions in China to undertake research and hold events which promote mutual understanding and create the basis for future research.
- Encourage staff and students active in China studies to undertake the cultural competence program being delivered by the University’s recently established National Centre for Cultural Competence.
**Initiative 7**

*Increase Australians’ understanding and appreciation of China*

As part of our intention to play a leadership role in Australia’s engagement with China beyond the academic milieu, we propose to expand our China-related activities in the broader community. In particular, we wish to have a key role in relationship-building and improving understanding of China amongst young Australian professionals. We will be the principal source of informed comment on China for the Australian media, both written and broadcast. This work will be led by the China Studies Centre. It will also include work on the understanding and appreciation of Chinese art and culture, which will be supplemented by the Confucius Institute.

As with Initiative 5, recognition beyond academia of the University’s leadership on China affairs will in turn augment our academic pre-eminence on China.

**Proposed actions**

- Engage with the Australia China Youth Association and the Australia-China Young Professionals Initiative to help build relationships with and improve understanding of China amongst young Australian professionals.
- Partner with the Confucius Institute in marketing Chinese language courses for practical and business users to improve competence in Mandarin and to promote a deeper understanding of Chinese art and culture in Australia.
- Promote understanding and appreciation of China and its culture and art via community engagement, publications and media opportunities to present informed comment on China.

- Supports strategic objective 3.
- Links with initiative 5.
Initiative 8

Implement a plan for the sustainable recruitment of Chinese international students

The significance of China as a source of international students for the University of Sydney is well known. No other single market holds the same potential to supply the number and quality of full degree students (coursework and research). We will therefore continue to pursue new and attractive opportunities for recruitment in China.

There is, however, a caveat. Currently the intake of Chinese students is spread very unevenly across campus. Enrolment patterns show a high concentration of students within a small number of degree courses and faculties; most are postgraduate coursework students in Business, with many also in Engineering. Whilst the University has benefited enormously from the fee income in recent years, we are now over-reliant on a very narrow subsection of the Chinese student market, exposing us to profound risks should it fluctuate or falter. Given that roughly one-fifth of the University's income is derived from Chinese international student fees, this situation requires immediate attention.

We need a sustainable recruitment plan that enables growth while simultaneously reducing risk. The key to this will be ensuring a more diverse intake of students. Essentially, we need to recruit more students to schools and faculties other than Business and we need to recruit more undergraduates overall. Undergraduates from China tend to have more diverse educational interests, and they represent a longer-term proposition since undergraduate degrees are typically longer than postgraduate, and students may continue on to a postgraduate degree afterwards. In both respects, increasing our intake of undergraduates will reduce the risk of volatility in student fee income.

A second point concerns quality of intake. Although demand from Chinese students for an Australian education is likely to remain high in the foreseeable future, meaning that intake volume will not present an issue, competition from other universities nationally and internationally to recruit the 'best and brightest' Chinese students is likely to increase. In order to remain attractive to such students – to be a destination of choice – the University of Sydney must of course continue to perform well in the international rankings. But we must also remain attentive to the quality of what we offer students. This means firstly that we must stay focused on giving Chinese international students an outstanding educational experience. We should ensure that the Chinese students who come to the University of Sydney are made to feel part of our community, and in particular that their English ability is properly improved and enhanced while here. Secondly, it means we should enhance the value of this experience by improving their involvement in local life and with local students (see Initiative 12) and by providing learning and extra-curricular opportunities in China as an integrated element of their education with the University. For these students, more such opportunities exist in China than in Australia.

All aspects of this recruitment plan will be enhanced by having a physical presence in China (Initiative 2), by deepening our relations with alumni (Initiative 9), and by forming strategic partnerships with quality Chinese universities (Initiative 4). They will also be enhanced if the University improves specific management processes in our student recruitment and admissions services. Four areas stand out

• Greater leverage of key influencers on the ground, including far more active engagement of alumni, employers and current University students (from China and elsewhere) as stakeholders in the process of recruiting high quality students.

• Improved channel management. Whilst we have relied heavily on external agents in our recruitment of students from China, the overall level of engagement and partnership with these agents has been inadequate. We acknowledge that third parties will continue to be a key element of our China recruitment model for the foreseeable future. Accordingly, far more
investment is required in agent relationship management, contract management, recruitment, and event planning and product knowledge development.

- **Improved admissions and prospect management processes.** A wide variety of initiatives directed towards enhancing our admissions and recruitment impact are of particular significance to our success in China. Reduced turnaround times and improved follow-up and offer conversion are issues that require immediate attention.

- **Enhanced direct recruitment activity.** Our expanded recruitment resources coupled with coordinated action from faculties are being deployed largely to build relationships with previously unvisited sources of students, including the burgeoning number of international high schools in China. This has clear implications not only for our potential to take a broader ‘offer’ to market, but also to expand the relative proportion of Chinese undergraduate students recruited to the University.

### Proposed actions

- Diversify intake to faculties and schools other than Business, to reduce our risk profile, increase the scope of our offer, and expand the breadth of our academic relationships with China.
- Increase intake of undergraduate students.
- Leverage support from Chinese alumni, employers and current students, particularly with respect to increasing student quality and diversity.
- Improve management of and relations with third-party recruitment agents, and encourage a stronger focus on student diversity.
- Improve the University’s reception of Chinese students by enhancing the ‘buddy’ system for students across faculties, and its ‘meet and greet’ programs, so that new arrivals can be quickly and more effectively included in the University community.
- Expand direct recruitment from new sources including international high schools in China, and coordinate faculty input into this.
- Improve our admissions and prospect management processes, eg reduce turnaround times, improve follow-up and offer conversion.
- Enhance the quality and richness of the educational and extra-curricular experience, including the provision of opportunities in China itself.
Initiative 9

Implement an alumni relations plan for China to increase contact and engagement.

Alumni relations activities with alumni in China have been undertaken for a number of years but on a small scale. There are currently 2 alumni chapters with a total of 6 sub-groups across Hong Kong and mainland China and Taiwan. The total number of China alumni figures in the tens of thousands, but a high proportion of this group is currently ‘lost’ to the University (no current email, postal or telephone information).

The first objective, then, is to find ‘lost’ alumni. To this end, the Alumni Relations team has begun implementing social media and e-communication strategies, data mining and approaches to University student associations. But to accelerate progress, we will need more systematic, larger-scale methods involving, for example, the use of local Chinese providers and increased activity from alumni chapters in China.

The second objective is to increase alumni’s level of involvement with, and activity on behalf of, the University. A key task in this respect will be to refine the value proposition for China alumni such that they perceive merit and advantage in this.

Encouragingly, alumni from the existing chapters have previously indicated their interest in volunteer work for the University, although to-date this offer has not been taken up in any meaningful way. Nevertheless, we now propose to approach the chapters to initiate a volunteer alumni program supporting two key areas: finding ‘lost’ alumni, and student recruitment activities (see Initiative 9). As a first step, a volunteer training seminar, presented jointly by the Alumni Relations and Student Recruitment teams, was held in Shanghai in October 2014.

Proposed actions

- Refine the value proposition for Chinese alumni to remain engaged with the University.
- Develop events and activities to support this value proposition.
- Improve mechanisms for tracking alumni and locating ‘lost’ alumni.
- Establish alumni volunteer programs to help find ‘lost’ alumni and to assist with student recruitment.
Implement a fundraising development plan for China to identify and pursue philanthropic opportunities

Fundraising activity in China has been undertaken by the University of Sydney sporadically over the last few years. With an emphasis solely on major giving, the yield has been modest but has more than covered its costs (average annual return on investment over the last few years has been 4:1) and shown signs of considerable promise in terms of the wealth of identified and engaged potential donors.

The bulk of the development program for China has been undertaken by a Chinese national located in Hong Kong. While the ability to speak Mandarin is of course vital, just as important has been the Development Officer’s ability to leverage existing social networks in Hong Kong, Shanghai and Beijing. This has accelerated our development efforts, and it is recommended that any further investment in development activities in China give consideration to the value that a ‘local’ connection can provide in sourcing and approaching potential donors.

Success in fundraising in China has primarily benefited the University’s faculties, in particular Arts & Social Sciences (primarily the humanities) and Medicine. This trend is reflected more widely in major gifts from Chinese donors to other Australian, UK and US universities. At the same time, it is extremely difficult to provide coverage for all 16 faculties with only a single Development Officer in China, and so far this has meant smaller faculties have not been meaningfully represented to Chinese donors.

The absence of a strong philanthropic culture in China is a significant challenge in soliciting and negotiating gifts with individuals. It is difficult to be definitive about the way in which this will affect the future of philanthropy in China. Until recently the same claim was made of the cultures of the UK and Australia with regard to major lifetime giving. But while circumstances in China are certainly different, the enormous rise in the number of very high net worth individuals represents one of the biggest opportunities for higher education fundraising around the world, and is reflected in the levels of investment in China by development programs from universities in the US and UK in particular.

Currently there is no capacity within the Development team to research potential Chinese donors and the program is solely reliant on the personal connections and network of the single Development Officer in Hong Kong. While personal connections are enormously valuable, this dependence on a single source of prospects is severely limiting and at risk of collapse with any change in personnel. Also, it means we are unable to meaningfully capitalise on the alumni population in China: with no capacity in the prospect research team to read Chinese script, identifying and tracking alumni in China is extremely difficult; indeed the high number of ‘lost’ alumni represents one of the biggest challenges to effective development activity in China. To place the development program for China on a more secure footing, we should adopt the model of sourcing prospects used by faculty-based Development Officers, whereby prospects are identified both via the professional networks of frontline Development staff and by prospect research staff who have the capacity to monitor and track potential donors as required.

A Hong Kong based giving instrument has proven useful in working with donors in China. In 2009 the University established an independent charitable foundation based in Hong Kong and acting as a tax-efficient giving mechanism for Hong Kong based donors. While not necessarily of use for all Chinese donors, this approach has proven to be useful with many, and is of minimal cost to the University to maintain.

Existing University-wide activities and instruments for recognising donors more broadly works effectively for Chinese donors. Providing membership to ‘donor societies’, donor reporting and face-to-
face time with academic leadership has so far proven effective in encouraging increased and repeat
giving from Chinese donors.

Proposed actions

- Increase the number of ‘frontline’ development staff in China to provide greater coverage for all
  the University’s faculties and potentially greater geographical coverage of the key population
  areas of China.
- Invest in additional prospect research capacity for China, particularly a specialist in research via
  Chinese websites and publications, to identify and track potential donors in China.
Initiative 11

Increase domestic students’ interest in and engagement with China

China is currently under-represented as a study abroad destination amongst our domestic students, accounting in 2014 for 14% of outward mobility opportunities. In strengthening the University’s engagement with China, it would therefore be apposite to find ways to substantially expand the proportion of domestic students whose educational journey incorporates an academic, practicum and cultural learning experience in China. This would support the University’s aim of producing students who are global citizens (Strategy 5, 2011-2015 Strategic Plan). Done well and at scale, it could also be a meaningful differentiator and comparative advantage for the University of Sydney.

In addition to building internal capacity to achieve this, there are some external opportunities that could be exploited. For example, the pilot for the New Colombo Plan now includes China and Hong Kong. Encouraging faculties to build on the bids made in 2014 for NCP funding and to increase the number of students opting to go to Greater China is important. 2014 offered some success, but the numbers involved need to increase in coming years. Another example is the China satellite operations of reputable international universities, such as Duke University, that are not at full capacity. It may be possible for our outbound students to ‘share’ their infrastructure and undertake a few units of study with them in China. Promoting amongst our students the attractiveness of opting for study opportunities in China should be carried forward with our key academic partners there.

Proposed actions

- Build capacity to increase the proportion of domestic students whose degree includes an academic, practicum and cultural learning experience in China.
- Exploit opportunities in the New Colombo Plan in order to see a significant increase in successful placements in China and Hong Kong.
- Leverage spare capacity and facilities in China satellites of reputable international universities.
- Establish as a prerequisite for students intending to visit China as a formal part of their degree that they undertake the cultural competence program being delivered by the University’s recently established National Centre for Cultural Competence.

Supports strategic objective 1.
Links with initiatives 6, 12, 13.
Initiative 12

Promote greater interaction between domestic students and Chinese international students at the University to promote values of and capacities for cultural diversity and global citizenship.

It is not unknown for international students (not only Chinese) at the University rarely to participate in the social and cultural life of local Australian students, and vice versa. This situation belies our stated ambition of fostering values of cultural diversity and global citizenship. Although the issue is far broader than Sino-Australian student relations alone, this China Strategy presents an opportunity to transform the situation for that proportion of our international students who are from China as well as for that proportion of our local students who may be in a position to extend the hand of friendship and hospitality.

Numerous benefits would flow from this. Enriching the social and cultural experience of our Chinese international students, and creating opportunities for them to develop the attributes of global citizenship, are vital to the credibility, quality and competitiveness of our educational ‘offer’, and should be embedded into the lived experience of the curriculum as well as into extra-curricular activities.

Similarly, improving domestic students’ engagement with international students will enhance their experience as members of a truly diverse community and better prepare them to take their place as global citizens of the future.

Finally, those of our domestic students who themselves wish to study, travel or work in China would clearly benefit from opportunities for greater interaction with our Chinese international students.

Proposed actions

- Extend opportunities to engage in extra-curricular campus life to Chinese international students undertaking preparatory English language courses at the Centre for English Teaching.
- Improve the integration of domestic and international student programs.
- Encourage all students to undertake the cultural competence program being delivered by the University’s recently established National Centre for Cultural Competence.
Implement a plan to advance reciprocal relations with China on education and research into practices, knowledges and issues pertaining to Aboriginal and Torres Strait Islander peoples and Chinese ethnic nationalities.

Relations between Indigenous Australians and China are not new: the first Aboriginal delegation to China, involving a group of about 30 people, was in the 1970s. And with China home to one-quarter of the world’s 400 million indigenous peoples, there is no shortage of issues in common. Taking up these issues through research and education is an important part of the newly evolving international dimension of the University’s Wingara Mura – Bunga Barrabugu strategy.

To date, University academics involved in Wingara Mura – Bunga Barrabugu have been forging links with indigenous or ‘ethnic nationality’ scholars in China on research activities ranging from art and music to agriculture and veterinary science, traditional medicine, social inclusion, climate change and economic development. A number of Aboriginal and Torres Strait Islander students have undertaken some of their studies in China. There have been several high-level delegations between the University of Sydney and some of China’s ethnic nationality universities (of which there are 15). And recently a University of Sydney symposium on minorities attracted not only scholars but senior bureaucrats from China and Australia, facilitating an important interaction on indigenous policy issues between government officials from both countries.

All of this points to considerable opportunities to advance the international objectives of Wingara Mura – Bunga Barrabugu in collaboration with Chinese partners. This should be formalised through a plan to strengthen our existing relationships with certain ethnic nationality universities, namely Minzu University, South Central University for Nationalities, and South West University of Nationalities. Since Minzu is the premier ethnic nationality university in China, we have proposed establishing a special partnership with it under Initiative 4.

Proposed actions

- Develop a Priority Partner partnership with Minzu University – see Initiative 4.
- Strengthen relationships with South Central University for Nationalities and South West University of Nationalities.
- Expand educational exchange opportunities for Aboriginal and Torres Strait Islander students and ethnic Chinese students.
- Encourage staff and students involved in Wingara Mura – Bunga Barrabugu activities with China to undertake the cultural competence program being delivered by University’s recently established National Centre for Cultural Competence.
**Initiative 14**

*Implement a plan to support more coherent research, development and alumni work with the Hong Kong Special Administrative Region.*

While Hong Kong is a separately administered part of the People’s Republic of China, it has common linguistic, cultural and ethnic links so sits within a Great China Strategy. Hong Kong has some of the region’s strongest universities, a highly educated population, and deep historic links to Australia. Hong Kong is a major finance centre and travel hub, and is regarded as one of the world’s most open and legally stable jurisdictions. It offers natural partnership opportunities for researchers in Sydney and is a very important source of intellectual and development support.

Working within the overall China Strategy, the University will ensure that work in Hong Kong is consistent with work in Mainland China, and that where possible there should be greater consistency in how the University approaches the two places.

**Proposed Actions**

- The China Studies Centre work with the Hong Kong Economic and Cultural Office in Sydney to highlight Hong Kong’s importance for Australia by holding at least two joint events each year.

- The University seek to develop deeper institutional links with the main universities in Hong Kong, in particular the Chinese University of Hong Kong and the University of Hong Kong.

- The China Studies Centre work with the Hong Kong Students Association in the University to support their work and to create a greater sense of their contribution as part of the University community.
Initiative 15

Implement a plan to support more coherent research, development and alumni work with Taiwan.

Taiwan, as the Republic of China, is separate politically from the People’s Republic of China. Despite this, the two have worked more closely in recent years, and both sides support research and intellectual partnership. Working with Taiwan is therefore non-contentious, and as Taiwan is the source of more than 600 of our past students, and continues to supply diverse, good quality students, it is an integral part of any Greater China Strategy. Taiwan has a population of 25 million, is one of the most developed economies in the region, and is a major trading partner for Australia. The University has been developing links with specific Taiwanese universities and organised a number of visits in 2014 in order to deepen links. This work will continue into 2015. In many research areas, from science to Chinese language, Taiwan is world class, and offers excellent collaborative opportunities.

Proposed Actions

- The China Studies Centre, the Office of Global Engagement and others work with the Taiwan Representative Offices in Canberra and Sydney to highlight Taiwan’s importance for Australia by holding at least two joint events each year.
- The University seek to develop deeper institutional links with the main universities in Taiwan, in particular National Taiwan University and National Chengchi University.
- The China Studies Centre work with the Taiwan Students Association in the University to support their work and create a greater sense of their contribution as part of the University community in 2015.

* Supports all strategic objectives.
* Links with initiatives 3, 4, 5, 6, 7, 13.
**Summary of Initiatives with Lead Responsibility**

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<th>Initiatives</th>
<th>Strategic objectives supported</th>
<th>Actions</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a dedicated ‘China Fund’ to support the China Strategy</td>
<td>All</td>
<td>1.1 Make provision for the China Fund in the 2015 budget cycle.</td>
<td>Office of the Vice-Chancellor</td>
</tr>
<tr>
<td>2. Establish a physical presence in China: a multi-function centre (MFC)</td>
<td>All</td>
<td>1.1 Complete the process of consultation to finalise the business case for an MFC in China.</td>
<td>Office of the Provost</td>
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<td></td>
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<td>1.2 Launch the MFC within 12 months of SEG and Senate approval.</td>
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<td>3. Promote the University’s China vision and credentials in China and in</td>
<td>All</td>
<td>3.1 Develop a clear and consistent ‘story’ and key messages for Chinese audiences, based on the values of partnership, learning and innovation.</td>
<td>All, led by Office of the Vice-Chancellor</td>
</tr>
<tr>
<td>Australia.</td>
<td></td>
<td>3.2 Develop a clear and consistent ‘story’ and key messages for Australian audiences, reflecting the values promoted in China but in an Australian context – ‘China as a dynamic intellectual partner for the 21st century’.</td>
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<td>3.3 Deliver the respective sets of core messages at major events in China and in Australia.</td>
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<td>3.4 Publicise the respective sets of core messages through the Chinese and Australian media.</td>
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<td>4. Establish priority partnerships with select Chinese universities.</td>
<td>1 &amp; 2</td>
<td>4.1 Seek approval for the list of proposed Primary and Developing partner institutions.</td>
<td>SEG International</td>
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<td>4.2 Develop a tailored engagement plan for each prospective partner, comprising</td>
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<td>- a formal approach to explore ways to work together more closely and areas of research which both sides might proactively support</td>
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<td>- a planned visit to promote the University’s proposal at senior level, including the Vice-Chancellor, Chancellor, Deputy Vice-Chancellors and others</td>
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<td></td>
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<td>- a funding commitment for visits, research initiatives and activities to develop the relationship</td>
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<td></td>
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<td>- a promotion strategy to give visibility and branding to the partnership.</td>
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<tr>
<td>5. Establish deeper links with Australian, Chinese and international</td>
<td>3 &amp; 4</td>
<td>6.1 Deepen partnerships locally and internationally on policy matters.</td>
<td>China Studies Centre</td>
</tr>
<tr>
<td>government bodies, policymakers, and business and industry leaders on</td>
<td></td>
<td>6.2 Collaborate with companies and other business organisations.</td>
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<td>China-related issues.</td>
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<tr>
<td>6. Support research and teaching about China within the University.</td>
<td>1, 2 &amp; 3</td>
<td>5.1 Fund teaching and research positions in the Faculties of Medicine and Arts &amp; Social Sciences.</td>
<td>China Studies Centre</td>
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<td>5.2 Develop a PhD program in China Studies.</td>
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<td>5.3 Develop relationships with academic institutions in China to undertake research and hold events which promote mutual understanding and create the basis for future research.</td>
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<td>5.4 Encourage staff and students active in China studies to undertake the cultural competence</td>
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</table>
| **7. Increase Australians’ understanding and appreciation of China.** | 3 | 7.1 Engage with the Australia China Youth Association and the Australia China Young Professionals Initiative to help build relationships with and improve understanding of China amongst young Australian professionals.  
7.2 Partner with the Confucius Institute in marketing Chinese language courses for practical and business users to improve competence in Mandarin.  
7.3 Promote understanding and appreciation of China via community engagement, publications, and media opportunities to present informed comment on China. | China Studies Centre |
| **8. Implement a plan for the sustainable recruitment of Chinese international students.** | 1, 2 | 8.1 Diversify intake to faculties and schools other than Business, to reduce our risk profile, increase the scope of our offer, and expand the breadth of our relationships with China.  
8.2 Increase intake of undergraduate students.  
8.3 Leverage support from Chinese alumni, employers, and current students, particularly with respect to increasing student quality and diversity.  
8.4 Improve management of and relations with third-party recruitment agents, and encourage a stronger focus on student diversity.  
8.5 Expand direct recruitment from new sources including international high schools in China, and coordinate faculty input into this.  
8.6 Improve our admissions and prospect management processes, eg reduce turnaround times and improve follow-up and offer conversion.  
8.7 Enhance the quality and richness of the educational and extra-curricular experience, including through provision of opportunities in China itself. | Student Recruitment Office |
| **9. Implement an alumni relations plan for China, to increase contact and engagement.** | 2, 3, 4 | 9.1 Refine the value proposition for Chinese alumni to remain engaged with the University.  
9.2 Develop events and activities to support this value proposition.  
9.3 Improve mechanisms for tracking alumni and locating ‘lost’ alumni.  
9.4 Establish alumni volunteer programs to help find ‘lost’ alumni and to assist with student recruitment. | Alumni & Development Office |
| **10. Implement a fundraising development plan for China, to identify and pursue philanthropic opportunities.** | 4 | 10.1 Increase the number of ‘frontline’ development staff in China to provide greater coverage for all the University’s faculties and potentially greater geographical coverage of the key population areas of China.  
10.2 Invest in additional prospect research capacity for China, particularly a specialist in research via Chinese websites and publications, to identify and track potential donors in China. | Alumni & Development Office |
| **11. Increase domestic students’ interest in and engagement with China.** | 1 | 11.1 Build capacity to increase the proportion of domestic students whose degree includes an academic, practicum and cultural learning experience in China.  
11.2 Exploit opportunities in the New Colombo Plan.  
11.3 Leverage spare capacity and facilities in China satellites of reputable international universities.  
11.4 Establish as a prerequisite for students intending | China Studies Centre |
### 12. Promote greater interaction between domestic students and international Chinese students at the University to promote values of and capacities for cultural diversity and global citizenship.

| 1, 2 | 12.1 Extend opportunities to engage in extra-curricular campus life to Chinese international students undertaking preparatory English language courses at the Centre for English Teaching.  
12.2 Improve the integration of domestic and international student programs.  
12.3 Encourage all students to undertake the cultural competence program delivered by the University’s National Centre for Cultural Competence. | China Studies Centre |

### 13. Implement a plan to advance reciprocal relations with China on education and research into practices, knowledges and issues pertaining to Aboriginal and Torres Strait Islander and Chinese ethnic nationalities.

| All | 13.1 Develop a Priority Area partnership with Minzu University – see Initiative 4.  
13.2 Strengthen relationships with South Central University for Nationalities and South West University of Nationalities.  
13.3 Develop a visiting scholars program of leaders in the field.  
13.4 Expand educational exchange opportunities for Aboriginal and Torres Strait Islander students and ethnic Chinese students.  
13.5 Forge links with Chinese government representatives and between Chinese and Australian government representatives on policy development relating to Aboriginal and Torres Strait Islander and Chinese ethnic nationalities.  
13.6 Encourage staff and students involved in Wingara Mura – Bunga Barrabugu activities with China to undertake the cultural competence program delivered by University’s National Centre for Cultural Competence. | Office of DVC Indigenous |

### 14. Implement a plan to support more coherent research, development and alumni work with the Hong Kong Special Administrative Region.

| All | 14.1 The China Studies Centre work with the Hong Kong Economic and Cultural Office in Sydney to highlight Hong Kong’s importance to Australia by holding at least two joint events each year.  
14.2 The University seek to develop deeper institutional links with the main universities in Hong Kong, in particular the Chinese University of Hong Kong and the University of Hong Kong.  
14.3 The China Studies Centre work with the Hong Kong Students Association in the University to support their work and to create a greater sense of their contribution as part of the University community. | China Studies Centre/Office of Global Engagement |

### 15. Implement a plan to support more coherent research, development and alumni work with Taiwan.

| All | 15.1 The China Studies Centre, the Office of Global Engagement and others work with the Taiwan Representative Offices in Canberra and Sydney to highlight Taiwan’s importance to Australia by holding at least two joint events each year.  
15.2 The University seek to develop deeper institutional links with the main universities in Taiwan, in particular the National Taiwan University and National Chengchi University.  
15.3 The China Studies Centre work with the Taiwan Students Association in the University to support their work and to create a greater sense of their contribution as part of the University community. | China Studies Centre/Office of Global Engagement |
AGENDA ITEM 9
Report of the Admissions Committee

9.2 Report of the Admissions Committee meeting held on 22 April 2015
The Admissions Committee met on 22 April 2015, when there were present: Professor J Hanrahan (Chair), presiding, Professor T Carlin, Ms J Chambers, Associate Professor R Cooper, Mr D Ergas (for Mr K Blakeney), Mr J Loh (for Mr K Ghezel), Ms G Luck, Associate Professor A Masters and Associate Professor P McCallum. In attendance: Ms L Carmichael, Ms F Kiernan, Ms M Kemmis and Mr M Charet (Committee Officer).

The agenda papers for this meeting are available from the Committee's website: http://sydney.edu.au/ab/committees/admissions/admissions_agendas.shtml

9.2.1 Flexible Entry Criteria  
D3-D4
The Faculty of Education and Social Work proposes to change the flexible entry criteria for admission to the degrees of Bachelor of Education (Primary), Bachelor of Education (Secondary: Human Movement and Health Education), Bachelor of Education (Secondary: Mathematics)/BSc and Bachelor of Education (Secondary: Science)/BSc, with effect from 1 January 2016, as set out in the attached proposal.

Recommendation
That the Academic Board approve the amendment of the flexible entry criteria for admission to the degrees of Bachelor of Education (Primary), Bachelor of Education (Secondary: Human Movement and Health Education), Bachelor of Education (Secondary: Mathematics)/BSc and Bachelor of Education (Secondary: Science)/BSc, with effect from 1 January 2016, as set out in the report presented.

9.2.2 Assumed Knowledge and Special Entry Requirements  
D5-D15
The Academic Board is asked to approve the amendment of the Assumed Knowledge and Special Entry Requirements referenced in clause 49 of the Coursework Policy 2014 and found on the Academic Board Admissions standards page. It is proposed to replace the current content with the attached updated information following a review of course offerings and the UAC guide.

Recommendation
That the Academic Board approve the amendment of the Assumed Knowledge and Special Entry Requirements referenced in clause 49 of the Coursework Policy 2014, with immediate effect, as set out in the report presented.

9.2.3 Malaysian Unified Examination Certificate (UEC)  
D16-D20
It is proposed that the University recognise the Malaysian Unified Examination Certificate (UEC) as an entry pathway to the University, as per the attached proposal.

Recommendation
That the Academic Board approve the recognition of the Malaysian Unified Examination Certificate (UEC) as an entry pathway to the University, with immediate effect, as set out in the report presented.

9.2.4 Diploma of Tertiary Preparation  
D21-D22
As a result of further information relating to students currently enrolled in the Diploma of Tertiary Preparation, it is proposed to amend the Coursework Policy 2014 to provide transitional arrangements to accommodate students who may not meet the amended entry requirements approved by the Academic Board at its meeting of 25 March 2015, with immediate effect, as per the attached proposal.

Recommendation
That the Academic Board approve the amendment of the Coursework Policy 2014, with immediate effect, as set out in the report presented.

9.2.5 Proceedings of the Committee
The Committee also noted:
• the report of the Academic Board meeting of 25 March 2015;
a verbal update on the Semester 1 2015 admissions round from the Deputy Vice-Chancellor (Registrar);

a discussion regarding recent media interest in a report on State versus Independent schools as preparation for university study; and

a discussion regarding the 2016 Dux entry scheme.

**Recommendation**

*That the Academic Board note the report on the Committee’s proceedings.*
9.2.1 Flexible Entry Criteria

Minor Course Amendment Proposal

Faculty/Board of Studies: Education and Social Work

Contact person: Shona Smith

1. Name of award course
   - Bachelor of Education (Primary)
   - Bachelor of Education (Secondary: Human Movement and Health Education)
   - Bachelor of Education (Secondary: Mathematics)/BSc
   - Bachelor of Education (Secondary: Science)/BSc

2. Purpose of proposal
   In response to the requirement to introduce a minimum standard for admission to undergraduate initial teacher education programs* from 2016, while at the same time retaining as many alternative entry pathways as possible, the Faculty of Education and Social Work wishes to revise the flexible entry criteria for the teacher education qualifying courses in Primary and Secondary education.

   * 3 Band 5s, one of which must be English. This standard applies unless “..double degree or combined degree programs… are structured so that a full year of approved discipline studies is successfully completed prior to any discipline-specific curriculum and pedagogical studies and any supervised professional experience placement ….” (letter to Vice-Chancellor from BOSTES 20 March 2014)

3. Details of amendment
   There are no changes required to the resolutions for the courses. Criteria the Faculty seeks to have recognised within the Flexible Entry Scheme are as follows:

   For the Bachelor of Education (Primary)
   - Band 4 5 or above in English and at least General Mathematics and at least 2 units one of Biology, Chemistry, Physics, Earth and Environmental Science, Senior Science, History or Geography.

   For the Bachelor of Education (Secondary: Human Movement and Health Education)
   - Band 4 5 or above in English and PDHPE and either Biology or PDHPE at least one of Biology, Chemistry or Physics subject relevant to the NSW teaching curriculum methods available in the Faculty for the degree (Mathematics, Science, Aboriginal Studies, Drama, Economics/commerce/business, Languages, Geography).

   For the Bachelor of Education (Secondary: Mathematics)/BSc
   - Band 4* or above in English; Band 4 or above in and Mathematics Extension 1 and at least one of Biology, Chemistry, Earth & Environment or Physics.

   For the Bachelor of Education (Secondary: Science)/BSc
   - Band 4* or above in English; : Band 4 or above in and Mathematics (2U not General) and at least one of Biology, Chemistry, Earth & Environment or Physics.

   * - The Faculty has verified that Band 4 is correct in these cases.

   (No change required for BEd (Secondary: Humanities and Social Sciences)/BA)

   No application is needed. The Faculty will automatically consider applicants whose ATAR or equivalent falls up to a maximum of 5 points below the ATAR cut-off for this degree provided they meet the listed flexible entry criteria and places are available.

4. Transitional arrangements
   No transitional arrangements are required.
5. **Other relevant information**
The Faculty requests the Academic Board endorse the amendment with immediate effect in order for the revised flexible entry criteria to be employed for the 2016 round of admissions.

6. **Signature of Dean**

Dean, Faculty of Education and Social Work       Date:
9.2.2 Assumed Knowledge and Special Entry Requirements

Assumed Knowledge and Special Entry Requirements

Recommendation
It is recommended that the Assumed Knowledge and Special Entry Requirements referenced in clause 49 of the Coursework Policy 2014 and found on the Academic Board Admissions standards page be replaced with the attached updated information (attachment 1).

Background
The Assumed Knowledge and Special Entry Requirements have not been consistently updated and have not had a major review for some time. As a consequence, the information has become inconsistent and out of date (see attachment 2).

The table has been comprehensively reviewed in light of current course offerings and the information published about these requirements in the UAC guide.

Changes to the table include the following:

- The removal of courses that are no longer offered
- The inclusion of new courses on offer incorrect course names have been replaced
- Incorrect HSC subject names have been replaced
- Assumed knowledge and recommended studies have been updated to reflect the UAC guide
- Special entry requirements have been updated where information is incomplete, missing or wrong

It is recommended that the attached information replace the version currently published on the Academic Board Admissions Standards page.

It is further suggested that updates to the table be time-stamped with the date the change was passed by the Academic Board.
9.2.3 Malaysian Unified Examination Certificate (UEC)

Unified Examination Certificate (UEC)
Malaysian Chinese secondary school system

Background
The Malaysian Unified Examination Certificate (UEC) is a standardized test for Chinese independent high school students organized by the United Chinese School Committees Association of Malaysia. The UEC has examinations for mathematics, sciences (biology, chemistry and physics), book keeping, accounting, and commerce available in Chinese and English, while other non-language subjects are only available in Chinese.

The UEC is recognized as a qualification for entrance into many tertiary educational institutions around the world, including the United Kingdom, the United States, Taiwan, Hong Kong, China, Singapore, Australia, Canada and many others. See the Report on Higher Education Opportunities for UEC Graduates, attached.

The University of Sydney is currently the only university in the Go8 that does not recognise the UEC.

Grading

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Level of achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1-A2</td>
<td>Distinction</td>
</tr>
<tr>
<td>B3-B6</td>
<td>Credit</td>
</tr>
<tr>
<td>C7-C8</td>
<td>Pass</td>
</tr>
<tr>
<td>F9</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Benchmarking
It has not been possible to establish a consistent approach to translating UEC results to an ATAR equivalent.

Australia
Go8
Adelaide accepts the UEC, but doesn’t provide either a conversion or a minimum requirement.
ANU requirements range from an A1 to a B4 average, based on the best 5 subjects at B5 or higher.
Melbourne requires A1 for courses with a cut-off over 90, A2 for courses with a cut off of 85 and B4 for courses with a cut-off of 70.
Monash requires averages between A1 and B6, based on the best 5 subjects, excluding C7 or lower.
Monash doesn’t provide an ATAR cut-off for International applicants to use as a comparison.
UQ requires an average of B4 or B5 for courses where a minimum is provided.
UNSW applies the strictest conversion. Courses with a cut off of 80 or higher require an A2 (distinction) average from the top 5 results (excluding vocational subjects); courses with a cut-off of 90 or higher require A1 average.
UWA accepts an average B3 as equivalent to an ATAR of 80, with an A1 average considered equivalent to an ATAR of 99

Other Australian universities
ACU requires a minimum aggregate score of 30 or less in total of best 5 subjects excluding English, Chinese and Bahasa Malaysia; UEC Grading, A1 =1, A2=2, B3=3, B4=4, B5=5, B6=6, C7 =7, C8=8
Curtin requires at least 5 subjects with minimum B grades
RMIT equates B3 to an ATAR of 70 and A2 to an ATAR of 75.

Overseas
Edinburgh “The UEC is widely recognised as acceptable at grades A1-B6 in lieu of Scottish Highers on a grade for grade basis (except English Language)”
NARIC assesses the UEC as equivalent to GCE AS level or the Scottish Higher standard
National University of Singapore requires “a good pass certificate”.
Netherlands (NUFFIC) considers the UEC with an average result of 75% or higher to equate to the STPM.
University of Hong Kong requires passes in six subjects provided that B6 or better is achieved in each of those subjects.

University of Toronto accepts UEC applicants who have studied the prerequisites. No minimum rank is provided, but “Generally, successful applicants are among the top third of their class.”

Proposal
Given that both Melbourne and ANU are prepared to accept applicants with a B4 result and UWA accepts an average B3 as equivalent to an ATAR of 80, it is recommended that results of B3 or greater are accepted.

**Proposed New Schedule for Malaysian United Examination Certificate: US050**

<table>
<thead>
<tr>
<th>Cut-off</th>
<th>UEC average</th>
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<tbody>
<tr>
<td>70-79.95</td>
<td>B3</td>
</tr>
<tr>
<td>80-89.95</td>
<td>A2</td>
</tr>
<tr>
<td>90-99.95</td>
<td>A1</td>
</tr>
</tbody>
</table>

Entry requirements are based on an overall average of the best 5 subjects (excluding vocational subjects).

Because the UEC is taught in Chinese, applicants must show English language proficiency separately.
Attachment 1: HIGHER EDUCATION OPPORTUNITIES FOR UEC GRADUATES

Report by Malaysian Independent Chinese Secondary Schools (MICSS)

1. In the past 20 years, the total number of candidates sitting the Unified Examination is somewhere between 5,000 and 7,000. (See Fig. 1 for details)

Fig. 1

2. The Trend of the UEC Students Attending Higher Education Institutions

2.1 The Rate of the UEC Graduates’ Admission to Colleges and Universities

2.1.1 Based on the data provided by 50 Chinese secondary schools concerning college admission, the rate of admission into colleges for the 2002 UEC graduates is as high as 69.90%. (See Fig. 2)

2.1.2 Based on the data provided by the 60 Chinese Secondary Schools concerning college admission, the rate of admission into colleges and universities for the 2003 UEC graduates is as high as 73%. (See Fig. 3)
2.2  The Proportion of Local College Enrolment to Overseas College Enrolment

2.2.1  In 2002, local enrolment made up 71.60% of the total college enrolment and overseas enrolment 28.40%. (See Fig. 4)

2.2.2  In 2003, local enrolment made up 76% of the total college enrolment and overseas enrolment 24%. (See Fig. 5)

2.3  The Trend of the UEC Graduates Attending Higher Education Institutions

2.3.1  Among the UEC graduates surveyed in 2002, more than half of them opted for local private college to pursue their studies, making up 53.89% of the total rate of admission into colleges. In addition, 11.30% of the UEC students further their studies at local private university, 0.61% of them enrolled at local national universities and those furthering studies abroad made up 34.20% of the total rate of admission to colleges.

Others include: Taiwan 17.63%, Singapore 6.66%, Australia 3.91%, China 2.74%, a minority of them went to New Zealand, the United Kingdom, the U.S., Canada, Hong Kong, Japan and Ukraine to pursue their studies.
9.2.4 Diploma of Tertiary Preparation

Subsequent to the provision of further information relating to students currently enrolled in the Diploma of Tertiary Preparation, it is proposed to amend the Coursework Policy 2014 to provide transitional arrangements to accommodate students who may not meet the amended entry requirements approved by the Academic Board at its meeting of 25 March 2015. A background paper is provided below (pages 21-22), along with the proposed amendment (page 23).

Background:

The Diploma of Tertiary Preparation offered by Sydney Learning Pty Ltd as a guaranteed pathway to selected University of Sydney awards.

The Diploma of Tertiary Preparation (DTP) was developed by Sydney Learning (a wholly owned subsidiary of the University of Sydney and a registered training organisation) as a pathway to widen access in 2014. It was accredited by the Australian Skills Quality Agency (ASQA) and not by the Academic Board or Senate. It is not a University of Sydney qualification and neither the Academic Board nor Senate currently exercise academic oversight over it.

The DTP was approved in principle by SEG (27 March 2014) as a guaranteed direct entry pathway to selected degrees (subject to the Faculty deciding to participate in the scheme). There was no need to approve it as a qualification that could be counted in competitive entry through the University Admissions Centre (UAC) since all diplomas at that time were so counted. The Board however was in the process of regulating the use of diplomas for students under 21 after dissatisfaction about the level of discrimination that could be applied to diplomas if the diplomas were processed through UAC. After correspondence between the Admissions Committee of the Academic Board and SEG over technicalities of how it would be handled, the DTP was approved as a guaranteed pathway by the Academic Board on 2 July 2014 with an effective commencement date of 2016. The approval gave faculties authority to participate in the guaranteed direct entry pathway. The choice as to whether an individual faculty participated in the scheme for a particular course was a matter for the academic judgement of the faculty concerned. After negotiations with Sydney Learning, the relevant deans agreed that, if they received a credit average students would receive a guaranteed offer into one of six degrees: Bachelor of Liberal Arts and Sciences, Bachelor of Health Sciences, Bachelor of Animal and Veterinary Biosciences, Bachelor of Visual Arts, Bachelor of Music Studies and Bachelor of Oral Health.

After approval of the entrance pathway, at Professor Brewer’s request the effective commencement date was changed to 2015 on 20 August 2014 because there was a cohort doing the DTP who, if successful, hoped to use the qualification for entry for courses commencing in 2015. At this stage the Board was not aware that the cohort were school-aged students, doing the program in-school at The Scots College instead of the HSC.

In October 2014, after students in the cohort contacted faculties, the Board was informed that the students were school students taking the course in an independent school. Concerns were expressed about representations made about the Diploma on the Sydney Learning website: specifically, the website stated in a bold headline “No HSC Required”, and implied that the DTP was equivalent to a year’s study at the University of Sydney. Concerns were also expressed to the Board that there was an expectation not only of university entry but of credit by the students. Professor Brewer in response clarified that she felt that credit was purely a matter for the faculties involved and then organised for changes to be made to the website. The matter was considered at the November and December 2014 meetings of the Admissions Committee and the Committee examined several ways of handling diplomas from school leaving age entrants. It formed the view that applicants under 21 who sought entry on the basis of a diploma should also have an HSC and that all applications should be processed internally, not through the UAC. After working through some details, this was resolved by the Board on 25 March 2015.

In making this decision, the Board was acting on advice from Professor Brewer that all students who had enrolled in the DTP directly through Sydney Learning either had an HSC or were over 21 so it would not affect currently enrolled students. The Board did not realise at the time that it was possible to be enrolled in the DTP other than by directly enrolling through Sydney Learning. I was subsequently informed (1 April) that a cohort at The Scots College had commenced the course in 2015 under a contract signed in October 2014. It is the custom of the Board to put in place transitional arrangements where changes occur to ensure no disadvantage. When approached about this matter by a reporter...
from the *Sydney Morning Herald*, I decided that any suggestion in the press that existing commitments would not be honoured could cause stress to students enrolled in the program and informed the *Herald* that it was routine practice to create transitional arrangements and that would be done in this case. This decision, of course, is one for the Board, not me as Chair.

On 14 April, at a meeting between the Provost, Professor Brewer (Director, Sydney Learning), Professor Hanrahan (Chair of the Admissions Committee), Associate Professor Masters (Deputy Chair of the Board) and me, it was learned that since the advice from Professor Brewer in February that all directly enrolled students were over 21 or had an HSC, there had been further direct enrollments, some of whom may not have an HSC. After discussing this with Professor Hanrahan, I believe that if transitional arrangements are to be extended to the Scots College cohort, they should be extended to any student enrolling in the DTP prior to 25 March.

I therefore ask the Admissions Committee to consider implementing transitional arrangements as set out in the accompanying amendments to the Coursework Policy.

Peter McCallum  
Chair Academic Board  
14 April 2015.

**Proposed amendment to Coursework Policy 2014:**

The Academic Standards and Policy Committee endorsed the addition of notes to clauses 11(1) and 12 of the Coursework Policy outlining the proposed transitional arrangements. Following consultation with the Office of General Counsel this proposal has been revised to create a new clause 12A as set out below:

**12A Domestic applicants – transitional provisions.**

1. A domestic applicant who commenced an AQF diploma between 1 January and 25 March 2015 is eligible for admission to candidature in an award course on the basis of that diploma.

2. Other applicants with an AQF diploma completed during 2015 are eligible for admission to candidature in an award course on the basis of that diploma only with approval of the Chair of the Admissions Committee, the Chair of the Academic Board and the Deputy Vice-Chancellor (Registrar).
10.2 Report of the Undergraduate Studies Committee meeting held on 29 April 2015

The Committee met on 29 April 2015 when there were present: The Chair (Associate Professor S Cattle) presiding; Mr K Blakeney, Dr J Bloomfield, Associate Professor R Cooper, Dr K Coulton, Dr W Davis, Dr M Hardie, Ms C Higgins, Associate Professor P McCallum, Dr J Humberstone, Mr A Lavery, Dr T Newsome, Associate Professor L Smith, Associate Professor T Wilkinson. Present by invitation: Mr S French and Professor P Pattison. In attendance: Ms M Kemmis and Dr J Rule.

The agenda for this meeting is available from the Committee’s website: http://sydney.edu.au/ab/committees/UG_studies/UG_studies_agendas.shtml

10.2.1 Proposals for new and amended postgraduate courses

10.2.1.1 Faculty of Architecture, Design and Planning: Faculty Resolutions

The Faculty of Architecture, Design and Planning is proposing to amend its Faculty Resolutions to amend its late submission policy. The amendments will come into place for this year’s Winter School, which commences on 29 June 2015.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Architecture, Design and Planning to amend its Faculty Resolutions; and
(2) approve the amendment of the faculty resolutions arising from this proposal
with effect from 29 June 2015, as set out in the report presented.

10.2.1.2 Faculty of Arts and Social Sciences: Diploma of Arts, Diploma of Languages, Diploma of Social Sciences

The Faculty of Art and Social Sciences is proposing to amend the Diploma of Arts, Diploma of Languages and Diploma of Social Sciences. Admission into the Diploma level courses offered by the Faculty is currently available to students concurrently enrolled in other courses at the University of Sydney, but excludes currently enrolled FASS students. This proposal corrects this anomaly but also ensures that the relevant admission clause for all three diplomas is compliant with the Coursework Policy that only allows for concurrent enrolment with permission of Deans of the Faculties, regardless of degree.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences to amend the Diploma of Arts, Diploma of Languages and Diploma of Social Sciences; and
(2) approve the amendment of the course resolutions arising from this proposal
with immediate effect, as set out in the report presented.

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

The Faculty of Engineering and Information Technologies is proposing to modify the units of study in the Mechanical Engineering stream of the Bachelor of Engineering Honours.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Mechanical Stream); and
(2) approve the amendment of the table of units of study arising from this proposal
with effect from 1 January 2016, as set out in the report presented.
10.2.1.4 Faculty of Nursing and Midwifery: Bachelor of Nursing (Post-Registration)

The Faculty of Nursing and Midwifery is proposing to change the name of the unit of study from SNGP3001 Advanced Clinical Nursing Assessment to SNGP3001 Comprehensive Nursing Assessment. The name change for the unit would take effect in semester 1, 2016. The change was proposed following recommendations by the Singapore Nursing Board in their last accreditation of this degree.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Nursing (Post-Registration); and
(2) approve the amendment of the table of units of study arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

10.2.2 2013 Honours Reports

(These reports are available online at: http://sydney.edu.au/ab/committees/UG_studies/agendas/agendas2015/Item6_Honours_Reports_2012-2013.pdf)

The Committee noted that there were 700 appended Honours versus 630 embedded Honours degrees undertaken. The percentage of first class Honours received was in the 50-75% range, while approximately 8% of Honours graduates received a University medal. The USC Chair remarked that the data illustrated that Honours was working relatively well for many faculties. The Committee agreed that Honours served a variety of different purposes, noting that it was very marketable to employers in certain industries (such as business/law) as a capstone year that distinguished graduates from their peers. The DVCE remarked that the Honours year was useful preparation for the workforce that could also build solid intellectual skills. Some members pointed out that a criticism of Honours was that it was not as well recognised overseas as in Australia.

The Committee agreed that it was worthwhile retaining Honours even if the University developed alternative pathways to the PhD (such as a Masters by Coursework). Members remarked that Honours was perceived differently in different disciplines and industries. The Committee commented that it was important to defend a breadth of education. Professor Smith remarked that it was nearly impossible for graduates with a 2.1 Honours to obtain scholarships for HDR degrees, pointing out that this meant a whole cohort of potentially strong researchers may be lost.

The Committee agreed that it would be helpful to undertake an external benchmarking exercise of the University of Sydney’s first class Honours in comparison with other G08 institutions. It was also suggested that the University could undertake a historical review looking back at data in the last 5-7 years to chart how Honours distributions have changed over time. The USC Chair agreed to look through the archives to see if data on Honours from 5-7 years ago was available.

Recommendation
That the Academic Board note the Committee’s consideration of the 2013 faculty reports on the award of honours, as set out in the report presented.

10.2.3 Proceedings of the Committee

The Committee also:
• welcomed new member Associate Professor Wendy Davis;
• noted the reports of the Academic Board meetings of 11 February and 25 March 2015;
• noted the new deadlines for approval of new courses and course amendments for introduction in 2016; and
• agreed to have a standing report from the Admissions Committee on the agenda for information.
## 10.2.1.1 Faculty of Architecture, Design and Planning: Faculty Resolutions

### Minor Course Amendment Proposal

**Faculty:** Architecture, Design and Planning

**Contact person:** A/Prof Wendy Davis, (Associate Dean (Education))

<table>
<thead>
<tr>
<th>1. Name of award course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resolutions of the Faculty of Architecture, Design and Planning for coursework awards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Purpose of proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>To amend the Faculty’s late submission policy for students undertaking coursework units of study.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Details of amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proposed amendment of the Resolutions of the Faculty of Architecture, Design and Planning for coursework awards relates to late submission, to take effect immediately, as follows:</td>
</tr>
</tbody>
</table>

9 Late submission policy

(1) It is expected that, unless an application for special consideration has been approved, students will submit all assessment for a unit of study on or by the due date specified. If an assessment is submitted or otherwise completed within a period of extension granted by a successful application for special consideration or an assessment adjustment determined by Disability Services, no academic penalty will be applied to that piece of assessment.

(2) If an extension is 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:

- a. For non-public-presentation-based assessments, work submitted after the deadline will incur a penalty of 5% of total awardable marks for the assessment per calendar day. Work submitted 20 or more days after the deadline will not be assessed and will receive a mark of zero.

- b. For assessments involving public oral and/or visual presentations after the deadline, a penalty of 10% of total awardable marks for the assessment will be imposed per calendar day. Work completed 10 or more days after the deadline will not be assessed and will receive a mark of zero.

    For work submitted after the deadline but up to three calendar days late, a penalty of 35 per cent of the total mark awarded for the assignment will apply.

    For work submitted after 3 days and less than one week after the deadline, a penalty of 50 per cent of the total mark awarded for the assignment will apply.

    For work submitted more than one week late but less than two weeks after the deadline, a penalty of 55 per cent of the total mark awarded for the assignment will apply.

<table>
<thead>
<tr>
<th>4. Transitional arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td>No transitional arrangements are needed.</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>

13 May 2015
Minor Course Amendment Proposal

Faculty: Arts and Social Sciences

Contact person: Ainslie Bulmer

1. **Name of award course**
   - Diploma of Arts
   - Diploma of Social Sciences
   - Diploma of Languages

2. **Purpose of proposal**
   Admission into the Diploma level courses offered by the Faculty of Arts and Social Sciences is available to students concurrently enrolled in other courses at the University of Sydney, but excludes currently enrolled FASS students. This proposal corrects this anomaly but also ensures that the relevant admission clause for all three diplomas is compliant with the Amendment Act rule that only allows for concurrent enrolment with permission of Deans of the Faculties, regardless of degree.

3. **Details of amendment**

   **Course Resolutions, Part 3: Admission to Candidature**
   (1) Admission to candidature for the Diploma of Arts requires the applicant to:
   (a) be enrolled in an undergraduate degree or combined degree program at the University of Sydney, excluding undergraduate degrees offered by the Faculty of Arts and Social Sciences (which includes combined degree courses with a Bachelor of Arts component and the Bachelor of Liberal Studies) and have approval for concurrent enrolment from the Deans of the Faculties; or
   (b) be enrolled in an undergraduate degree or combined degree program at another recognised tertiary institution; or
   (c) have been awarded, or be eligible for the award of, an undergraduate degree from a recognised tertiary institution.

4. **Transitional arrangements**
   This is an amendment to admission requirements that will apply from semester one 2014 and does not affect currently enrolled students.

5. **Other relevant information**

6. **Signature of Dean**
10.2.1.3 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours (Mechanical Stream)

Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies

Contact person: Dr Doug Auld ext. 12336; Glenys Eddy ext. 18556

1. **Name of award course**
   Bachelor of Engineering Honours (Mechanical)

2. **Purpose of proposal**
   The Faculty of Engineering and Information Technologies proposes two modifications to the Bachelor of Engineering Honours as approved for restructure by the Academic Board on the 14th of December 2014.

   1) The Faculty proposes to modify the Mechanical Engineering stream table devised as part of the BE Honours restructure, to ensure that the correct level of Design in the Mechanical program is retained with the implementation of the BE Hons restructure in 2016. This is also in response to questions at accreditation visits regarding the volume of learning in this area. The proposed change will allow much greater flexibility for future additional majors, especially in conjunction with combined degrees, and to ensure the Design and Instrumentation are not lost in future changes.

   2) The proposed change to the Materials major is the substitution of one unit by another, MECH 5304 Fracture Mechanics, which is thought to be more appropriate to this major.

3. **Details of amendment**
   As the formal Handbook tables for the restructured degree are still being developed, the lists of units outlined for the Mechanical stream and the Materials major (to be implemented in 2016) are reproduced from the BE Honours restructure proposal reproduced in the agenda of the Undergraduate Studies sub-committee for the 19th of November of 2014. This proposal was approved by the Academic Board on the 14th of December 2014.

   The proposed changes are outlined below using the strike-through and underline system.

   1) **Changes to the Mechanical Stream.**

   **Engineering Stream Core Table (Mechanical Engineering)**
   Complete all 108cp:
   AMME1362: Materials 1
   AMME2261: Fluid Mechanics 1
   AMME2262: Thermal Engineering 1
   AMME2301: Mechanics of Solids
   AMME2500: Engineering Dynamics
   AMME2700: Instrumentation
   AMME3500: System Dynamics and Control
   ENGG1801: Engineering Computing
   ENGG1802: Engineering Mechanics
   MECH1400: Mechanical Construction
   MECH1560: Introduction to Mechanical Engineering
   MECH2400: Mechanical Design 1
   MECH3260: Thermal Engineering 2
   MECH3261: Fluid Mechanics 2
   MECH3361: Mechanics of Solids 2
   MECH3362: Materials 2
   MECH3460: Mechanical Design 2
   MECH3660: Manufacturing Engineering
   AMME3060: Engineering Methods

   And complete an additional 12cp from the units within the Engineering Stream Specialist Table.
(Mechanical)

Engineering Stream Specialist Table (Mechanical Engineering)

Complete 48cp:
Maximum of 6cp from:
Bachelor of Engineering General Elective Table
Either 18cp from
And the remainder from:
* AERO2705: Space Engineering 1
* AERO3760: Space Engineering 2
* AERO4701: Space Engineering 3
Or 18cp from:
AMME2790: Instrumentation
MECH3460: Mechanical Design 2
AMME3060: Engineering Methods
And the remainder from:
AMME5101: Energy and the Environment
AMME5202: Computational Fluid Dynamics
AMME5271: Computational Nanotechnology
AMME5310: Engineering Tribology
AMME5510: Vibration and Acoustics
AMME5520: Advanced Control and Optimisation
AMME5912: Crash Analysis and Design
AMME5961: Biomechanics and Biomaterials
MECH2660: Engineering Management
MECH4460: Mechanical Design 3
MECH5255: Air Conditioning and Refrigeration (Adv)
MECH5265: Advanced Combustion
MECH5275: Advanced Renewable Energy
MECH5310: Advanced Engineering Materials
* These units only available to students admitted to the Space Engineering Major

2) Change to the Materials Major

Materials Major Table (page 56)

Complete minimum 24cp:
MECH3362: Materials 2
MECH5305: Smart Materials
MECH5310: Advanced Engineering Materials
AMME5271: Computational Nanotechnology
MECH5304: Fracture Mechanics.

4. Transitional arrangements

The transitional arrangements remain the same as those outlined in the BE Honours restructure proposal:

17 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2016.

(2) Candidates who commenced prior to 1 January, 2016 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 resolutions provided appropriate programs of study can be identified.

5. Other relevant information N/A

6. Signature of Dean or Delegate
10.2.1.4 Faculty of Nursing and Midwifery: Bachelor of Nursing (Post-Registration)

Minor Course Amendment Proposal

Faculty: Sydney Nursing School

Contact person: Stuart Newman

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

2. Purpose of proposal
   To advise the Undergraduate/Graduate Studies Committee of a name change to a Unit of Study – SNGP3001 Advanced Clinical Nursing Assessment

3. Details of amendment
   SNGP3001 Advanced Clinical Nursing Assessment to be changed to SNGP3001 Comprehensive Nursing Assessment.

   The name change to take effect in semester 1, 2016.

   The change is proposed following recommendations by the Singapore Nursing Board in their last accreditation of this degree.

4. Transitional arrangements
   Transitional arrangements not required.

5. Other relevant information

6. Signature of Dean
AGENDA ITEM 11
Report of the Graduate Studies Committee

11.2 Report of the Graduate Studies Committee meeting held on 29 April 2015
The Committee met on 29 April 2015 when there were present: The Acting Chair (Professor G Pearson) presiding; Dr T Buckley (for Dr J Gullick), Associate Professor R Coleman, Mr S French, Associate Professor G Frost, Associate Professor M Govendir, Associate Professor D Hirsh, Associate Professor P Jones, Dr J Kavanagh, Associate Professor M Kertesz, Professor G Mason (for Associate Professor D Hamer), Associate Professor P McCallum, Dr M Melatos, Dr J Saleeba and Mr J Trendall. Ms M Kemmis and Associate Professor K Yacef were in attendance.

The agenda for this meeting is available from the Committee website: http://sydney.edu.au/ab/committees/grad_studies/grad_studies_agendas.shtml

11.2.1 Proposals for new and amended postgraduate courses

11.2.1.1 University of Sydney Business School: Master of Logistics Management, Master of Logistics Management/Master of Transport Management, Graduate Diploma in Logistics Management, Graduate Certificate in Logistics Management

The University of Sydney Business School is proposing to rename the Master of Logistics Management as the Master of Logistics and Supply Chain Management to improve the strategic positioning of the degrees relative to the faculty’s competitors and to better signal the relevance of the curriculum content to industry and existing/aspiring supply chain professionals both locally and globally.

Recommendation
That the Academic Board:
(1) approve the proposal from the University of Sydney Business School to rename the Master of Logistics Management, Master of Logistics Management/Master of Transport Management, Graduate Diploma in Logistics Management and Graduate Certificate in Logistics Management as the Master of Logistics and Supply Chain Management, Master of Logistics and Supply Chain Management/Master of Transport Management, Graduate Diploma in Logistics and Supply Chain Management and Graduate Certificate in Logistics and Supply Chain Management;
(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificate in the University of Sydney Business School; and
(3) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

11.2.1.2 Faculty of Engineering and Information Technologies: Master of Data Science, Graduate Certificate in Data Science

The Faculty of Engineering and Information Technologies is proposing to introduce the Master of Data Science and Graduate Certificate in Data Science. The degree will provide a pathway for students from quantitative backgrounds to specialise in intelligent data-driven systems, and will include a world-class curriculum drawing on core research and teaching strengths at the University of Sydney. The Committee recommended that the course resolutions be clarified with respect to exemptions from core units of study in the graduate certificate.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to introduce the Master of Data Science and Graduate Certificate in Data Science;
(2) recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to...
11.2.2 Minor course amendment proposals

11.2.2.1 Faculty of Architecture, Design and Planning: Faculty Resolutions

The Faculty of Architecture, Design and Planning is proposing to amend its Faculty Resolutions to amend its late submission policy. The amendments will come into place for this year’s Winter School, which commences on 29 June 2015.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Architecture, Design and Planning to amend its Faculty Resolutions; and
(2) approve the amendment of the faculty resolutions arising from this proposal
with effect from 29 June 2015, as set out in the report presented.

11.2.2.2 Faculty of Arts and Social Sciences: Graduate Diploma in Economics

The Faculty of Art and Social Sciences is proposing to amend the Graduate Diploma in Economics to amend the admission requirements.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Arts and Social Sciences relating to the Diploma of Arts; Diploma of Social Sciences and Diploma of Languages; and
(2) approve the amendment of the course resolutions arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

11.2.2.3 Faculty of Engineering and Information Technologies

1. Master of Professional Engineering (Chemical and Biomolecular)

The Faculty of Engineering and Information Technologies is proposing to amend the table of units of study for the Master of Professional Engineering (Chemical and Biomolecular) in response to a recommendation from the Institute of Chemical Engineers.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the table of units of study for the Master of Professional Engineering (Chemical and Biomolecular); and
(2) approve the amendment of the table of units of study arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

2. Master of Project Management

The Faculty of Engineering and Information Technologies is proposing to amend the Master of Project Management to revise the list of available majors.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project Management; and
(2) approve the amendment of the course resolutions and table of units of study arising from this proposal
with effect from 1 January 2016, as set out in the report presented.
11.2.4 Faculty of Law: Juris Doctor

At its meeting of 22 October 2014 the Graduate Studies Committee considered a proposal from the Faculty of Law to amend the Juris Doctor to add an admission pathway and course requirements for candidates under a dual law degree pathway agreement with partner institutions of strategic importance. The Committee recommended the faculty further revise the proposed amendments to the course resolutions, and the revised resolutions have now been submitted.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Law to amend the Juris Doctor to introduce a dual degree pathway in partnership with other institutions; and
(2) approve the amendment of the course resolutions arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

11.2.5 Faculty of Nursing and Midwifery

(1) Master of Nursing (Graduate Entry)

The Faculty of Nursing and Midwifery is proposing to amend the course resolutions for the Master of Nursing (Graduate Entry) to allow for the course to be offered at Westmead as well as at the Mallett Street campus.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Nursing and Midwifery to amend the Master of Nursing (Graduate Entry); and
(2) approve the amendment of the course resolutions arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

(2) Academic Board approval for credit arrangement

The Faculty of Nursing and Midwifery is seeking the Academic Board’s approval to provide credit beyond the limits described in clause 44.3 of the Coursework Policy 201 for courses offered by the Australian College of Nursing.

Recommendation
That the Academic Board approve the request from the Faculty of Nursing and Midwifery to exceed the credit limits described in clause 44.3 of the Coursework Policy 2014, with effect from 1 January 2016, as set out in the report presented.

11.2.6 Faculty of Veterinary Science

(1) Doctor of Veterinary Medicine

The Faculty of Veterinary Science is proposing to amend the table of units of study for the Doctor of Veterinary Medicine to reflect changes to the names of units of study in Year 2 of the degree.

Recommendation
That the Academic Board:
(1) approve the proposal from the Faculty of Veterinary Science to amend the table of units of study for the Doctor of Veterinary Medicine; and
(2) approve the amendment of the table of units of study arising from this proposal
with effect from 1 January 2016, as set out in the report presented.

(2) Master of Veterinary Studies / Master of Veterinary Clinical Studies

The Faculty of Veterinary Science is proposing to amend the list of specialisations available in the Master of Veterinary Studies/Master of Veterinary Clinical Studies, and amend the resolutions relating to course
transfer to clarify how students can exit with either the coursework or research degree only.

**Recommendation**

That the Academic Board:

(1) approve the proposal from the Faculty of Veterinary Science to amend the Master of Veterinary Studies/Master of Veterinary Clinical Studies; and

(2) approve the amendment of the course resolutions arising from this proposal with effect from 1 January 2016, as set out in the report presented.

11.2.3 Proceedings of the Committee

The Committee also:

- noted information on processes associated with establishing international agreements;
- noted information on the recognition of Master by coursework degrees for student income support from the Department of Social Services;
- noted the deadlines for the approval of new courses and course amendments for introduction in 2016;
- noted the reports of the PhD Award Sub-committee meeting held on 24 March and 21 April 2015;
- noted the report of the Postgraduate Awards Sub-committee meeting held on 9 April 2015; and
- noted the report of the Academic Board meeting of 25 March 2015.
11.2.1.1 University of Sydney Business School: Master of Logistics Management, Master of Logistics Management/Master of Transport Management, Graduate Diploma in Logistics Management, Graduate Certificate in Logistics Management

Resolutions of the Senate for the University of Sydney Business School

1 Degrees, diplomas and certificates of the University of Sydney Business School
(1) With the exception of 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 University of Sydney Business School. The Doctor of Philosophy is 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, 2015 2016. 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</th>
<th>Abbreviation</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPHDBUS-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPHLBUS-01</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>MAEXMBAD-01</td>
<td>Executive Master of Business Administration</td>
<td>MBA</td>
<td>72</td>
</tr>
<tr>
<td>MABUSADM-06</td>
<td>Master of Business Administration</td>
<td>MBA</td>
<td>72</td>
</tr>
<tr>
<td>MACOMMER-03</td>
<td>Master of Commerce</td>
<td>MCom</td>
<td>96</td>
</tr>
<tr>
<td>MAHRMIRE-01</td>
<td>Master of Human Resource Management and Industrial Relations</td>
<td>MHRM&amp;IR</td>
<td>60</td>
</tr>
<tr>
<td>MAINTBUS-02</td>
<td>Master of International Business</td>
<td>MIntBus</td>
<td>60</td>
</tr>
<tr>
<td>MAINBUAL-02</td>
<td>Master of International Business and Law</td>
<td>MIntBus&amp;Law</td>
<td>72</td>
</tr>
<tr>
<td>MALOGMGT-02</td>
<td>Master of Logistics and Supply Chain Management</td>
<td>MLogMan, MSLCM</td>
<td>60</td>
</tr>
<tr>
<td>MAMANAGE-02</td>
<td>Master of Management</td>
<td>MMgt</td>
<td>60</td>
</tr>
<tr>
<td>MAMACEMS-01</td>
<td>Master of Management (CEMS)</td>
<td>MMgt(CEMS)</td>
<td>72</td>
</tr>
<tr>
<td>MAMARKET-01</td>
<td>Master of Marketing</td>
<td>MMktg</td>
<td>60</td>
</tr>
<tr>
<td>MAPROACC-02</td>
<td>Master of Professional Accounting</td>
<td>MPAcc</td>
<td>96</td>
</tr>
<tr>
<td>MATRAMGT-06</td>
<td>Master of Transport Management</td>
<td>MTM</td>
<td>60</td>
</tr>
<tr>
<td>BPCOMMER-05</td>
<td>Bachelor of Commerce*</td>
<td>BCom</td>
<td>144</td>
</tr>
<tr>
<td>BPCOMLST-01</td>
<td>Bachelor of Commerce (Liberal Studies)*</td>
<td>BCom(Liberal Studies)</td>
<td>192</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study.
^no new intake since 2014

3 Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMART-02</td>
<td>Bachelor of Commerce* and Bachelor of Arts*</td>
<td>BCom/BA</td>
<td>240</td>
</tr>
<tr>
<td>BPCOMLAW-04</td>
<td>Bachelor of Commerce* and Bachelor of Laws^</td>
<td>BCom/LLB</td>
<td>240</td>
</tr>
<tr>
<td>BPCOMSCI-02</td>
<td>Bachelor of Commerce* and Bachelor of Science*</td>
<td>BCom/BSc</td>
<td>240</td>
</tr>
<tr>
<td>BPENGCOM-02</td>
<td>Bachelor of Engineering* and Bachelor of Commerce*</td>
<td>BE/BCom</td>
<td>240</td>
</tr>
<tr>
<td>BPITCCOM-02</td>
<td>Bachelor of Information Technology* and Bachelor of Commerce*</td>
<td>BIT/BCom</td>
<td>240</td>
</tr>
<tr>
<td>MALOMTRM-02</td>
<td>Master of Logistics and Supply Chain Management and Master of Transport Management #</td>
<td>MLogMan/MTM, MSLCM/MTM</td>
<td>96</td>
</tr>
</tbody>
</table>
*may be awarded with honours following a further year of study.

^may be awarded with honours in an integrated program.

# no new intake since 2014

4 Double degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMMES-02</td>
<td>Bachelor of Commerce and Bachelor of Medicine and Bachelor of Surgery*</td>
<td>BCom/MBBS</td>
<td>336</td>
</tr>
<tr>
<td>BPCOMMED-01</td>
<td>Bachelor of Commerce and Doctor of Medicine</td>
<td>BCom/MD</td>
<td>336</td>
</tr>
</tbody>
</table>

*no new intake since 2013

5 Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNBUSADM-02</td>
<td>Graduate Diploma in Business Administration</td>
<td>GradDipBA</td>
<td>48</td>
</tr>
<tr>
<td>GNCOMMER-02</td>
<td>Graduate Diploma in Commerce</td>
<td>GradDipCom</td>
<td>48</td>
</tr>
<tr>
<td>GNHRMIRE-01</td>
<td>Graduate Diploma in Human Resource Management and Industrial Relations</td>
<td>GradDipHRM&amp;IR</td>
<td>36</td>
</tr>
<tr>
<td>GNLGMGMT-01</td>
<td>Graduate Diploma in Logistics and Supply Chain Management</td>
<td>GradDipLogMan</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GradDipLSCM</td>
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</tr>
<tr>
<td>GNMARKET-01</td>
<td>Graduate Diploma in Marketing</td>
<td>GradDipMktg</td>
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<tr>
<td>GNPROACC-01</td>
<td>Graduate Diploma in Professional Accounting</td>
<td>GradDipPAcc</td>
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<tr>
<td>GNTRAMGT-05</td>
<td>Graduate Diploma in Transport Management</td>
<td>GradDipTM</td>
<td>36</td>
</tr>
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</table>

6 Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBUSADM-02</td>
<td>Graduate Certificate in Business Administration (exit point only)</td>
<td>GradCertBA</td>
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<tr>
<td>GCCOMMER-01</td>
<td>Graduate Certificate in Commerce</td>
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<tr>
<td>GCHRMIRED-01</td>
<td>Graduate Certificate in Human Resource Management and Industrial Relations</td>
<td>GradCertHRM&amp;IR</td>
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<tr>
<td>GCINNENT-01</td>
<td>Graduate Certificate in Innovation and Enterprise</td>
<td>GradCertInn&amp;Ent</td>
<td>24</td>
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<tr>
<td>GCINTBUS-01</td>
<td>Graduate Certificate in International Business (exit point only)</td>
<td>GradCertIntBus</td>
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<tr>
<td>GCLOGGMT-01</td>
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<td></td>
<td>GradCertLSCM</td>
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<tr>
<td>GCMANAGE-02</td>
<td>Graduate Certificate in Management (exit point only)</td>
<td>GradCertMgt</td>
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<tr>
<td>GCMARKET-02</td>
<td>Graduate Certificate in Marketing</td>
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<tr>
<td>GCProACC-01</td>
<td>Graduate Certificate in Professional Accounting (exit point only)</td>
<td>GradCertPAcc</td>
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<tr>
<td>GCTRAMGT-02</td>
<td>Graduate Certificate in Transport Management</td>
<td>GradCertTM</td>
<td>24</td>
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</tbody>
</table>
Master of Logistics and Supply Chain Management
Graduate Diploma in Logistics and Supply Chain Management
Graduate Certificate in Logistics and Supply Chain Management

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 2000 (the 'Coursework Rule'), the Resolutions of the University of Sydney Business School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
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<tbody>
<tr>
<td>MALOGMGT-02</td>
<td>Master of Logistics and Supply Chain Management</td>
</tr>
<tr>
<td>GNLOGMGT-04</td>
<td>Graduate Diploma in Logistics and Supply Chain Management</td>
</tr>
<tr>
<td>GCLOGMGT-04</td>
<td>Graduate Certificate in Logistics and Supply Chain Management</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 Policy.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
   (a) the Master of Logistics and Supply Chain Management
   (b) the Graduate Diploma in Logistics and Supply Chain Management
   (c) the Graduate Certificate in Logistics and Supply Chain Management
(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.

5 Admission to candidature
(1) Available places will be offered to qualified applicants ranked on merit in accordance with the following criteria:
   (a) Master of Logistics and Supply Chain Management
      (i) an Australian Qualifications Framework Level 8 or higher qualification in any discipline with a minimum credit average (or equivalent) at an institution approved by the Business School; or
      (ii) an Australian Qualifications Framework level 7 qualification in a cognate discipline, as defined by the Business School, with a minimum credit average (or equivalent) at an institution approved by the Business School; or
      (iii) an Australian Qualifications Framework Level 7 or higher qualification in a non-cognate discipline with a minimum credit average (or equivalent) at an institution approved by the Business School and a minimum of three years relevant work experience; and
      (iv) satisfaction of the English language requirements; and
      (v) any other minimum standards specified by the Business School.
   (b) Graduate Diploma in Logistics and Supply Chain Management
      (i) an Australian Qualifications Framework Level 7 or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School; or
      (ii) equivalent professional work experience of no less than three years in a relevant field, as defined by the Business School;
      (iii) satisfaction of the English language requirements; and
      (iv) any other minimum standards specified by the Business School.
   (c) Graduate Certificate in Logistics and Supply Chain Management
      (i) an Australian Qualifications Framework Level 7 or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School; or
      (ii) equivalent professional work experience of no less than three years in a relevant field, as defined by the Business School;
      (iii) satisfaction of the English language requirements; and
      (iv) any other minimum standards specified by the Business School.
(2) In exceptional circumstances the Business School may admit applicants without these qualifications who, in the opinion of the Business School, 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 Table of postgraduate units of study: Logistics and Supply Chain Management.
(2) To qualify for the award of the Master of Logistics and Supply Chain Management a candidate must complete 60 credit points, comprising:
(a) 42 credit points of core units of study; and
(b) 18 credit points of elective units of study.
(3) To qualify for the award of the Graduate Diploma in Logistics and Supply Chain Management a candidate must complete 36 credit points, comprising:
(a) 24 credit points of core units of study; and
(b) 12 credit points of elective units of study.
(4) To qualify for the award of the Graduate Certificate in Logistics and Supply Chain Management a candidate must complete 24 credit points of core units of study.

7 Recognition of prior learning
(1) Waivers may be granted or the volume of learning may be reduced in recognition of prior learning.
(2) Candidates for the Master of Logistics and Supply Chain Management may be eligible for a reduction in the volume of learning of up to 30 credit points for relevant postgraduate studies where no award has been, or will be made.
(3) Candidates for the Graduate Diploma in Logistics and Supply Chain Management may be eligible for a reduction in the volume of learning of up to 18 credit points for relevant postgraduate studies where no award has been, or will be made.
(4) Candidates for the Graduate Certificate in Logistics and Supply Chain Management may be eligible for a reduction in the volume of learning of up to 12 credit points for relevant postgraduate studies where no award has been, or will be made.
(5) Notwithstanding any reduction in the volume of learning granted on the basis of work completed or prior learning, in order to qualify for an award a student must complete at least 50 per cent of the requirements prescribed for the award course at the University of Sydney.

8 Course transfer
(1) A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Business School, and provided the requirements of the shorter award have been met.
(2) A candidate for the graduate certificate or graduate diploma may elect to upgrade to the master's degree with full recognition of prior learning upon completion of a minimum of 24 credit points and graded at a standard acceptable to the Business School.

9 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2015 2016.
(2) Candidates who commenced prior to 1 January, 2015 2016 must complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020 2021. The Business School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Master of Logistics and Supply Chain Management and Master of Transport Management
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 2000 (the 'Coursework Rule'), the Resolutions of the University of Sydney Business School, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
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<tbody>
<tr>
<td>MALOMTRM-02</td>
<td>Master of Logistics and Supply Chain Management and Master of Transport Management</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 degrees in these resolutions are professional master's course, as defined by the Coursework Policy.

4 Admission to candidature
(1) Available places will be offered to qualified applicants ranked on merit in accordance with the following criteria:
(a) an Australian Qualifications Framework Level 7 or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School;
(b) satisfaction of the English language requirements; and
(c) any other minimum standards specified by the Business School.
(2) In exceptional circumstances the Business School may admit applicants without these qualifications who, in the opinion of the Business School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

5 Requirements for award
(1) The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Transport Management and Logistics and Supply Chain Management.
(2) To qualify for the award of the Master of Logistics and Supply Chain Management and Master of Transport Management program a candidate must complete 96 credit points, comprising:
(a) 66 credit points of core units of study; and
(b) 30 credit points of elective units of study.

6 Recognition of prior learning
(1) Waivers may be granted or the volume of learning may be reduced in recognition of prior learning.
(2) Candidates may be eligible for a reduction in the volume of learning of up to 48 credit points for relevant postgraduate studies where no award has been, or will be made.

7 Course transfer
A candidate may abandon the combined program and elect to complete either the Master of Logistics and Supply Chain Management or the Master of Transport Management in accordance with the resolutions governing that degree.

8 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2014–2016.
(2) Candidates who commenced prior to 1 January, 2014–2016 must complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2019–2021. The Business School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
11.2.1.2 Faculty of Engineering and Information Technologies: Master of Data Science, Graduate Certificate in Data Science

Resolutions of the Senate

1. Degrees, diplomas and certificates of the Faculty of Engineering and Information Technologies

(1) With the exception of the Doctor of Engineering 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 Engineering and Information Technologies. The Doctor of Engineering and the Doctor of Philosophy are provided and conferred according to the rules specified by Senate and the Academic Board.

(2) This list is amended with effect from 1 January, 2016. 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 &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
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<td>DEng</td>
<td>Published work</td>
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<tr>
<td>RPPHDENG</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
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<tr>
<td>RMPHLENG</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
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<td></td>
<td>Master of Data Science</td>
<td>MDS</td>
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<tr>
<td>MAENGINE</td>
<td>Master of Engineering</td>
<td>ME</td>
<td>72</td>
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<tr>
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<td>Master of Information Technology</td>
<td>MIT</td>
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<td>MAINFTMG</td>
<td>Master of Information Technology Management</td>
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<tr>
<td></td>
<td>Master of Health Technology Innovation</td>
<td>MHTI</td>
<td>96</td>
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<tr>
<td>MAPROFEN</td>
<td>Master of Professional Engineering</td>
<td>MPE(Aerospace)</td>
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<td></td>
<td>Biomedical Engineering</td>
<td>MPE(Biomedical)</td>
<td>144</td>
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<tr>
<td></td>
<td>Chemical and Biomolecular Engineering</td>
<td>MPE(Chemical &amp; Biomolecular)</td>
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<td></td>
<td>Civil Engineering</td>
<td>MPE(Civil)</td>
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<td>Electrical Engineering</td>
<td>MPE(Electrical)</td>
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<tr>
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<td>Fluids Engineering</td>
<td>MPE(Fluids)</td>
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<td>Geomechanical Engineering</td>
<td>MPE(Geo)</td>
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<tr>
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<td>Mechanical Engineering</td>
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<td>Power Engineering</td>
<td>MPE(Power)</td>
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<td>Software Engineering</td>
<td>MPE(Software)</td>
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<tr>
<td></td>
<td>Structural Engineering</td>
<td>MPE(Structural)</td>
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<tr>
<td></td>
<td>Telecommunications Engineering</td>
<td>MPE(Telecoms)</td>
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<tr>
<td>MAPRJMG</td>
<td>Master of Project Management</td>
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<tr>
<td>MAPRJLEA</td>
<td>Master of Project Leadership</td>
<td>MPL</td>
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</table>

*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>
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<th>Code</th>
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<th>Credit points</th>
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<td>BPENGART-01</td>
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<td>BPENGCOM-</td>
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<td>BE/BCom</td>
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<tr>
<td>Code</td>
<td>Course title &amp; stream</td>
<td>Abbreviation</td>
<td>Credit points</td>
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<tr>
<td>BPENGDAR-01</td>
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<tr>
<td>BUENGLAW-01</td>
<td>Bachelor of Engineering^/Bachelor of Laws^</td>
<td>BE/LLB</td>
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<tr>
<td>BPENGMSC-01</td>
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<td>BE/BMedSci</td>
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<td>BPENGSCI-01</td>
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<tr>
<td>BHENGART-01</td>
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<td>BEHons/BA</td>
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<td>BEHons/BCom</td>
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<tr>
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<td>Bachelor of Engineering Honours/Bachelor of Design in Architecture</td>
<td>BEHons/BDesArch</td>
<td>240</td>
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<tr>
<td>BHENGLAW-01</td>
<td>Bachelor of Engineering Honours/Bachelor of Laws</td>
<td>BEHons/LLB</td>
<td>288</td>
</tr>
<tr>
<td>BHENGMSC-01</td>
<td>Bachelor of Engineering Honours/Bachelor of Medical Science</td>
<td>BEHons/BMedSci</td>
<td>240</td>
</tr>
<tr>
<td>BHENGSCI-01</td>
<td>Bachelor of Engineering Honours/Bachelor of Science</td>
<td>BEHons/BSc</td>
<td>240</td>
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<tr>
<td>BPITCART-01</td>
<td>Bachelor of Information Technology^/Bachelor of Arts*</td>
<td>BIT/BA</td>
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<tr>
<td>BPITCCOM-01</td>
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<td>BIT/BCom</td>
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<tr>
<td>BPITCLAW-01</td>
<td>Bachelor of Information Technology^/Bachelor of Laws^</td>
<td>BIT/LLB</td>
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</tr>
<tr>
<td>BPITCMSC-01</td>
<td>Bachelor of Information Technology^/Bachelor of Medical Science*</td>
<td>BIT/BMedSc</td>
<td>240</td>
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<tr>
<td>BPITCSCI-01</td>
<td>Bachelor of Information Technology^/Bachelor of Science*</td>
<td>BIT/BSc</td>
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<tr>
<td>BPENPGPRM-01</td>
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</table>

### 4. Graduate diplomas

<table>
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<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
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<th>Credit points</th>
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<tbody>
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<td>GNCOMPUT-02</td>
<td>Graduate Diploma in Computing</td>
<td>GradDipComp</td>
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<tr>
<td>GENGINE-01</td>
<td>Graduate Diploma in Engineering</td>
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<td>GENGINEPROF-01</td>
<td>Graduate Diploma in Engineering (Professional Engineering)</td>
<td>GradDipEng (ProfEng)</td>
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<tr>
<td>GNINFTEC-02</td>
<td>Graduate Diploma in Information Technology</td>
<td>GradDipIT</td>
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</tr>
<tr>
<td>GINFTEMC-02</td>
<td>Graduate Diploma in Information Technology Management</td>
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</tr>
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<td>GQPRJMGMT-01</td>
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<td>GradDipPL</td>
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<tr>
<td>GQPRJHTI-01</td>
<td>Graduate Diploma in Health Technology Innovation</td>
<td>GradDipHTI</td>
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### 5. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
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<th>Credit points</th>
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<tbody>
<tr>
<td>GCENGIN-01</td>
<td>Graduate Certificate in Engineering</td>
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<td>GICEINFTEC-02</td>
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6. Undergraduate diplomas

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<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCINFTMG-02</td>
<td>Graduate Certificate in Information Technology Management</td>
<td>GradCertITM</td>
<td>24</td>
</tr>
<tr>
<td>GCPVRJMG-01</td>
<td>Graduate Certificate in Project Management</td>
<td>GradCertPM</td>
<td>24</td>
</tr>
<tr>
<td>GCPRJLEA-01</td>
<td>Graduate Certificate in Project Leadership</td>
<td>GradCertPL</td>
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</table>

<table>
<thead>
<tr>
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<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCSTECN</td>
<td>Bachelor of Computer Science and Technology*</td>
<td>BCST(Computer Science)</td>
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<tr>
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<td>Computer Science</td>
<td>BCST(Computer Science)</td>
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<tr>
<td></td>
<td>Information Systems</td>
<td>BCST(Information Systems)</td>
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<td>BPCSTECN</td>
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<td></td>
<td>Information Systems</td>
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<td>BUENGINE</td>
<td>Bachelor of Engineering^</td>
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<tr>
<td></td>
<td>Aeronautical Engineering</td>
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<tr>
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<td>Aeronautical Engineering (Space)</td>
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<td>Biomedical Engineering</td>
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<td></td>
<td>Chemical and Biomolecular Engineering</td>
<td>BE(Chemical &amp; Biomolecular)</td>
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<td>Civil Engineering</td>
<td>BE(Civil)</td>
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<td>Civil Engineering (Construction Management)</td>
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<td>Civil Engineering (Structures)</td>
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<td></td>
<td>Electrical Engineering</td>
<td>BE(Electrical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Electrical Engineering (Computer)</td>
<td>BE(Electrical)(Computer)</td>
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</tr>
<tr>
<td></td>
<td>Electrical Engineering (Power Engineering)</td>
<td>BE(Electrical)(Power)</td>
<td>192</td>
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<tr>
<td></td>
<td>Electrical Engineering (Telecommunications)</td>
<td>BE(Electrical)(Telecommunications)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering</td>
<td>BE(Mechanical)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineering (Space)</td>
<td>BE(Mechanical)(Space)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Mechatronic Engineering</td>
<td>BE(Mechatronic)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Mechatronic Engineering (Space)</td>
<td>BE(Mechatronic)(Space)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Engineering and Management (Civil)</td>
<td>BE(Project Eng &amp; Mngt)(Civil)</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Software Engineering</td>
<td>BE(Software)</td>
<td>192</td>
</tr>
<tr>
<td>BHENGINE</td>
<td>Bachelor of Engineering Honours</td>
<td>BEHons(Aeronautical)</td>
<td>192</td>
</tr>
</tbody>
</table>

Aeronautical Engineering
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Degree Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aeronautical Engineering (Space)</td>
<td>BEHons(Aeronautical)(Space)</td>
<td>192</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
<td>BEHons(Biomedical)</td>
<td>192</td>
</tr>
<tr>
<td>Chemical and Biomolecular Engineering</td>
<td>BEHons(Chemical and Biomolecular)</td>
<td>192</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>BEHons(Civil)</td>
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</tr>
<tr>
<td>Civil Engineering (Construction Management)</td>
<td>BEHons(Civil)(Construction Management)</td>
<td>192</td>
</tr>
<tr>
<td>Civil Engineering (Environmental)</td>
<td>BEHons(Civil)(Environmental)</td>
<td>192</td>
</tr>
<tr>
<td>Civil Engineering (Geotechnical)</td>
<td>BEHons(Civil)(Geotechnical)</td>
<td>192</td>
</tr>
<tr>
<td>Civil Engineering (Structures)</td>
<td>BEHons(Civil)(Structures)</td>
<td>192</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>BEHons(Electrical)</td>
<td>192</td>
</tr>
<tr>
<td>Electrical Engineering (Computer)</td>
<td>BEHons(Electrical)(Computer)</td>
<td>192</td>
</tr>
<tr>
<td>Electrical Engineering (Power Engineering)</td>
<td>BEHons(Electrical)(Power)</td>
<td>192</td>
</tr>
<tr>
<td>Electrical Engineering (Telecommunications)</td>
<td>BEHons(Electrical)(Telecommunications)</td>
<td>192</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>BEHons(Mechanical)</td>
<td>192</td>
</tr>
<tr>
<td>Mechanical Engineering (Space)</td>
<td>BEHons(Mechanical)(Space)</td>
<td>192</td>
</tr>
<tr>
<td>Mechatronic Engineering</td>
<td>BEHons(Mechatronic)</td>
<td>192</td>
</tr>
<tr>
<td>Mechatronic Engineering (Space)</td>
<td>BEHons(Mechatronic)(Space)</td>
<td>192</td>
</tr>
<tr>
<td>Project Engineering and Management (Civil)</td>
<td>BEHons(Project Eng &amp; Mngt)(Civil)</td>
<td>192</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>BEHons(Software)</td>
<td>192</td>
</tr>
<tr>
<td>BPENCHBM</td>
<td>Bachelor of Project Management</td>
<td>BPM</td>
</tr>
<tr>
<td>BPPRMCES</td>
<td>Bachelor of Project Management (Civil Engineering Science)</td>
<td>BPM(Civil Engineering Science)</td>
</tr>
<tr>
<td>BPPRMSES</td>
<td>Bachelor of Project Management (Software)</td>
<td>BPM(Software)</td>
</tr>
<tr>
<td>BPPRMBEN</td>
<td>Bachelor of Project Management (Built Environment)</td>
<td>BPM(Built Environment)</td>
</tr>
<tr>
<td>BPINFTEC</td>
<td>Bachelor of Information Technology^ Computer Science</td>
<td>BIT(Computer Science)</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>BIT(Information Systems)</td>
</tr>
</tbody>
</table>
Master of Data Science
Graduate Certificate in Data Science

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions
1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Graduate Certificate in Data Science</td>
</tr>
<tr>
<td>TBD</td>
<td>Master of Data Science</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 an advanced learning master’s course, as defined by the Coursework Rule.

4. Admission to candidature
Definition: A Quantitative discipline includes Data Science, Computer Science, Mathematics, Statistics, Engineering, Physics, Economics, Finance or other disciplines that are deemed Quantitative by the Academic Director. As a guideline, the curriculum of a Quantitative discipline should include a minimum of 12 credit points of mathematics or statistics at the tertiary level.
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.
(2) Admission to the Graduate Certificate of Data Science requires:
(a) A minimum of an AQF level 7 degree in a quantitative discipline, or an AQF level 8 degree in a non-quantitative discipline.
Admission to the Master of Data Science requires:
(a) A minimum of an AQF level 8 equivalent qualification in a Quantitative discipline with at least a credit average;
(b) Other students with a high level of relevant achievement may be admitted provided the Dean is satisfied they have achieved learning outcomes equivalent to a level 8 award in a Quantitative discipline with at least a credit average.
(3) In exceptional circumstances the Dean or nominee 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 course.

5. Requirements for award
(1) The units of study that may be taken for the course/s are set out in Table 1.
(2) To qualify for the award of the Graduate Certificate in Data Science:
(a) Candidates must complete 24 credit points and satisfy the requirements specified in the following clauses.
(b) Candidate must complete the following Core units of study:
(i) COMP5308, STAT5002, COMP9007, COMP9120.
(ii) Exactly one unit of study must start with STAT and three units must start with COMP.
(c) Where the above requirements account for less than the total required credit, candidates will be required to select Core or Data Science Elective units from Table 1 which complement their prior background and qualifications (subject to assessment by the Academic Director) as may be necessary to satisfy the requirements of the degree.
(3) To qualify for the award of the Master in Data Science:
(a) Candidates must complete 48 credit points and satisfy the requirements specified in the following clauses.
(b) Candidate must complete the following units of study:
(i) 24 credit points of Core units of study: COMP5308, STAT5003, COMP5318, COMP5048.
(ii) 12 credit points of Project units.
(iii) a maximum of 12 credit points of Non Data Science Elective units of study, as approved by the Academic Director.
(iv) a minimum of 30 credit points of units of study must start with COMP.
(v) 6 credit points of units of study must start with STAT.
(c) Where the above requirements account for less than the total required credit, candidates will be required to select Core or Data Science Elective units from Table 1 which complement their prior
background and qualifications (subject to assessment by the Academic Director) as may be necessary to satisfy the requirements of the degree.

6. Progression rules
(1) A candidate for the Master of Data Science must complete 24 credit points from Core and Elective units of study before taking Data Science Capstone Project Units. Candidates who do not achieve a credit average may have their eligibility for the Capstone Project subject to review by the Academic Director.
(2) Admission to the Project units of study is subject to availability of supervision and to the approval of the Academic Director.

7. Cross-institutional study
Cross-institutional study is not available in these courses except where the University of Sydney has a formal cooperation agreement with another university.

8. Course transfer
A candidate for the Master of Data Science degree may elect to discontinue study and graduate with the Graduate Certificate in Data Science, with the approval of the Dean, and provided the requirements of the Graduate Certificate have been met.

9. Credit for previous study
Credit for previous study may be granted for the Master of Data Science and the Graduate Certificate in Data Science in accordance with the Faculty Coursework Rules for “Credit for previous study” within the “Resolutions of the Faculty (of Engineering and Information Technologies)”, subject to approval by the Academic Director.
11.2.2.1 Faculty of Architecture, Design and Planning: Faculty Resolutions

Minor Course Amendment Proposal

Faculty: Architecture, Design and Planning

Contact person: A/Prof Wendy Davis, (Associate Dean (Education))

1. Name of award course
   Resolutions of the Faculty of Architecture, Design and Planning for coursework awards.

2. Purpose of proposal
   To amend the Faculty’s late submission policy for students undertaking coursework units of study.

3. Details of amendment
   The proposed amendment of the Resolutions of the Faculty of Architecture, Design and Planning for coursework awards relates to late submission, to take effect immediately, as follows:

   9 Late submission policy
   (1) It is expected that, unless an application for special consideration has been approved, students will submit all assessment for a unit of study on or by the due date specified. If an assessment is submitted or otherwise completed within a period of extension granted by a successful application for special consideration or an assessment adjustment determined by Disability Services, no academic penalty will be applied to that piece of assessment.

   (2) If an extension is 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:

      a. For non-public-presentation-based assessments, work submitted after the deadline will incur a penalty of 5% of total awardable marks for the assessment per calendar day. Work submitted 20 or more days after the deadline will not be assessed and will receive a mark of zero.

      b. For assessments involving public oral and/or visual presentations after the deadline, a penalty of 10% of total awardable marks for the assessment will be imposed per calendar day. Work completed 10 or more days after the deadline will not be assessed and will receive a mark of zero.

      For work submitted after the deadline but up to three calendar days late, a penalty of 35 per cent of the total mark awarded for the assignment will apply.

      b. For work submitted after 3 days and less than one week after the deadline, a penalty of 50 per cent of the total mark awarded for the assignment will apply.

      c. For work submitted more than one week late but less than two weeks after the deadline, a penalty of 55 per cent of the total mark awarded for the assignment will apply.

4. Transitional arrangements
   No transitional arrangements are needed.

5. Other relevant information

6. Signature of Dean
11.2.2.2 Faculty of Arts and Social Sciences: Graduate Diploma in Economics

MINOR COURSE AMENDMENT PROPOSAL

FACULTY/BOARD OF STUDIES: FACULTY OF ARTS AND SOCIAL SCIENCES

Contact Person: Dr Pablo Guillen Alvarez
Date: 10 April 2015

1. Name of award course
   Graduate Diploma in Economics

2. Purpose of proposal
   To amend the Course Resolutions for the Graduate Diploma in Economics to: provide entry for potential students who obtained a WAM of 50 in the Graduate Certificate in Economics.

3. Details of amendment
   Graduate Diploma in Economics
   Section 5, titled 'Admission to Candidature

   5) Admission to Candidature

   (3) (b) completion of the requirements for the embedded Graduate Certificate with a minimum credit pass (65 percent), or an equivalent qualification.

4. Transitional arrangements
   No students currently enrolled in the degree will be affected. Students enrolled in the Graduate Certificate in Economics will be able to upgrade to the Graduate Diploma in Economics with a minimum pass once the changes are approved.

5. Other relevant information

6. Signature of Dean
11.2.2.3(1) Faculty of Engineering and Information Technologies: Master of Professional Engineering (Chemical and Biomolecular)

Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies
Contact person: Glenys Eddy xt 18556; Dr John Kavanagh xt 69642

1. **Name of award course**
   Master of Professional Engineering (Chemical and Biomolecular)

2. **Purpose of proposal**
   It is proposed to replace the core unit of study ENGG5011 Engineering Foundation Studies A with the new unit of study CHNG9000 Chemical Engineering for Scientists in Year 1 of the Master of Professional Engineering (Chemical and Biomolecular). This unit replacement serves as a means of addressing a recommendation made by the Institution of Chemical Engineers (IChemE) during the five-yearly Accreditation visit that took place in August 2014. It was recommended that the program contain both core Chemical Engineering content and communication skills content. This new unit serves to fulfill both of these requirements.

3. **Details of amendment**
   Please refer to the degree table of the Master of Professional Engineering (Chemical and Biomolecular) reproduced in Appendix 1. This outlines the replacement of the core unit ENGG5011 with CHNG9000 in Year 1 of the degree.

4. **Transitional arrangements**
   This amendment applies to students who commenced their candidature after 1 January, 2016.

5. **Other relevant information**
   N/A

6. **Signature of Dean**
## Appendix 1:
### Master of Professional Engineering (Chemical and Biomolecular) Unit of Study Table

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Professional Engineering (Chemical and Biomolecular)</strong></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 in this specialisation, a candidate must complete 144 credit points, including core and elective units of study as listed below.</td>
<td></td>
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</tr>
<tr>
<td>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.</td>
<td></td>
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<tr>
<td><strong>Core units</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 Foundation units.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year One - Semester One</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG9201 Conservation and Transport Processes</td>
<td>6</td>
<td>A Calculus, Computations (Matlab, Excel), Mass and Energy Balances.</td>
<td>N CHNG5701 OR CHNG2801</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9202 Applied Maths for Chemical Engineers</td>
<td>6</td>
<td>A Enrolment in this unit of study assumes that first year undergraduate core maths, science and engineering UoS (or their equivalent) have been successfully completed.</td>
<td>N CHNG2802 OR CHNG5702</td>
<td></td>
<td>School permission required.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CHNG9203 Energy and Fluid Systems</td>
<td>6</td>
<td>A Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL. Ability to read widely outside of the technical literature, and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on qualitative and quantitative information.</td>
<td>N CHNG2803 OR CHNG5703</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5011 Foundation Engineering Studies A</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 - Semester 2 Summer Main</td>
</tr>
<tr>
<td>CHNG9000 Chemical Engineering for Scientists</td>
<td>6</td>
<td>A University Level Mathematics, calculus, linear algebra and statistics</td>
<td></td>
<td></td>
<td></td>
<td>Semester 1 - Semester 2</td>
</tr>
<tr>
<td><strong>Year One - Semester Two</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG9103 Material &amp; Energy Transformations Intro</td>
<td>6</td>
<td>N CHNG1103</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9204 Chemical &amp; Biological Systems Behaviour</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector calculus) and linear algebra, and carry out computations with MATLAB and MS EXCEL.</td>
<td>N CHNG2804 OR CHNG5704</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CHNG9206 Materials Purification and Recovery</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve real chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use mathematics of calculus (including vector</td>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>ECTS</td>
<td>Co-requirements</td>
<td>Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------</td>
<td>------</td>
<td>--------------------------------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHNG9304</td>
<td>Biochemical Engineering</td>
<td>6</td>
<td>N: CHNG3804 OR CHNG5804</td>
<td>Semester 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Calculus and linear algebra, and carry out computations with MATLAB and MS EXCEL. Ability to read widely outside of the technical literature, and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on qualitative and quantitative information.

NCHNG2806 OR CHNG5706
Minor Course Amendment Proposal

Faculty: Engineering & IT

Contact person: Professor Lynn Crawford, extension 69110; Glenys Eddy, extension 18556

1. Name of award course:
   Master of Project Management

2. Purpose of proposal
   To amend the course resolutions of the Master of Project Management to revise the majors offered as part of the degree.

   Currently the majors offered in the MPM are:
   • Behavioural Project Economics
   • Risk Dynamics and Resilience
   • International Project Design
   • Portfolio and Concurrency Management
   (Details of unit requirements in Appendix A)

   Proposed replacement major list:
   • Portfolio and Program
   • Global
   • Strategic Change Implementation
   • Organisational Project Management
   • Risk and Control
   • Sustainability
   (Details of unit requirements in Appendix A)

   The new major names more accurately reflect the content of the units comprising the major.

   Consultation with both industry professionals and students indicates that the new majors are more comprehensible and attractive to students and industry. More than twenty industry professionals taking part in an international workshop were asked for comments on the majors and they indicated a strong preference for the proposed set of new majors.

   A focus group of current MPM students was also convened. Their view was that the proposed new names of the majors clearly indicate the added value of the majors and would be attractive to employers. The new names are “the right language for industry”. The students stressed the importance of the relevant keywords in their specialisations to their own employment and industry success.

3. Details of amendment
   The amended Master of Project Management course resolutions are attached as Appendix A. The amended Master of Project Management Handbook table is attached as Appendix B.

4. Transitional arrangements
   The change will apply to students who commenced their candidature after 1 January 2016 and students who commenced their candidature after 1 January 2015 and prior to 1 January 2016 who elect to proceed under the current major structure. Students who commenced their candidature prior to 1 January 2015 will not be affected and will continue to be offered the pre-2015 MPM specializations.

5. Other relevant information

6. Signature of Dean or Delegate
Appendix A: Project Management Course Resolutions

Graduate Certificate in Project Management
Graduate Diploma in Project Management
Master of Project Management

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 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions
1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCPRJMGT-01</td>
<td>Graduate Certificate in Project Management</td>
</tr>
<tr>
<td>GNPRJMGT-01</td>
<td>Graduate Diploma in Project Management</td>
</tr>
<tr>
<td>MAPRJMGT-01</td>
<td>Master of Project Management</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 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) the Graduate Certificate in Project Management
(b) the Graduate Diploma in Project Management
(c) the Master of Project Management

(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.

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 the Graduate Certificate in Project Management requires:
(a) a bachelor's degree from the University of Sydney or equivalent qualification; or
(b) relevant industry experience and certifications.
(3) Admission to the Graduate Diploma in Project Management requires:
(a) a bachelor's degree from the University of Sydney or equivalent qualification; or
(b) completion of the embedded graduate certificate with a minimum credit average.
(4) Admission to the Master of Project Management requires:
(a) a bachelor’s degree from the University of Sydney or equivalent qualification with a minimum credit average in a relevant discipline; or
(b) a bachelor’s degree with Honours from the University of Sydney or equivalent qualification in an unrelated discipline; or
(c) a combination of a bachelor’s degree from the University of Sydney or equivalent qualification and relevant industry experience and certifications; or
(d) completion of the embedded graduate diploma with a minimum credit average
(5) 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 are required for the courses are set out in the table of units of study: Graduate Certificate in Project Management / Graduate Diploma of Project Management / Master of Project Management.
(2) To qualify for the award of the Graduate Certificate in Project Management a candidate must complete 24 credit points, comprising the 4 core Project Management Foundation units of study.
(3) To qualify for the award of the Graduate Diploma in Project Management a candidate must complete 48 credit points, including:
   (a) the 24 credit points of core Project Management Foundation units of study;
   (b) PMGT5871 and PMGT5872;
   (b) and 12 credit points of Project Management Competency or Elective units.
(4) To qualify for the award of the Master of Project Management, a candidate must complete 72 credit points, including:
(a) 24 credit points of core Project Management foundation units of study;
(b) 24 credit points of core Project Management competency units of study;
(c) 12 credit points of research / capstone units of study; and
(d) 12 credit points of elective units of study.
(e) If a reduction in the volume of learning of 24 credit points is given, the candidate must complete a minimum of 24 credit points of core Project Management competency units of study, 12 credit points of research / capstone units of study, and 12 credit points of elective units of study.
(f) Candidates may complete a major in one of the areas listed below.

7 Majors
(1) Completion of a major is not a requirement of the Master of Project Management. A major requires the completion of 12 credit points from units of study listed in the table for that major.

The majors available are:
(a) International Project Design
(b) Behavioural Project Economics
(c) Risk Dynamics and Resilience
(d) Portfolio and Concurrency Management
(a) Portfolio and Program
(b) Global
(c) Strategic Change Implementation
(d) Organisational Project Management
(e) Risk and Control
(f) Sustainability

8 Cross-institutional study
Cross-institutional study is not available in these courses except where the University of Sydney has a formal cooperation agreement with another university.

9 Satisfactory progress
Progression is subject to the Coursework Rule. A candidate who has failed to meet these progression rules will be transferred to either the Graduate Diploma or the Graduate Certificate in Project Management, depending on the credit points successfully completed.

10 Course transfer
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 Director of the Faculty of Engineering and Information Technologies Graduate School, and provided the requirements of the shorter award have been met.

11 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.
Appendix B:  
Master of Project Management Handbook Degree Table

<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>Master of Project Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To qualify for the award of the Master of Project Management a candidate must complete 72 credit points including:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) 24 credit points of Project Management Core Foundation units of study;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) 24 credit points of Project Management Core Competency units of study;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) 12 credit points of Research/Capstone units of study; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) 12 credit points of Elective units of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) If a reduction in the volume of learning of 24 credit points is given, the candidate must complete a minimum of 24 credit points of core Project Management competency units of study, 12 credit points of research/capstone units of study, and 12 credit points of elective units of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Candidates may complete a major in one of the areas listed below.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of a major is not a requirement of the Master of Project Management. A major requires the completion of 12 credit points from the units of study listed in the table for that major. The majors available are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Behavioural Project Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) International Project Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Risk Dynamics and Resilience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Portfolio and Concurrency Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Portfolio and Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Global</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Strategic Change Implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Organisational Project Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Risk and Control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Sustainability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To qualify for the award of the Graduate Diploma in Project Management a candidate must complete 48 credit points, including:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) the 24 credit points of Project Management Core Foundation units of study;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) PMGT5871 and PMGT5872;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) and 12 credit points of Project Management Core Competency or Elective units of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To qualify for the award of the Graduate Certificate in Project Management a candidate must complete 24 credit points, comprising the four Project Management Core Foundation units of study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Management Core Foundation units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGGS205 Professional Practice in PM</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>Semester 1 Semester 2</td>
</tr>
<tr>
<td>ENGG5811 Critical and Systems Thinking</td>
<td>6</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>ENGG5820 Applied Project Management</td>
<td>6</td>
<td></td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>PMGT6867 Quantitative Methods: Project Management</td>
<td>6</td>
<td>A Expect the basic understanding of the organisational context of projects and limited experience of working in a project team. Also, familiarity of different quantitative methods applied in the context of different project environments.</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>Project Management Core Competency units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PMGT5871 Project Process Planning and Control</td>
<td>6</td>
<td></td>
<td>Intensive December Intensive July Semester 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester 1</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>PMGT5872</td>
<td>People and Leadership</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT5873</td>
<td>Project Economics and Finance</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT5891</td>
<td>Project Risk Management</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT5875</td>
<td>Project Innovation Management</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT5876</td>
<td>Strategic Delivery of Change</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT5877</td>
<td>Management of Project Organisations</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT5879</td>
<td>Strategic Portfolio &amp; Program Management</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT5886</td>
<td>System Dynamics Modelling for PM</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT5887</td>
<td>Computer Applications in PM</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT5888</td>
<td>Global Project Management</td>
<td>6</td>
<td>Intensive</td>
</tr>
<tr>
<td>PMGT5889</td>
<td>Integrated Cost and Scheduling Control</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>PMGT5895</td>
<td>Contracts Management</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

Project Management Electives

Electives may be taken in Semester 1 or Semester 2.

Master of Project Management candidates may choose the following Project Leadership units as Electives if they meet the requirement of 5 years' relevant industry experience. Special permission is required for enrolment - you will be asked to provide a CV.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5896</td>
<td>Sustainability &amp; Intelligence in P. M.</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>PMGT5897</td>
<td>Disaster Project Management</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>PMGT5898</td>
<td>Complex Project</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment
Leadership

**Research and Capstone units**
All Master of Project Management candidates must complete a Capstone (12 credit points), Thesis (12 credit points), or Dissertation option (24 credit points), comprising those units listed under the relevant heading below.

**Capstone units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5812</td>
<td>Critical Project Capability Assessment</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT5850</td>
<td>Project Management Capstone Project</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Thesis units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5883</td>
<td>Project Management Thesis A</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

  *Note: Department permission required for enrolment*
  It is expected that the project will be conducted over two consecutive semesters although the two 6 credit point units PMGT5883 & PMGT5884 may be undertaken concurrently. Students must have a 75% average WAM and approval from the Program Director to be eligible to enrol in this unit. Students considering this option should discuss it with the Thesis coordinator at least one semester before they intend to start.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5884</td>
<td>Project Management Thesis B</td>
<td>6</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

  *Note: Department permission required for enrolment*
  It is expected that the project will be conducted over two consecutive semesters although the two 6 credit point units PMGT5883 & PMGT5884 may be undertaken concurrently. Students must have a 75% average WAM and approval from the Program Director to be eligible to enrol in this unit. Students considering this option should discuss it with the Thesis coordinator at least one semester before they intend to start.

**Dissertation units**
Enrolment in the Dissertation option is with permission only. If undertaking this option, replace 12 credit points of Elective units with Dissertation units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5851</td>
<td>Project Management Dissertation A</td>
<td>12</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

  *Note: Department permission required for enrolment*
  
  ENGG5205 AND ENGG5811 AND PMGT6867 AND ENGG5820.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5852</td>
<td>Project Management Dissertation B</td>
<td>12</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

  *Note: Department permission required for enrolment*
  
  ENGG5205 AND ENGG5811 AND PMGT6867 AND ENGG5820.

**Master of Project Management majors**
Select 6 credit points of Major Core units and 6 credit points of Major Elective units listed in the table for the relevant major.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5886</td>
<td>System Dynamics Modelling for PM</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>PMGT5887</td>
<td></td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Points</td>
<td>Terms</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>---------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>PMGT5889</td>
<td>Integrated Cost and Scheduling Control</td>
<td>6</td>
<td>Semester-1 Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5895</td>
<td>Contracts Management</td>
<td>6</td>
<td>Semester-1 Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5876</td>
<td>Strategic Delivery of Change</td>
<td>6</td>
<td>Semester-1 Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5877</td>
<td>Management of Project Organisations</td>
<td>6</td>
<td>Semester-1 Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5886</td>
<td>Global Project Management</td>
<td>6</td>
<td>Intensive January Semester-1 Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5886</td>
<td>Sustainability &amp; Intelligence in P. M.</td>
<td>6</td>
<td>Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5875</td>
<td>Project Innovation Management</td>
<td>6</td>
<td>Semester-1 Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5879</td>
<td>Strategic Portfolio &amp; Program Management</td>
<td>6</td>
<td>Semester-1 Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5895</td>
<td>Contracts Management</td>
<td>6</td>
<td>Semester-1 Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5898</td>
<td>Complex Project Leadership</td>
<td>6</td>
<td>Semester-1</td>
<td></td>
</tr>
<tr>
<td>PMGT5877</td>
<td>System Dynamics Modelling for PM</td>
<td>6</td>
<td>Semester-2</td>
<td></td>
</tr>
<tr>
<td>PMGT5897</td>
<td>Disaster Project Management</td>
<td>6</td>
<td>Semester-2</td>
<td></td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5879</td>
<td>Strategic Portfolio &amp; Program Management</td>
<td>6</td>
</tr>
</tbody>
</table>

**Major Elective units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5875</td>
<td>Project Innovation Management</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5876</td>
<td>Strategic Delivery of Change</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5877</td>
<td>Management of Project Organisations</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5898</td>
<td>Complex Project Leadership</td>
<td>6</td>
</tr>
</tbody>
</table>

**Global**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5888</td>
<td>Global Project Management</td>
<td>6</td>
</tr>
</tbody>
</table>

**Major Elective units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5876</td>
<td>Strategic Delivery of Change</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5877</td>
<td>Management of Project Organisations</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5879</td>
<td>Strategic Portfolio &amp; Program Management</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5898</td>
<td>Complex Project Leadership</td>
<td>6</td>
</tr>
</tbody>
</table>

**Strategic Change Implementation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5876</td>
<td>Strategic Delivery of Change</td>
<td>6</td>
</tr>
</tbody>
</table>

**Major Elective units**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5875</td>
<td>Project Innovation Management</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5877</td>
<td>Management of Project Organisations</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5879</td>
<td>Strategic Portfolio &amp; Program Management</td>
<td>6</td>
</tr>
</tbody>
</table>

25 March 2015
<table>
<thead>
<tr>
<th>Program Management</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5898 Complex Project Leadership</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### Organisational Project Management

#### Major Core unit

- PMGT5877 Management of Project Organisations | 6  |

#### Major Elective units

- PMGT5875 Project Innovation Management | 6  |
- PMGT5876 Strategic Delivery of Change | 6  |
- PMGT5879 Strategic Portfolio & Program Management | 6  |
- PMGT5898 Complex Project Leadership | 6  |

### Risk and Control

#### Major Core unit

- PMGT5889 Integrated Cost and Scheduling Control | 6  |

#### Major Elective units

- PMGT5895 Contracts Management | 6  |
- PMGT5897 Disaster Project Management | 6  |
- PMGT5887 Computer Applications in PM | 6  |
- PMGT5886 System Dynamics Modelling for PM | 6  |

### Sustainability

#### Major Core unit

- PMGT5896 Sustainability & Intelligence in P. M. | 6  |

#### Major Elective units

- PMGT5875 Project Innovation | 6  |
<table>
<thead>
<tr>
<th>Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PMGT5876 Strategic Delivery of Change</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5877 Management of Project Organisations</td>
<td>6</td>
</tr>
<tr>
<td>PMGT5879 Strategic Portfolio &amp; Program Management</td>
<td>6</td>
</tr>
</tbody>
</table>
11.2.2.4 Faculty of Law: Juris Doctor

Minor Course Amendment Proposal

Faculty: Law

Contact person: Dr Wayne Courtney, Associate Dean Professional Law Programs

1. Name of award course

Juris Doctor (JD)

2. Purpose of proposal

To amend the course resolutions for the Juris Doctor degree to add an admission pathway and course requirements for candidates under a dual law degree pathway agreement with partner institutions of strategic importance.

Background

The Law School is currently seeking to develop strategic partnerships with leading law schools from other countries. Of particular interest is a staged pathways model with mutual credit exchange, so that students can obtain two law degrees (one from their original home institution and one from Sydney) in a shorter period of time than usual. The student would complete 3 out of 4 years of their first (Bachelor’s) law degree at the partner institution and then enrol in a JD at Sydney. The partner institution would count the first year’s study at Sydney towards completion of the first law degree. Sydney would recognise the prior study at the partner institution as a form of advanced standing (recognition of prior learning / reduction in volume of learning) towards the JD degree, up to a maximum of 42 credit points. The end result is that the student can graduate with two law degrees in a minimum of 5 (3 + 2), rather than 7 (4 + 3) years.

The limit on prior study has been expressed as ‘up to 42 credit points’ for several reasons.

(a) The JD degree requires 144 credit points in total. Of these, 102 credit points are for compulsory units and 42 credit points are for electives.

(b) Students who undertake this pathway must still complete all 102 cp of compulsory units. That fixes a maximum of 42 credit points for advanced standing through RPL / RVL.

(c) The student's prior learning at the partner institution must still be assessed by this Faculty. Thus, it would be inaccurate to say that a student will always obtain 42 credit points; s/he might be given less.

(d) As we understand matters, 42 credit points (out of 144 credit points total) fits within the various maximum limits on advanced standing specified in the forthcoming Coursework Policy.

(e) The limit is the same as that imposed on applicants who seek admission having already completed a law degree from an overseas institution (i.e., not as part of a pathways program): see rule 8(3) of the JD resolutions.

Apart from the changes noted above, the degree requirements for these applicants are identical to those applying to students who enter through the normal admissions process.

Admissions and enrolments

Admission standards would remain consistent with admission standards under the regular pathway, including English language requirement.

Eligible applicants would apply for admission to the Dual Law Degree Pathway in the penultimate year of their Bachelor degree and commence study at Sydney in February of the following year. It is expected that up to 5 students per year would be admitted through the partnership with Tsinghua.

Fees

Strategic partnerships to access this Dual Law Degree Pathway will bring the most promising international students to Sydney Law School at the international fee rate. This represents both an academic and economic benefit to Sydney.

Management
Since students are admitted into the JD degree only towards the end of their first law degree at the partner institution (save for any credit they receive for their studies at Sydney), management is relatively simple. Students are governed by the rules of this Faculty and University while undertaking the JD here; matters relating to their first law degree (including the credit given for studies at Sydney) are determined by the partner institution.

**Specific partner institutions**

The proposed amendment has been drafted in generic terms, as we hope to reach future partnerships with a number of leading institutions. The immediate impetus for the proposal is that there is one potential partnership presently being discussed with the School of Law at Tsinghua University in China. Tsinghua has an excellent reputation and is one of the leading education providers in China:

- Times Higher Education World Reputation Rankings (2014): 36th globally, #1 in China
- QS University Rankings (2013): 48th globally, #1 BRICS, #1 in China
- World University Rankings by Subject 2014 - Law: 44th globally, #1 in China

The Tsinghua University School of Law runs a 4-year bachelor degree program.

**Similar arrangements**

In developing this proposal we were guided by several arrangements across the University which are similar though not identical:

1. The dual degree pathway amendments to the BA/B Ec, which were recently approved, allowing 2+2 strategic partnerships with institutions such as Sciences Po. Our proposal is, in one respect, simpler than the FASS one, as we only admit students into the JD program as they approach completion of their studies at their home institution (i.e., everything bar the year’s worth of study at Sydney for which they will receive credit).

2. The M Com and M P Acc degrees offered through the Business School. These allow for reductions in the volume of learning in recognition of prior learning. That prior learning can include study undertaken in completed degrees at AQF levels 7 or 8 (i.e. Bachelor’s or Bachelor’s honours).

3. The Law School currently has a pathways arrangement that operates in the reverse order, that is, from the Bachelor of Laws (LLB) degree into Master’s law programs at Oxford and Cambridge. Under this arrangement, instead of completing the final semester of the LLB in Sydney, candidates complete the Master’s degree requirements at either Oxford or Cambridge and are awarded both a Sydney LLB and a Master's degree from either Oxford or Cambridge. Under these agreements, the time taken to complete both awards will be reduced by one semester.

3. **Details of amendment**

   Amendments to Course Resolutions add a new section 9 detailing the requirements of the Dual Law Degree Pathway. One minor change to section 3 allows admission via the Pathway.

4. **Transitional arrangements -- N/A**

5. **Other relevant information**

6. **Signature of Dean**

   ![Signature]

   Professor Joellen Riley
**Juris Doctor**

*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 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.*

**Course resolutions**

1 **Course codes**
   JC034 Juris Doctor

2 **Attendance pattern**
The attendance pattern for this course is generally full time. The Faculty of Law will make a limited number of places available to part time candidates.

3 **Admission to candidature**

1 Admission to candidature for the Juris Doctor generally requires a bachelor’s degree from any discipline other than Law. Students are assessed on a combination of a secondary school leaving qualification such as the NSW Higher School Certificate (including national and international equivalents) and completed tertiary study. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking.

2 Admission to candidature for the Juris Doctor under the Dual Law Degree Pathway is determined in accordance with the agreement between the Faculty of Law and the partner institution. Applicants are assessed on their incomplete law degree from the partner institution. English language requirements must be met where these are not demonstrated by sufficient qualifications taught in English. Applicants are ranked by merit and offers for available places are issued according to the ranking.

4 **Requirements for award**

1 The units of study that may be taken for the course are set out in the Faculty of Law Juris Doctor Table.

2 To qualify for the award of the Juris Doctor a candidate must complete 144 credit points taken from the Faculty of Law Juris Doctor Table, including:
   (a) 102 credit points of compulsory units of study; and
   (b) 42 credit points of elective units of study comprising:
      (i) a minimum of one unit of study taken from Part 1, and
      (ii) a maximum of four units of study taken from Electives Part 2, and
      (iii) a minimum of one unit of study taken from Part 3.

3 Of the elective units of study, a maximum of two advanced learning Master's units may be taken. Enrolment in Master's units will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.

4 All candidates will be required to complete a capstone experience in their final year which is a unit of study designed to draw together and synthesize prior learning and experience, and form the basis for further intellectual and professional growth. This requirement will be met by completion of a Jurisprudence elective. Other electives taken in final year which may meet this requirement include external placements, mooting activities or research projects.

5 **Cross-institutional study**

1 In addition to the provisions for cross-institutional study described in the resolutions of the Faculty of Law, cross-institutional study is only available under the following terms:
   (a) Candidates are not permitted to undertake any compulsory unit or Part 3 elective (Jurisprudence) on a cross-institutional basis;
   (b) Candidates must have completed a minimum of 96 credit points towards the Juris Doctor before undertaking any cross-institutional study;
   (c) Candidates can receive a maximum of 24 credit point for cross-institutional study;
   (d) Candidates must be in their final year and have satisfied the usual progression rules and maximum enrolment requirements;
   (e) The proposed cross institutional unit must be offered within another Juris Doctor or Master of Laws program. Credit will not be granted towards units undertaken as part of a Bachelor of Laws degree.
   (f) Credit will only be granted for a maximum of two advanced learning Master's units.

2 Cross-institutional study is regarded as another form of credit and will be counted as such when considering eligibility.
6 Suspension, discontinuation and lapse of candidature
(1) Candidates are entitled to suspend their candidature for two years. Further suspension will only be approved in cases of serious illness or misadventure.
(2) Candidates will not be permitted to suspend in order to complete another award course unless they can provide evidence that the award course can be completed within two years and they have not previously suspended.

7 Progression rules
Candidates are required to complete the Juris Doctor units of study in the order listed in the Faculty of Law Juris Doctor Table. Candidates must pass all Year One units of study before proceeding to Year Two. Candidates must pass all Year One and Year Two units of study before proceeding to enrol in any elective units of study, except with the permission of the Dean.

8 Credit for previous study
(1) A candidate may be granted a maximum of 48 credit points towards the requirements of the Juris Doctor. Specific credit will only be granted for equivalent compulsory units of study undertaken as part of a Juris Doctor degree at an approved Australian law school. Except as provided in 8(3) below, a maximum of 24 credit points of non-specific credit may be granted for elective units undertaken as part of a Juris Doctor or Masters degree at an approved law school. Of these 24 credit points, a maximum of two advanced learning Masters units can be credited to the Juris Doctor.
(2) A candidate may be granted credit for law units which have the equivalent face-to-face teaching hours and similar assessment requirements as units offered by the Faculty.
(3) Candidates may be granted up to 42 credit points of unspecified credit only in the following circumstances:
   (a) Candidates who have completed a law degree or equivalent professional legal qualification from a recognised law school outside Australia; or
   (b) Candidates who are admitted into the Dual Law Degree Pathway.
Candidates who have completed a law degree or equivalent professional legal qualification from a recognised law school outside Australia may be candidates granted up to 42 credit points of non-specific credit will be required to complete all compulsory units listed in the Faculty of Law Juris Doctor Table.
(4) A candidate may not be granted credit for units of study:
   (a) for which the result is Terminating Pass, Conceded Pass or equivalent; or
   (b) which were conducted on a distance or online basis; or
   (c) which have been relied upon to qualify for the award of another degree or qualification, except for:
      (i) units of study which were taken as part of a completed overseas legal qualification; or
      (ii) candidates admitted to the Dual Law Degree Pathway.
   (d) which were undertaken as part of Bachelor of Laws degree.

9 Transitional provisions
(1) These resolutions apply to candidates who commenced their candidature after 1 January 2016 and candidates 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.
Minor Course Amendment Proposal

Faculty: Faculty of Nursing and Midwifery

Contact person: Dr Jacqueline Bloomfield

1. **Name of award course**
   Master of Nursing (Graduate Entry)

2. **Purpose of proposal**

   To advise the Graduate Studies Committee of the intention of the Faculty of Nursing and Midwifery (Sydney Nursing School), to offer the Master of Nursing (Graduate Entry Program) onsite at the Westmead Precinct.

   In conjunction with Western Sydney Local Health District (WSLHD) and the Sydney Children’s Hospital, Westmead, it is anticipated that this initiative will commence in Semester 1, 2016. The two-year full time Master of Nursing (Graduate Entry) program has been accredited by the Australian Nursing and Midwifery Accreditation Council until 2019, and Sydney Nursing School will continue to offer it at the Camperdown campus.

   It is anticipated that first Westmead Precinct cohort will comprise approximately 40 students. Students enrolled in the Westmead Precinct cohort will undertake the majority of their clinical placements within WSLHD and the Westmead Children’s Hospital, with opportunities for some clinical placements to be undertaken in rural areas and abroad (as is the case for Camperdown Campus students enrolled in this program). Students will have access to the Westmead Clinical School library, and onsite catering and recreational facilities. They will also have access to all of the support services available to other students enrolled at the University of Sydney. Initiatives to connect the two student cohorts will be achieved through such activities as video conferencing of lectures and combined student events, such as Orientation Days and Careers evenings.

   Apart from delivery at a different site, the course will be identical, to the course delivered at Camperdown, including content, assessments and fieldwork requirements (clinical placement hours).

3. **Details of amendment**

   Additions to the Master of Nursing (Graduate Entry) Course Resolutions

   **Clause 2: Attendance Pattern**

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

   (2) Candidates will attend either the Mallet Street campus or the Westmead campus, as indicated at the time of application, for the duration of their degree. Transfer between campuses is only permissible in exceptional circumstances with the approval of the Dean of the Faculty.

4. **Transitional arrangements**

   The proposed amendment will not affect students currently enrolled in the Master of Nursing (Graduate Entry) Program

5. **Other relevant information**

   This proposal forms an important component of the University of Sydney’s Westmead Precinct development initiatives.

6. **Signature of Dean**

25 March 2015
11.2.2.5(2) Faculty of Nursing and Midwifery: Academic Board approval for credit arrangement

Clause 44.3 (as it appears in 2014 Coursework Policy):

“Except with the approval of the Academic Board at course level, credit granted on the basis of work completed at an institution other than a university will not exceed one third of the course requirements”

The Faculty of Nursing and Midwifery is seeking approval under clause 44.3 to grant credit of up to 24 credit points for clinically relevant Graduate Certificates completed at the Australian College of Nursing (ACN).

Issue:
Many of our post graduate, post-registration applicants for Graduate Diploma and Masters have completed a Graduate Certificate in their sub-discipline through the Australian College of Nursing; these courses are fully subsidised by NSW Health. The Australian College of Nursing is a higher education provider, registered and accredited by the Tertiary Education Quality and Standards Agency (TEQSA) for the delivery of higher education courses. Until now, under the previous Coursework Rule, we have granted up to 24-credit points for a Graduate Certificate completed at the ACN towards a 48-credit point Graduate Diploma or 60-credit point post-registration Masters at Sydney Nursing School where equivalent units of study can be mapped.

Under the new 2014 Coursework rule we can offer a maximum of 1/3 credit, being two units of study (12-credit points) for the Graduate Diploma or three units of study (18-credit points) for the 60-credit point Masters. Given that these ACN courses satisfy the requirements of an AQF Level 8 Award and are similar to our embedded Graduate Certificates, we are requesting approval to grant credit as outlined above for the following courses:

- Graduate Diploma of Clinical Nursing
- Master of Advanced Nursing Practice
- Graduate Diploma / Master of Intensive Care Nursing
- Graduate Diploma / Master of Mental Health Nursing
- Graduate Diploma / Master of Emergency Nursing
- Graduate Diploma / Master of Cancer and Haematology Nursing
- Graduate Diploma / Master of Primary Health care Nursing
11.2.2.6(1) Faculty of Veterinary Science: Doctor of Veterinary Medicine

Minor Course Amendment Proposal

Faculty: Veterinary Science

Contact person: Assoc Prof Merran Govendir

1. Name of award course

Doctor of Veterinary Medicine

2. Purpose of proposal

To amend the title of year 2 units of study to more accurately reflect the content and learning outcomes.

3. Details of amendment

As per extract below from the Doctor of Veterinary Medicine Unit of study table, VETS6204 and VETS6208 are the affected units of study.

Year 1: Function of the normal animal body

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of study Name</th>
<th>Semester</th>
<th>Credit points</th>
</tr>
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<tbody>
<tr>
<td>VETS6101</td>
<td>The Veterinary Professional 1</td>
<td>1</td>
<td>3</td>
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<tr>
<td>VETS6102</td>
<td>Professional Skills 1A</td>
<td>1</td>
<td>6</td>
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<tr>
<td>VETS6103</td>
<td>Research and Enquiry 1A</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>VETS6104</td>
<td>Foundations of Veterinary Science A</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>VETS6105</td>
<td>Animal Management Systems 1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>VETS6106</td>
<td>Professional Skills 1B</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>VETS6107</td>
<td>Research and Enquiry 1B</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>VETS6108</td>
<td>Foundations of Veterinary Science B</td>
<td>2</td>
<td>12</td>
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</table>

Year 2: Principles and approach to clinical animal disease

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit of study Name</th>
<th>Semester</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>VETS6201</td>
<td>The Veterinary Professional 2</td>
<td>1</td>
<td>3</td>
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<tr>
<td>VETS6202</td>
<td>Professional Skills 2A</td>
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<td>VETS6203</td>
<td>Research and Enquiry 2A</td>
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<td>3</td>
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<tr>
<td>VETS6204</td>
<td>Principles of Clinical Animal Disease A</td>
<td>1</td>
<td>12</td>
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<tr>
<td>VETS6205</td>
<td>Animal Management Systems 2</td>
<td>2</td>
<td>3</td>
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<tr>
<td>VETS6206</td>
<td>Professional Skills 2B</td>
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<td>6</td>
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<tr>
<td>VETS6207</td>
<td>Research and Enquiry 2B</td>
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<td>3</td>
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<tr>
<td>VETS6208</td>
<td>Principles of Clinical Animal Disease B</td>
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<td>12</td>
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Year 3: Health and disease management

<table>
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<th>Code</th>
<th>Unit of study Name</th>
<th>Semester</th>
<th>Credit points</th>
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</thead>
<tbody>
<tr>
<td>Not yet assigned as will first be offered in 2017</td>
<td>The Veterinary Professional 3</td>
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<td>3</td>
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<td></td>
<td>Individual animal health and welfare A</td>
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<td></td>
<td>Population Health, Welfare &amp; Production A</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Preparation for Veterinary Practice</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professional Skills 3B</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Research and Enquiry 3B</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Year 4: Professional placements

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<th>Code</th>
<th>Unit of study Name</th>
<th>Semester</th>
<th>Credit points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Rural Mixed Practice Intramural</td>
<td>1&amp;2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Rural Mixed Practice Extramural</td>
<td>1&amp;2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Small Animal Practice Extramural</td>
<td>1&amp;2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Public Practice</td>
<td>1&amp;2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SA Referral Medicine and Primary Care</td>
<td>1&amp;2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SA Surgery and Diagnostic Imaging</td>
<td>1&amp;2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SA Anaesthesia and Emergency Medicine</td>
<td>1&amp;2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Elective Rotation 1</td>
<td>1&amp;2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elective Rotation 2</td>
<td>1&amp;2</td>
<td>6</td>
</tr>
</tbody>
</table>

4. Transitional arrangements

No transitional arrangements are required as these year 2 units will be implemented for the first time in 2016. There are no currently enrolled students.

5. Other relevant information

6. Signature of Dean
Minor Course Amendment Proposal

Faculty: Veterinary Science

Contact person: Dr Sanaa Zaki, Dr Peter Bennett

1. Name of award course
   Master of Veterinary Studies / Master of Veterinary Clinical Studies

2. Purpose of proposal

   To add additional streams in
   - Veterinary Oncology
   - Veterinary Ophthalmology
   - Avian Medicine
   - Veterinary Behaviour
   - Veterinary Epidemiology
   - Veterinary Neurology

   to the MAVETSTD-03 Master of Veterinary Studies degree, under Faculty of Veterinary Science Handbook, Chapter 5 Postgraduate Coursework Resolutions Course Rules Master of Veterinary Studies / Master of Veterinary Clinical Studies, Course Resolutions section 4

3. Details of amendments

   4 Streams
   (1) The combined degree of the Master of Veterinary Studies / Master of Veterinary Clinical Studies is available in the following streams:
      (a) Avian Medicine
      (b) Ruminant Medicine
      (c) Canine Medicine
      (d) Equine Medicine
      (e) Equine Sports Medicine and Rehabilitation
      (f) Equine Surgery
      (g) Feline Medicine
      (h) Small Animal Cardiology
      (i) Small Animal Surgery
      (j) Small Animal Medicine
      (k) Veterinary Anaesthesia
      (l) Veterinary Behaviour
      (m) Veterinary Dermatology
      (n) Veterinary Epidemiology
      (p) Veterinary Diagnostic Imaging
      (q) Veterinary Emergency Medicine and Critical Care
      (r) Veterinary Neurology
      (s) Veterinary Oncology
      (t) Veterinary Ophthalmology
      (u) Veterinary Pathology

4. Transitional arrangements
   None required

5. Other relevant information

6. Signature of Dean
Minor Course Amendment Proposal

Faculty: Veterinary Science

Contact person: Sanaa Zaki, Peter Bennett

1. **Name of award course**
   Master of Veterinary Studies / Master of Veterinary Clinical Studies

2. **Purpose of proposal**
   To change the wording of the Course Rules governing the Combined Masters program so that it allows early exit from the Master of Veterinary Studies MAVETSTD-03 with the stream of study noted on the testamur. Currently any student exiting early is treated as coming under the course resolutions of the stand-alone Master's in Veterinary Studies MAVETSTD-04. The sections requiring change are under Faculty of Veterinary Science Handbook, Chapter 5 Postgraduate Coursework Resolutions Course Rules Master of Veterinary Studies/ Master of Veterinary Clinical Studies Course Resolutions, and are the addition of a new section 10 outlining the embedded courses in the sequence and changes to the wording of the previous section 10, now section 11.

3. **Details of amendments**

   **10 Embedded courses in this sequence**
   (1) The embedded courses in this sequence are:
   (a) the Graduate Certificate in Veterinary Studies (in the relevant stream)
   (b) the Graduate Diploma in Veterinary Studies (in the relevant stream)
   (c) the Master of Veterinary Studies (in the relevant stream)

   **101 Course transfer**
   a) A candidate for the Master of Veterinary Studies/Master of Veterinary Clinical Studies may abandon the combined degree and elect to discontinue study and graduate with the Master of Veterinary Studies alone or with a shorter award from the embedded sequence detailed in the course resolutions for the Master in Veterinary Studies, this degree in the relevant stream as defined by the combined Master of Veterinary Studies/Master of Veterinary Clinical Studies, or graduate with the Master of Veterinary Clinical Studies alone, with the approval of the Dean, and provided the requirements of the shorter award or research master’s respectively, have been met.

4. **Transitional arrangements**
   None required

5. **Other relevant information**

6. **Signature of Dean**
AGENDA ITEM 12
Report of the Academic Standards and Policy Committee

12.2 Report of the Academic Standards and Policy Committee meeting held on 22 April 2015
The Academic Standards and Policy Committee met on 22 April 2015, when there were present: Associate Professor J Barrett, Associate Professor W Davis (for Dr R Saunders), Mr D Ergas (for Mr K Blakeney), Dr I Gelissen, Associate Professor P Gibbens, Dr R Gibson, Ms K Henderson, Associate Professor P McCallum, Professor P Pattison, Ms P Rozenberg, Mr T Scriven, Associate Professor C Sutton-Brady, Professor G Tolhurst, Professor K Trigwell and Dr R Wilson. In attendance were: Ms M Kemmis and Mr M Charet (Acting Committee Secretary).

The agenda papers for this meeting are available from the Committee’s website:
http://sydney.edu.au/ab/committees/ac_stands/ac_stands_index.shtml

12.2.1 University of Sydney (Academic Governance) Rule 2003 (as amended)
The Committee endorsed the proposed amendment of the University of Sydney (Academic Governance) Rule 2003 (as amended). The amendments clarify the delegation of authority for course approvals to the Academic Board; increase student representation on the Academic Board; clarify the voting pool for the appointment of a Chair of the Academic Board; and clarify the status of standing alternates for ex officio members. The amendments have also been referred to General Counsel for his endorsement.

Recommendation
That the Academic Board recommend that Senate approve the proposed amendments to University of Sydney (Academic Governance) Rule 2003 (as amended) with immediate effect, as set out in the report presented.

12.2.2 Proceedings of the Committee
The Committee noted:
- the report of the Academic Board meeting of 25 March 2015, including discussion of the Diploma of Tertiary Preparation;
- an update from the Learning and Teaching Policy Framework Working Group;
- an update on the Opt-Out process for lecture recordings in University-managed lecture theatres;
- the 2014 Annual Reports on Academic Dishonesty and agreed that the Chair of the Academic Board would contact faculties with a request that the current reports be reviewed;
- a discussion on compliance with University policy; and
- the ICAC report on international students in NSW and the response provided by the Deputy Vice-Chancellor (Registrar).

Recommendation
That the Academic Board note the report on the Committee’s proceedings.
12.2.1 University of Sydney (Academic Governance) Rule 2003 (as amended)

University of Sydney (Academic Governance) Rule 2003 (as amended)

Approved on: 6 May 2002
Amended on: 6 February 2012 [date]
Amendment effective from: 10 February 2012 [date]

Please also see the University of Sydney (Authority Within Academic Units) Rule 2003 (as amended)

Part 1 – Preliminary
1. Citation and commencement

1.1 Citation
This Rule is made by the Senate of the University of Sydney pursuant to section 37(1) of the Act, and pursuant to Chapter 6 of the University of Sydney By-law 1999 (as amended).

1.2 Commencement
This Rule commences on the same day that the University of Sydney Amendment (Academic Board) By-law 2003 comes into force.

2. Purpose
This Rule:
2.1 repeals and replaces the Rules relating to the constitution and functions of, and elections to the Academic Board and the Academic Forum in force immediately before this Rule came into effect; and
2.2 prescribes the membership, functions and procedures of the Academic Board.

3. Dictionary

3.1 Definitions
In this Rule the following words or expressions have these meanings:
absolute majority of votes – an amount greater than 50 per cent of valid votes
academic staff member – as defined in Chapter 6 of the University of Sydney By-law 1999 (as amended)
Act – the University of Sydney Act 1989 (NSW) (as amended)
Board of Studies – an academic unit of the University described as such
By-law – the University of Sydney By-law 1999 (as amended)
Chair – a person elected as Chair of the Academic Board pursuant to Part 3 of this Rule
college – an academic college established under section 27(1) of the Act
Dean – a dean of a Faculty; or a director or a principal of an academic college as defined in Part 5 of the Act
Deputy Chair – a person appointed as the Deputy Chair of the Academic Board pursuant to Part 3 of this Rule
election – an election conducted according to Part 5 of this Rule
enrolled student has the meaning prescribed in subclause 50(1) of the University of Sydney By-law 1999 (as amended)
Faculty – a faculty of the University; or an academic college as defined in Part 5 of the Act
majority – an amount greater than 50 per cent
non-professorial member of academic staff – a member of academic staff who is not a professor
notice of election – a notice of an election given by the returning officer under Rule 18
primary vote – preferences marked on a voting paper equal to the number of vacancies to be filled, and which shall have equal value
professor – a member of academic staff who is appointed or promoted to the position of professor
Roll – a roll established according to Rule 15.1
secondary votes – preferences marked on a voting paper beyond the primary votes to be allocated in rank order according to their numerical values
special resolution – a resolution passed at an Academic Board meeting by at least two thirds of all Academic Board members who are present at that meeting and are eligible to vote
Standing Committee – a committee of that description established under Rule 12
student has the meaning prescribed in subclause 3(1) of the University of Sydney By-law 1999 (as amended)
student of a faculty, college or board – has the meaning given to it in the Resolutions of Senate: “Student membership of the faculties, college boards and boards of studies”

Part 2 – Functions and membership of the Academic Board
4.1 General functions
Subject to the governing authority and powers of the Senate and to the powers of the Vice-Chancellor, the Academic Board has principal responsibility:

4.1.1 to maintain the highest standards in teaching, scholarship and research and, in that process, to safeguard the academic freedom of the University;
4.1.2 to oversee and monitor the development of all academic activities of the University; and
4.1.3 to communicate with the academic community through the Faculties, colleges and boards of studies and similar organisational units.

4.2 Advisory functions
The Academic Board will provide advice to the Senate and the Vice-Chancellor on:

4.2.1 academic matters relating to and affecting the University's teaching and research activities and its educational programs, including general advice on the academic priorities and policies of the University;
4.2.2 academic aspects of the formulation and review of the University's strategic plan;
4.2.3 policies concerning the academic aspects of the conditions of appointment and employment of academic staff;
4.2.4 any academic matters it considers to be of strategic importance, including any Faculty plans; and
4.2.5 the maintenance of academic standards.

4.3 Specific functions
Subject to the governing authority and powers of the Senate and to the powers of the Vice-Chancellor, the functions of the Academic Board are to:

4.3.1 exercise authority as delegated to the Academic Board to approve new academic courses and changes to existing courses, the delegation being subject to: provided that any such approval:

4.3.1.1 must be tabled and considered at the next appropriate meeting of Senate; and the Academic Board's reporting to the Senate on important implications of the proposals; and
4.3.1.2 must not commence until after such tabling and consideration, the final endorsement of proposals by Senate, it being intended that Senate would:

4.3.1.2.1 normally endorse the Academic Board's decisions;
4.3.1.2.2 ordinarily give its endorsement promptly;
4.3.1.2.3 refer decisions back to the Academic Board only in exceptional circumstances; and
4.3.1.2.4 exercise its capacity for independent decision again only in exceptional circumstances;

4.3.2 determine policy concerning the programs of study or examinations in any Faculty, college or Board of Studies and within such policy, determine requirements to be satisfied by candidates for the award of degrees, diplomas or certificates;
4.3.3 determine the terms and conditions of awards, scholarships and prizes established within the University and make awards;
4.3.4 formulates and review policies, guidelines and procedures in relation to academic matters;
4.3.5 request reports from, or refer matters to Faculties, colleges and boards of studies and similar organisational units for consideration and action as required;
4.3.6 consider and take action as required on reports or academic submissions from Faculties, colleges or boards of studies or similar organisational units;
4.3.7 play an active role in assuring the quality of teaching, scholarship and research in the University and co-ordinate and maintain an overview of the academic activities of Faculties, colleges and boards of studies and similar organisational units;
4.3.8 initiate and oversee a formal and regular program of review of academic activities of Faculties, colleges and boards of studies, and similar organisational units;
4.3.9 provide a forum to facilitate information flow and debate within the University and between the senior executive officers of the University and the wider academic community;
4.3.10 make regular reports on the range of its activities to the Senate after each meeting of the Academic Board and make a formal, annual report on its activities and its assessment of its performance to the Senate;
4.3.11 consider and report on all matters referred to it by the Senate or the Vice-Chancellor; and
4.3.12 exercise any powers and perform any other duties delegated to it by the Senate.
5. Constitution

5.1 Members

The Board consists of:

5.1.1 the Chair;
5.1.2 the Vice-Chancellor;
5.1.3 the following members *ex officio*:
   5.1.3.1 the Deputy Vice-Chancellors;
   5.1.3.2 the Pro Vice-Chancellors;
   5.1.3.3 the Deans;
   5.1.3.4 the Director, University Librarians;
   5.1.3.5 the Director, Teaching and Learning;
   5.1.3.6 the Director, Student Centre;
   5.1.3.7 the President of the Students' Representative Council; and
   5.1.3.8 two other undergraduate students nominated by the executive of the Students' Representative Council;
   5.1.3.9 the President of the Sydney University Postgraduate Representative Association; and
   5.1.3.10 two other postgraduate students nominated by the executive of the Sydney University Postgraduate Representative Association;

5.1.4 the following elected academic staff members, who do not already hold office as members under Rule 5.1.1, 5.1.2 or 5.1.3 elected:
   5.1.4.1 by a group of voters defined by each relevant Faculty and approved by the Academic Board; and
   5.1.4.2 according to guidelines approved from time to time by the Academic Board and the Senate:
      5.1.4.2.1 three academic staff members for each faculty with 40 or fewer full-time academic staff;
      5.1.4.2.2 four academic staff members for each faculty with more than 40 but fewer than 100 full-time academic staff; and
      5.1.4.2.3 five academic staff members for each faculty with 100 or more full-time academic staff;
   5.1.4.3 for each group of academic staff members elected from a faculty at least one should be appointed at professorial level and at least one should be appointed at a non-professorial level;

5.1.5 the following elected enrolled student members:
   5.1.5.1 one representative of each faculty, college and board of studies, elected by and from the enrolled student members of the relevant faculty, college and board of studies;

5.1.6 up to four members, who do not already hold office as members under rules 5.1.1 to 5.1.5 inclusive, appointed by resolution of the Academic Board at an ordinary meeting of the Academic Board on the recommendation of the Chair;

5.1.7 up to four members, who do not already hold office as members under Rules 5.1.1 to 5.1.6 inclusive, co-opted by resolution at an ordinary meeting of the Academic Board on the recommendation of the Chair (Note: co-opted members are defined as short-term appointees who are identified to assist the Academic Board with a specific issue or project, and their term of office will normally reflect the time-span of that issue or project).

5.2 Allocation of members

For the purposes of Rule 5.1:

5.2.1 the Vice-Chancellor may allocate to any one Faculty any member of the academic staff who is not a member of a department or school placed under the supervision of a Faculty; and

5.2.2 a member of the academic staff who is a member of more than one Faculty is taken to be a member only of the Faculty that supervises that person through the relevant department or school.

5.3 When membership ceases

A person ceases to be a member of the Academic Board if that person at any time during their term of office:

5.3.1 resigns from the Academic Board;
5.3.2 in the case of a member holding office under Rule 5.1.1, 5.1.2 or 5.1.3, no longer holds the relevant position;
5.3.3 in the case of an academic staff member elected under Rule 5.1.4, ceases to be:
   5.3.3.1 an academic staff member; or
5.3.3.2 an academic staff member in the category for which that person was elected (for example, if that person transfers to another Faculty);

5.3.4 in the case of an enrolled student member elected under Rule 5.1.5, is no longer enrolled as a student;

5.3.5 is absent from three consecutive ordinary meetings of the Academic Board and is not, within six weeks of the last of those meetings, excused for his or her absence; or

5.3.6 dies.

6. Terms of office

6.1 Elected academic staff members

All academic staff members elected pursuant to Rule 5.1.4 hold office for a term of two years from 1 January in the year immediately following the year of their election.

6.2 Student members

All enrolled student members elected pursuant to Rule 5.1.5 hold office for a term of one year from 1 January in the year immediately following the year of their election.

6.3 Appointed and co-opted members

All appointed and co-opted members appointed pursuant to Rule 5.1.6 or 5.1.7 hold office for the term and on such conditions as resolved by the Academic Board at the time of their appointment.

6.4 Casual vacancies

A person filling a casual vacancy holds office from the time that person is elected or appointed to fill that casual vacancy, until the expiry of the term of that person's predecessor.

6.5 Re-election in the same category

Elected members of the Academic Board are eligible for re-election in the same category, on the conditions that:

6.5.1 are, at the time of their nomination, eligible for membership in that category; and

6.5.2 do not serve more than three full, consecutive terms as a member in that category.

6.5.3 A period of service as a Chair of one of the Academic Board’s Standing Committees will not count towards calculating the term of membership referred to in clause 6.5.2 but service for a term as a member in a particular category immediately prior to service as a Chair of one of the Academic Board’s Standing Committees and service for a term as a member in a particular category immediately following service as a Chair of one of the Academic Board’s Standing Committees shall constitute service for consecutive terms for the purposes of clause 6.5.2.

Part 3 – Chair, Deputy Chair and Chairs of Standing Committees

7. Chair of the Academic Board

7.1 Role and functions

The Chair of the Academic Board:

7.1.1 is responsible for managing and supervising the functions and business of the Academic Board;

7.1.2 is the point of contact between the academic community of the University and:

7.1.2.1 the Senate; and

7.1.2.2 the senior executive management of the University;

7.1.3 subject to any delegations of authority approved by the Senate or resolutions of the Academic Board, may apportion authority for carrying out the functions of the Academic Board to other members of the Academic Board; and

7.1.4 must present reports to the Senate about matters considered at meetings of the Academic Board held since the previous meeting of the Senate.

7.2 Election and term of office

The Chair:

7.2.1 must be an academic staff member who is a professor or associate professor;

7.2.2 shall be elected by those persons who are members elect of the Academic Board as soon as practicable after elections are held according to Part 5 of this Rule; and by:

7.2.2.1 all incoming elected members of the Academic Board; and

7.2.2.2 student representatives holding office under clauses 5.1.3.7, 5.1.3.8, 5.1.3.9 and 5.1.3.10.

Explanatory note: This is to ensure that the Chair is elected by the newly elected membership of the Academic Board, rather than the previous constituency.

7.2.3 holds office

7.2.3.1 if elected in the same year as the members elect, from 1 January following election for a period of two years, or
7.2.3.2 in any other case, from election for the remainder of the period of two years from 1 January in the year of election.

7.3 Re-election
A person elected as Chair is eligible for re-election, so long as that person does not serve more than three full, consecutive terms as Chair.

7.4 Disqualification
A person may not hold office as Chair while that person is:
7.4.1 the Vice-Chancellor [but subject to the Vice-Chancellor's right to preside at any meeting of the Academic Board pursuant to clause 47(3)(b) of the University of Sydney By-law 1999 (as amended);
7.4.2 a Deputy Vice-Chancellor;
7.4.3 a Pro-Vice-Chancellor;
7.4.4 an Assistant Pro-Vice-Chancellor; or
7.4.4 a Dean.

7.5 Casual vacancy
The office of Chair becomes vacant if the person holding that office:
7.5.1 resigns in writing, either as Chair or from the University;
7.5.2 assumes any of the positions referred to in Rule 7.4; or
7.5.3 dies.

8. Deputy Chair of the Academic Board

8.1 Role and functions
The Deputy Chair of the Academic Board is to:
8.1.1 assist the Chair in the performance of his or her functions as the Chair determines from time to time;
8.1.2 act as an alternate Chair of meetings of the Academic Board when the Chair is on leave, unavailable to attend meetings unable to do so or if a casual vacancy in the office of Chair occurs; and
8.1.3 attend meetings of the Senate in the place of the Chair when the Chair is unable to do so, or if a casual vacancy in the office of Chair occurs.

8.2 Appointment and term of office
The Deputy Chair of the Academic Board:
8.2.1 must be an academic staff member;
8.2.2 shall be appointed by the Academic Board from among the Chairs of Standing Committees, on the nomination of the Chair, at the first meeting of the Academic Board following an election of Academic Board members; and
8.2.3 holds office for a period of two years following appointment.

8.3 Re-appointment
A person appointed as a Deputy Chair is eligible for re-appointment, so long as that person does not serve more than three full, consecutive terms as Deputy Chair.

8.4 Disqualification
A person may not hold office as Deputy Chair while that person is:
8.4.1 the Vice-Chancellor;
8.4.2 Chair;
8.4.3 a Deputy Vice-Chancellor;
8.4.4 a Pro-Vice-Chancellor;
8.4.5 an Assistant Pro-Vice-Chancellor; or
8.4.6 a Dean.

8.5 Casual vacancy
The office of Deputy Chair becomes vacant if the person holding that office:
8.5.1 resigns in writing, either as Deputy Chair or from the University;
8.5.2 assumes any of the positions referred to in Rule 8.4; or
8.5.3 dies.

8.6 Filling casual vacancies
If a casual vacancy occurs in the office of Deputy Chair, then the Academic Board shall fill that casual vacancy in accordance with the procedure set out in Rule 8.2 to hold office for the rest of the term of that person's predecessor.

9. Chairs of Standing Committees

9.1 Appointment
Chairs of Standing Committees:
9.1.1 shall be appointed by and from the members of the Academic Board, on the nomination of the Chair at the first meeting of the Academic Board following an election of Academic Board members; and
9.1.2 hold office for a period of two years following appointment.
9.2 **Re-appointment**
A person appointed as Chair of a Standing Committee is eligible for re-appointment, so long as that person does not serve more than three full, consecutive terms as Chair of that Standing Committee.

9.3 **Disqualification**
A person may not hold office as Chair of a Standing Committee while that person is:
9.3.1 the Vice-Chancellor;
9.3.2 a Deputy Vice-Chancellor;
9.3.3 a Pro-Vice-Chancellor;
9.3.4 an Assistant Pro-Vice-Chancellor; or
9.3.5 a Dean.

9.4 **Casual vacancy**
The office of the Chair of a Standing Committee becomes vacant if the person holding that office:
9.4.1 resigns in writing, either as Chair of that Standing Committee or from the University;
9.4.2 assumes any of the positions referred to in Rule 9.3; or
9.4.3 dies.

9.5 **Filling casual vacancies**
If a casual vacancy occurs in the office of Chair of a Standing Committee, then the Academic Board shall fill that casual vacancy in accordance with the procedure set out in Rule 9.1 to hold office for the rest of the term of that person's predecessor.

Part 4 – Meetings and procedures of the Academic Board

10. **Meetings**

10.1 **Frequency of meetings**
The Academic Board must meet at least eight times in any one calendar year.

10.2 **Who convenes meetings**
The Chair must convene all meetings.

10.3 **Special meetings**
The Chair may at any time convene a special meeting of his or her own motion, and must do so if requested by:
10.3.1 the Senate;
10.3.2 the Vice-Chancellor; or
10.3.3 at least 50 per cent of all members of the Academic Board.

10.4 **Secretary**
The Secretary to Senate, or the Secretary to Senate's nominee, is to act as secretary to the Academic Board.

10.5 **Notices of meetings**
Notices of meetings of the Academic Board:
10.5.1 must:
10.5.1.1 subject to Rule 10.5.1.2, be given at least seven days in advance of the meeting to which it relates; or
10.5.1.2 in the case of special meetings convened under Rule 10.3, be given at least three days in advance of the meeting to which it relates; and
10.5.1.3 specify the place, date and time of that meeting and a brief description of the business to be transacted at that meeting;
10.5.2 may be given in electronic or hard copy form.

10.6 **Meetings or resolutions not invalid in certain circumstances**
A meeting held or a resolution passed at a meeting is not invalid because:
10.6.1 of an accidental failure to give notice of that meeting to a person entitled to receive notice;
10.6.2 a person entitled to receive notice of that meeting does not receive it; or
10.6.3 less than the prescribed time of notice of that meeting was given.

10.7 **Standing alternates and acting members**
10.7.1 A staff member who is formally acting in the capacity of any *ex officio* member of the Academic Board may attend Board meetings and may exercise the voting rights of that position.
10.7.2 An elected staff or student member or *ex officio* student member may nominate a standing alternate to attend Academic Board meetings on their behalf as follows:
10.7.2.1 the member must advise the Secretary to Academic Board that they nominate another person to be their standing alternate.
10.7.2.2 the name, position and contact details of the standing alternate must be provided to the Secretary to Academic Board at least two days prior to any Academic Board meeting; and

10.7.2.3 once nominated, a standing alternate may attend on behalf of the nominating member for any other Academic Board meeting in the same calendar year, but the Secretary to Academic Board must be advised at least two days before the Academic Board meeting that the alternate will be attending.

11. Meeting procedures

11.1 Quorum
The quorum of the Academic Board is thirty members.

11.2 No quorum
Subject to Rule 11.3, no business may be transacted at a meeting unless a quorum of members is present at the meeting within 30 minutes of the time nominated in a notice given under Rule 10.5.

11.3 Qualification
If a quorum is not present at a meeting, the meeting may consider procedural matters only.

11.4 Minutes
Minutes of each meeting must be kept and must be:
11.4.1 signed by the Chair as a true and accurate record; and
11.4.2 distributed to each Board member no later than the date when notice of the next meeting is given.

11.5 Resolutions
Any motion which is to be put to a vote by members of the Academic Board:
11.5.1 must be duly proposed and seconded;
11.5.2 subject to Rule 11.6, may be carried or lost by a majority of votes of those present at the meeting and eligible to vote; and
11.5.3 together with the results of any vote on that motion, must be recorded in the minutes.

11.6 Special resolution
A special resolution is required to make or change a Rule made by the Academic Board.

11.7 Motions without notice
Subject to Rule 11.9, only the Chair may put a motion without notice to a meeting of the Academic Board.

11.8 Chair's ruling is final
Subject to Rules 11.9 and 11.10, the Chair's decision on all matters relating to meetings (including, without limitation, how meeting procedures are to be interpreted) is final.

11.9 Motions of dissent
Members of the Academic Board may [and without the need for notice to be given under Rule 10.5], by resolution of at least two-thirds of members present at the meeting:
11.9.1 overrule a ruling of the Chair; and
11.9.2 substitute their own ruling for the ruling of the Chair.

11.10 Presiding over motions of dissent
The following person must preside at the meeting while a motion is put to, and resolved by, the members of the Academic Board under Rule 11.9:
11.10.1 the Deputy Chair; or
11.10.2 if that person is not present at that meeting, another member of the Academic Board elected by and from the members of the Academic Board present at that meeting.

11.11 Voting at meetings
Voting at meetings must be conducted by:
11.11.1 show of hands; or
11.11.2 secret ballot, if demanded by any two members who are present and have the right to vote at that meeting, or if the Chair so directs.

11.12 Member's vote
Each member present at a meeting of the Academic Board has one deliberative vote.

11.13 Casting vote
If there is a tied vote then the person chairing that meeting of the Academic Board has one casting vote, in addition to a deliberative vote. However, this Sub-rule does not apply to a motion under Rule 11.9.

12. Standing and other committees

12.1 Establishment by Academic Board
The Academic Board may, by resolution, establish such Standing Committees or other committees or working parties as it thinks fit to assist or advise the Academic Board in the performance of its functions.
12.2 Establishment by the Chair
The Chair may establish committees (but not Standing Committees) or working parties to provide advice in connection with the role and functions of the Academic Board and the Chair.

12.3 Terms of reference and membership
The terms of reference and the membership of Standing Committees or other committees or working parties established under this Rule 12 are to be as determined by (as the case may be) the Academic Board or the Chair, but the following principles apply to all of them:

12.3.1 quality assurance matters shall be embedded in their terms of reference; and
12.3.2 they must, as appropriate, include the following members, taking into account gender, discipline and expertise:

12.3.2.1 academic staff members who are not necessarily members of the Academic Board;
12.3.2.2 members of the non-academic staff of the University who have relevant professional expertise or experience; and
12.3.2.3 appropriate student representation – with all Standing Committees to include at least one enrolled student member and, where appropriate, one undergraduate enrolled student and one postgraduate enrolled student member.

Part 5 – Election procedures for the Academic Board
13. Procedural requirements
All elections to the Academic Board and for the Chair must be carried out according to the procedure set out in this Part 5.

14. Timing of elections
14.1 Elected academic staff members
The election of the elected academic staff members of each faculty and college board to the Academic Board shall be held in second semester of every alternate year (i.e. the last semester prior to the end of the term of office of such members), and will normally be scheduled to run in conjunction with the election of elected enrolled student members of each faculty, college board and board of studies.

14.2 Student members
The election of the elected enrolled student member of each faculty, college board and board of studies to the Academic Board shall be held in second semester of each year, following the election of enrolled students to faculties, college boards and boards of studies.

14.3 Chair of the Academic Board
The election of the Chair of the Academic Board shall be held in second semester of every alternate year (i.e. the last semester prior to the end of the term of office of the Chair of the Academic Board), following the election of the academic staff members and the enrolled student members of the Academic Board as per sections 14.1 and 14.2 above.

15. Returning Officer
15.1 Who acts as returning officer
The Secretary to Senate, or the Secretary to Senate's nominee, acts as the returning officer for all elections.

15.2 Decision of returning officer is final
Subject to the By-law and this Rule, the returning officer's decision is final in connection with any matter affecting the conduct of an election including, without limitation, eligibility of candidates and the results of any election.

15.3 Agency
The returning officer may authorise another person to exercise any function of the returning officer under these Rules. Any function exercised by that authorised person is taken to have been exercised by the returning officer.

16. Rolls
16.1 Rolls required
The returning officer must, for the purpose of elections, establish and maintain separate Rolls for each category of elected members of the Academic Board prescribed in Rule 5, current as at the date of close of nominations.

16.2 Availability and inspection of Rolls
16.2.1 A copy of each relevant Roll must be available for inspection at the office of the returning officer during the University's usual business hours for at least 14 days before the date on which the election is due to be held.
16.2.2 A person's entitlement to inspect a Roll is subject to any policies or procedures of the University from time to time concerning privacy of personal information.

16.3 Alteration of Roll
The Secretary to Senate or the Secretary to Senate’s Nominee is entitled to alter a Roll at any time by:

16.3.1 correcting any mistake or omission in the details of any eligible voter entered on that Roll;

16.3.2 altering, on the written application of any eligible voter, the name or address of the person entered on that Roll;

16.3.3 removing the name of any deceased person;

16.3.4 removing the name of any person who is no longer entitled to vote in that election, or in the relevant category of that election;

16.3.5 removing the superfluous entry where the name of the same eligible voter appears more than once on the Roll; or

16.3.6 reinstating the name of an eligible voter removed from the Roll, where the Secretary to Senate or the Secretary to Senate’s Nominee is satisfied that such person is still entitled to be entered on the relevant Roll.

16.4 Roll not invalid
Notwithstanding Rule 16.3, a Roll is not invalid because that Roll:

16.4.1 contains any mistake or omission in the details of any eligible voter entered on that Roll;

16.4.2 contains the name of any deceased person;

16.4.3 contains the name of any person who is no longer entitled to vote in that election, or the relevant category of that election;

16.4.4 contains more than one entry for the same eligible voter; or

16.4.5 does not contain the name of any person entitled to be entered on that Roll.

17. Eligibility for election and to vote
17.1 Defined
A person is eligible for election to the Academic Board and/or (as the case may be) to vote in any election of the Academic Board if that person's name appears on the Roll in the relevant category at the time of close of nominations specified in the notice of election.

17.2 Circumstances where a provisional vote may apply
Rule 17.3 applies to a person who claims he or she is entitled to vote in an election even though:

17.2.1 that person's name cannot be found on the Roll for the election for which the person is claiming an entitlement to vote;

17.2.2 the person's name is on the Roll, but contains an incorrect address, or no address; or

17.2.3 a mark on the Roll used in that election indicates incorrectly that the person has already voted in that election.

17.3 Casting a provisional vote
A person to whom Rule 17.2 applies may cast a provisional vote if:

17.3.1 the person makes a request to the returning officer to do so; and

17.3.2 the person complies with clause 24.3.

18. Time intervals for different stages of the election process
When conducting an election, the returning officer must ensure that:

18.1 there are not less than 14 days nor more than 28 days between the publication of the notice that an election is to be held and the time for nominations to close;

18.2 there are not less than 14 days nor more than 28 days between the time nominations close and the issue of voting papers; and

18.3 where a postal vote is held, there are not less than 14 days nor more than 28 days between the issue of voting papers and polling day.

19. Notice of election
19.1 What it must contain
When an election becomes necessary, the returning officer must publish a notice of election containing the following information:

19.1.1 that an election is necessary to a particular office;

19.1.2 the category or categories for election;

19.1.3 the number of vacancies to be filled in each category;

19.1.4 the term of office of each category;

19.1.5 inviting nominations for election;

19.1.6 the form in which a nomination must be made;

19.1.7 the date and time when nominations close;

19.1.8 the polling day for the election;

19.1.9 the method of election;

19.1.10 where appropriate, the place(s) where voting is to take place; and

19.1.11 the election procedures can be found in this Rule.
19.2 How it must be published
The returning officer must give a notice of an election by any one of these methods:
19.2.1 placing a notice in the University News, Staff News and/or Student News as appropriate;
19.2.2 displaying the notice on all official University notice boards (including, without limitation, on the University’s website); or
19.2.3 sending a hard copy or an electronic notice to each person entitled to vote in that election.

20. Nominating candidates
20.1 Requirements
20.1.1 A separate nomination form must be completed for each candidate and for each category in which that person is nominated.
20.1.2 Except under the circumstances outlined in 20.1.5 below, each person who nominates another for election must be eligible for election in that category. A person cannot nominate himself or herself for election.
20.1.3 Each nomination must be signed by the candidate, and by the two persons nominating the candidate.
20.1.4 A person cannot nominate more than one person in any category of election. If this occurs, the returning officer is to treat the first signed nomination form received as the valid nomination for that election.
20.1.5 In the case of nominations for election as an enrolled student member, both of the nominators must be enrolled students at the University of Sydney in the same faculty, college or board of studies as the nominee.

20.2 Nominating in more than one category
An eligible person may be nominated in more than one category of membership of the Academic Board.

20.3 Non-withdrawal
A nomination cannot be withdrawn once nominations have closed.

20.4 Statement of information
At the time of nomination, a candidate may provide a statement of no more than 100 words containing any of the following information:
20.4.1 the candidate’s name;
20.4.2 his or her current occupation or position;
20.4.3 if an enrolled student, his or her current course of enrolment and year; and
20.4.4 any other information the candidate thinks relevant (for example, brief policy statements).

20.5 Editing and distributing statement of information
The returning officer may edit any information provided by a candidate under Rule 20.4. Edited statements will be printed as a summary of information and distributed with voting papers.

20.6 Death or ineligibility of candidate
If, before the declaration of a poll for an election, a candidate dies or is no longer eligible for election, the election must proceed as if:
20.6.1 the candidate had not been nominated for election;
20.6.2 the candidate’s name had not been included on the voting papers printed for the election; and
20.6.3 any vote for that person had not been cast.

21. Receiving nominations
21.1 Deadline for receipt
Nominations must be received by the returning officer no later than 4pm on the date for close of nominations specified in the relevant notice of election.

21.2 Rejection of nomination
The returning officer must reject a nomination paper if satisfied that the nomination does not comply with the requirements of Rule 20.1. If a nomination is rejected, then the returning officer must, within seven days of receiving that nomination, send or deliver a notice to each person who has signed or endorsed that nomination paper, notifying the person that the nomination has been rejected.

22. Dealing with nominations
22.1 Nominations less than or equal to positions vacant
If the number of nominations received is less than or equal to the number of candidates to be elected, then the returning officer must declare those candidates elected.

22.2 Number of nominations greater than positions vacant
If the number of nominations received is greater than the number of candidates to be elected, then the returning officer must conduct an election in accordance with these Rules.

23. Secret ballots
23.1 Election by secret ballot
All elections must be conducted by secret ballot.

23.2 Confidentiality
A person involved in an election (including any scrutineer) must not disclose or assist another person to disclose any information as to how a person voted at that election.

24. Postal votes
24.1 Postal vote required
All elections must be conducted by postal vote.

24.2 Dispatch of electoral material
The returning officer must, at least 14 days before the ballot is due to be held, send to each voter on the relevant Roll, at the voter's address listed on that Roll:

24.2.1 a voting paper;
24.2.2 a notice describing:
   24.2.2.1 how the voting paper must be completed; and
   24.2.2.2 the date and time by which the voting paper must be returned to the returning officer;
   24.2.2.3 a declaration requiring the voter to state his or her name and that he or she is eligible to vote; and
   24.2.2.4 two envelopes, one marked 'Voting Paper' and the other a returning envelope addressed to the returning officer.

24.3 Voting
Each voter must, after completing a postal vote:

24.3.1 enclose and seal the voting paper in the envelope marked 'Voting Paper';
24.3.2 complete and sign the declaration of eligibility required under Rule 24.2.3;
24.3.3 enclose and seal the envelope and declaration, referred to in Rule 24.3.1 and 24.3.2 above, in the returning envelope addressed to the returning officer; and
24.3.4 send by post or deliver the envelope to the returning officer so that the returning officer receives it no later than the closing date for voting specified in Rule 24.2.2.2.

24.4 Security of voting papers
The returning officer must take all reasonable steps to ensure that all voting papers received under Rule 24.3 are stored securely until the close of the poll concerned.

25. Marking and returning voting papers
25.1 Preferences must be allocated
Voters must vote by marking the numbers 1, 2, 3 and so on, next to every candidate, in order of preference.

26. Errors
26.1 Election not invalidated because of certain errors
An election is not invalidated if:

26.1.1 any one or more of the events described in Rule 16.4 occurs;
26.1.2 an eligible voter did not receive a voting paper, or did not see displayed or receive a notice of election; or
26.1.3 an eligible voter's voting paper has not been accepted at the election.

26.2 Returning officer may declare election invalid
Notwithstanding Rule 26.1, and without limiting any of the returning officer's other powers, the returning officer may, at any time, declare an election invalid because, in his or her opinion, one or more of the events described in that Rule has materially affected, or is likely to materially affect, the outcome of that election.

27. Scrutineers
27.1 Each candidate may nominate a scrutineer
Each candidate for election may nominate one person to be present as that candidate's scrutineer at any counting of votes for that election. Any nomination under this Rule must be in writing, signed by the candidate, and given to the returning officer before counting of votes commences.

27.2 Candidate may not be a scrutineer
A candidate for election is not eligible to be a scrutineer.

27.3 Inspection of voting papers
A scrutineer is entitled to inspect any voting paper provided that, in the opinion of the returning officer, that scrutiny does not delay the counting of votes unreasonably.

28. Informal voting papers
28.1 Informality
A voting paper is informal if it:
28.1.1 contains any mark or writing that, in the opinion of the returning officer, enables any person to identify the voter;
28.1.2 is not validated by the returning officer; or
28.1.3 in the opinion of the returning officer, contains no vote, or does not allocate a preference to each candidate.

28.2 Not informal for any other reason
A voting paper:
28.2.1 cannot be declared informal for any reason other than a reason specified in Rule 28.1; and
28.2.2 must be given effect to according to the voter's intention so far as that intention is clear.

29. Tally sheet to be kept
29.1 Contents of tally sheet
The returning officer must keep a tally sheet for each ballot containing the following information:
29.1.1 total number of voting papers;
29.1.2 a list of candidates;
29.1.3 primary votes allocated to each candidate;
29.1.4 secondary votes allocated to each candidate;
29.1.5 progressive total vote for each candidate;
29.1.6 informal votes, calculated by multiplying informal voting papers by the number of candidates to be elected; and
29.1.7 exhausted votes.

29.2 Number of voting papers must tally
At each stage of counting the total votes divided by the number of candidates to be elected must correspond with the total number of voting papers.

30. Procedures for election of one candidate only
The returning officer must follow the procedures in Rule 31 where one candidate only is to be elected.

31. Counting votes for one candidate only
31.1 Informal voting papers
Exclude all informal voting papers.

31.2 Count primary votes
Count the primary votes for each candidate on formal voting papers.

31.3 Total primary votes
Enter the total number of primary votes for each candidate next to that candidate's name on the tally sheet.

31.4 Majority of votes
If a candidate receives an absolute majority of primary votes, then declare that candidate elected.

31.5 Distribute secondary votes
Where no candidate receives an absolute majority of primary votes, distribute secondary votes according to Rules 31.6 to 31.11 until one candidate receives an absolute majority.

31.6 Exclusion of candidates
Exclude the candidate with the fewest primary votes.

31.7 Allocation of secondary votes
For each voting paper where the excluded candidate received a primary vote, allocate the next active secondary vote.

31.8 Indicate excluded candidate
Indicate the excluded candidate and that the next secondary vote has been allocated.

31.9 Exhausted voting papers
If there is no active secondary vote on any voting paper examined then that voting paper is exhausted.

31.10 Exclusion of candidates
Add together the primary votes and secondary votes for each remaining candidate and exclude the candidate with the lowest number of total votes.

31.11 Distribution of secondary votes
If, after the exclusion of a candidate, the next active secondary vote is to an excluded candidate then that secondary vote shall be disregarded and the next secondary vote, if any, distributed.

31.12 Repeat process
Repeat the process as set down in Rules 31.6 to 31.11 until one candidate receives an absolute majority of votes.
31.13 Equal lowest vote
If on any count two candidates have an equal number of votes and that number is the lowest on that count then:

31.13.1 the candidate with the lowest number of primary votes shall be eliminated; or
31.13.2 where the number of primary votes is equal, then the returning officer shall draw lots with the candidate first drawn remaining in the ballot.

32. Election procedures for more than one candidate
The returning officer must follow the procedures in Rule 33 where more than one candidate is to be elected.

33. Counting votes
33.1 Informal voting papers
Exclude all informal voting papers.

33.2 Count primary votes
Count the primary votes for each candidate on the formal voting papers.

33.3 Total primary votes
Enter the total number of primary votes for each candidate next to that candidate's name on the tally sheet.

33.4 Exclusion of candidates
Exclude the candidate with the fewest primary votes.

33.5 Allocation of secondary votes
For each voting paper where the excluded candidate received a primary vote, allocate the next active secondary vote.

33.6 Indicate excluded candidate
Indicate the excluded candidate and that the next secondary vote has been allocated.

33.7 Exhausted voting papers
If there is no active secondary vote on any voting paper then that voting paper is exhausted.

33.8 Exclusion of candidates
Add together the primary votes and secondary votes for each remaining candidate and exclude the candidate with the lowest of total votes.

33.9 Allocation of secondary votes
If, after the exclusion of a candidate, the next active secondary vote indicates an excluded candidate, then that secondary vote must be disregarded and the next secondary vote, if any, allocated.

33.10 Repeat process
Repeat the process as set down in Rules 33.5 to 33.9 until only the number of candidates required to fill the vacancies remain.

33.11 Equal lowest vote
If on any count, two candidates have an equal number of votes and that number is the lowest on that count then:

33.11.1 the candidate with the lowest number of primary votes shall be eliminated; or
33.11.2 where the number of primary votes is equal, then the returning officer must draw lots with the candidate first drawn remaining in the ballot.

34. Election in more than one category
34.1 Order of election
Where a non-professional member of academic staff is nominated in more than one category under Rule 5.1, and receives a sufficient number of votes to be declared elected under Rule 5.1.4, that person must be declared elected in that category.

34.2 Removal from subsequent categories
If a person is declared elected pursuant to Rule 34.1, then that person is no longer eligible for election to another category of membership, and must be removed from any list of candidates for that category of membership.

35. Filling casual vacancies or dealing with insufficient nominations
35.1 Elected academic staff members
35.1.1 If a casual vacancy occurs in the office of any elected academic staff member of the Academic Board [other than in the office of the Chair], then that vacancy must be filled by the candidate at the immediately preceding election who was the last candidate to be excluded, and who remains eligible to be elected.

35.1.2 If:
35.1.2.1 a casual vacancy cannot be filled according to Rule 35.1.1; or
35.1.2.2 there are insufficient nominations for any category of academic staff members,
then the Academic Board may fill that vacancy or position by appointing a person from the relevant Faculty who is eligible to be elected to that category of members, after first consulting with the relevant Dean.

35.1.3 If a casual vacancy or position cannot be filled according to Rule 35.1.2, then the position shall remain vacant until it can be filled for the remainder of the term according to Rule 35.1.1 or 35.1.2 [as the case may be].

Explanatory note: This Sub-rule is designed to enable more than one attempt to fill a casual vacancy or position while the relevant term of office remains current.

35.2 Elected student members

35.2.1 If a casual vacancy occurs in the office of any elected enrolled student member, then that vacancy must be filled by the candidate at the immediately preceding election who was the last candidate to be excluded, and who remains eligible to be elected.

35.2.2 If:

35.2.2.1 a casual vacancy cannot be filled according to Rule 35.2.1; or

35.2.2.2 there are no nominations

then that vacancy or position must be filled by an enrolled student, who is not already a member of the Academic Board, on the nomination of the relevant dean or chair of the board of studies, who must first consult with the Presidents of the Students' Representative Council and the Sydney University Postgraduate Representative Association. For the purposes of that consultation the relevant Dean, the President of the Students' Representative Council and the President of the Student University Postgraduate Representative Association shall have regard to the consideration that it is desirable that undergraduate enrolled students, postgraduate coursework enrolled students and postgraduate research enrolled students all be represented on the Academic Board;

35.2.3 If a casual vacancy or position cannot be filled according to Rule 35.2.2, then the position shall remain vacant until it can be filled for the remainder of the term according to Rule 35.2.1 or 35.2.2 [as the case may be].

Explanatory note: This Sub-rule is designed to enable more than one attempt to fill a casual vacancy or position while the relevant term of office remains current.

35.3 Chair

If a casual vacancy occurs in the office of the Chair:

35.3.1 on or after the last six months of the end of the Chair’s term, then that vacancy must be filled by the Deputy Chair; or

35.3.2 before the last six months of the end of the Chair’s term, then an election must be held to fill that vacancy according to Part 5.

Notes

University of Sydney (Academic Governance) Rule 2003

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Amendment history

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