ACADEMIC BOARD  18 MAY 2016

Chair: Associate Professor Tony Masters
Committee Officer: Megan Kemmis

University Secretariat | Office of the Vice-Chancellor
Quadrangle (A14)

NOTICE OF MEETING

Meeting 2016/3 of the ACADEMIC BOARD will be held at 2:00 pm on Wednesday, 18th May 2016 in the Professorial Board Room, Quadrangle (A14). 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

Respect is a core value of the Academic Board
## AGENDA

### Non-confidential items

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<td>WELCOME AND APOLOGIES</td>
<td>Chair</td>
<td>10 mins (Items 1 and 2 combined)</td>
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<td>PROCEDURAL MATTERS</td>
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<td>2.1</td>
<td>Starring of agenda and adoption of unstarred items</td>
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<td>Minutes of Meeting 2016/2, 30 March 2016</td>
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<td>3</td>
<td>STRATEGIC ITEMS OF BUSINESS</td>
<td>Professor Adam Bridgeman and Associate Professor Ross Coleman</td>
<td>Verbal</td>
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<td>3.1</td>
<td>Focus Topic: Educational Innovation and Graduate Research in the Education Portfolio</td>
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<td>4</td>
<td>REPORT OF THE CHAIR</td>
<td>Chair</td>
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<td>4.1</td>
<td>Academic Board Report on Annual Activities 2015</td>
<td>Chair</td>
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<td>4.2</td>
<td>Administrative amendment of Coursework Policy 2014</td>
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<td>4.3</td>
<td>Equity and Diversity working group</td>
<td>Dr Jenny Saleeba</td>
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<td>Student members' report</td>
<td>Students</td>
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<td>Report of the Senate meeting held on 2 May 2016</td>
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<td>Correspondence Register</td>
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<td>REPORT OF THE VICE-CHANCELLOR</td>
<td>Vice-Chancellor and Principal</td>
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<td>5.1</td>
<td>Report of the Senate meeting held on 2 May 2016</td>
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<td>6</td>
<td>QUESTION TIME</td>
<td>Vice-Chancellor and Principal</td>
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<td>REPORTS FROM FACULTIES</td>
<td>TBA</td>
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<td>7.1</td>
<td>Board of Interdisciplinary Studies: Amendment to Constitution (updated)</td>
<td>TBA</td>
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<td>7.2</td>
<td>Faculty of Arts and Social Sciences: Amendment to Constitution (NB – this item is NOT starred)</td>
<td>Professor Barbara Caine</td>
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<td>8</td>
<td>REPORT OF THE ADMISSIONS COMMITTEE</td>
<td>Associate Professor Tim Wilkinson</td>
<td>Attached</td>
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<td>8.1</td>
<td>Faculty of Science: Master of Clinical Psychology, Master of Clinical Psychology/Doctor of Philosophy – amendment of English language requirements</td>
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<td>5 mins (C'tee chair report)</td>
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<td>8.2</td>
<td>Public Consultation on Transparency in Higher education Admissions – Higher Education Standards Panel (HESP)</td>
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Megan Kemmis

18 May 2016
9  REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE
   9.1 Faculty of Nursing and Midwifery: Bachelor of Nursing (Honours) – units of study
   9.2 Faculty of Education and Social Work: Bachelor of Education (Early Childhood) – course resolutions
   9.3 Faculty of Medicine: Bachelor of Medicine and Bachelor of Surgery – Progression requirements

10 REPORT OF THE GRADUATE STUDIES COMMITTEE
   10.1 Faculty of Pharmacy: Master of Pharmacy – amendment of course
   10.2 Faculty of Engineering and Information Technologies: Master of Engineering, Master of Professional Engineering – units of study
   10.3 Faculty of Engineering and Information Technologies: Master of Information Technology, Master of Information Technology/Master of Information Technology Management – change to major
   10.4 Faculty of Medicine: Units of Study
   10.5 Faculty of Dentistry: Doctor of Dental Medicine – admission requirements
   10.6 Faculty of Medicine: Doctor of Medicine – progression requirement

11 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE
   11.1 Assessment types risk evaluation

12 GENERAL BUSINESS
Non-Confidential

Author | Megan Kemmis (Executive Officer to Academic Board)
Reviewer/Approver | Associate Professor Tony Masters, Chair of Academic Board
Paper title | Minutes of the Previous Meeting
Purpose | To request the Academic Board adopt the minutes of the previous meeting held on 30th March 2016 as a true record.

RECOMMENDATION

That the Academic Board adopt the minutes of the previous meeting held on 30th March 2016 as a true record.

ACADEMIC BOARD

2:00 pm, Wednesday 30th March 2016
Level 6 Seminar Room, Charles Perkins Centre (D17)

Members Present: The Chair (Associate Professor T Masters), the Vice-Chancellor (Dr M Spence), the Chairs of the Standing Committees (Associate Professor W Davis, Professor J Hanrahan and Associate Professor T Wilkinson); Mrs H Agus, Dr D Auld, Miss R Badiyan, Dr T Balle, Ms A Bell, Dr J Bloomfield, Professor P Brennan, Associate Professor T Buckley, Professor B Caine, Dr J Carrigan, Ms A Catterson, Associate Professor A Chaves, Associate Professor R Codd, Associate Professor R Coleman, Mr D Cross, Dr P Crossley, Dr J S Curwood, Dr F Di Lauro, Associate Professor A Elias, Dr A Fayad, Professor A Fekete, Professor R Gallagher, Professor S Barton, Associate Professor T Gerzina, Professor M Graeber, Mr T Greenwell, Professor N Gurnan, Mr M Hall, Professor I Haq, Ms K Hartman-Warren, Dr A Honey, Professor S Houston, Dr N Jarkey, Professor A Johnston, Professor C Jones (for Professor A Conigrave), Mr C Jones, Ms P Kamvounias, Ms R Kwa, Associate Professor C Lei, Dr S Loschke, Professor D Lowe, Dr A Maddox, Professor D Mayer, Associate Professor M McEntee, Associate Professor S McGrath-Champ, Ms L Michaelewska, Dr L Munoz, Associate Professor J O’Byrne, Dr R Orr, Ms J Painter, Associate Professor S Park, Professor P Pattison, Associate Professor M Peat, Professor I Ramzan, Professor K Refshauge, Professor C Rhodes, Professor J Rile, Ms A Rose, Associate Professor J Rowley, Dr J Saleeba, Professor B Singh, Mr O Smith, Dr I Spandonou, Ms P Specker, Professor R Stancilffe, Dr R Suter, Associate Professor C Sutton-Bradly, Associate Professor C Taylor, Professor G Tolhurst, Associate Professor M Valix, Ms S Vimalarajah, Professor C Wade, Professor D Waters, Associate Professor G White, Professor G Whitwell and Associate Professor H Woo.

Attendees: Ms K Calhau (University Secretariat), Mr M Charet (University Secretariat), Ms T Gerrie (University Secretariat), Ms T Hayward (University Secretariat), Mr D Pacey (Secretary to Senate), Ms P Scott (University Secretariat), Ms N Zawerucha (University Secretariat).

Apologies: Associate Professor J Anderson, Associate Professor T Bell, Professor K Belov, Professor A Bridgeman, Mr M Butler, Professor T Carlin, Professor A Conigrave (Professor C Jones attending in his stead), Dr E Crawford, Associate Professor D Easdown, Professor D Emery, Ms L Fouani, Dr J Gao, Associate Professor J Glistre, Professor A McBratney, Professor R McConchie, Associate Professor K McKenzie, Professor J Remond, Professor A Reid, Ms I Revell, Mr B Ross, Ms C Smith and Professor R Taylor.

MINUTES

🌟 WELCOME AND APOLOGIES

The Chair welcomed members to the Seminar Room of the Charles Perkins Centre and reminded them that any additional apologies should be provided to the Executive Officer. On a sadder note, he asked the Board to note the recent passing of Honorary Professor Paul Brock from the Faculty of Education and Social Work. As well as an Honorary Professor in the Faculty of Education and Social Work, Paul
was also an Honorary Associate in the Centre for Values Ethics and Law in Medicine within the University’s Faculty of Medicine, an Honorary Research Fellow at the University of New England, and Vice Patron of the Motor Neurone Disease Association, NSW.

2 PROCEDURAL MATTERS

2.1 Starring of agenda and adoption of unstarred items

The following items were starred: 11.1 and 12. The Chair advised that he had asked Associate Professor Susan Park to review the meeting under item 12.

AB16/2-1
The Academic Board resolved as recommended with respect to all unstarred items.

2.2 Minutes of Meeting 2016/1, 24 February 2016

Members confirmed the minutes of the last meeting held on 24 February 2016.

AB16/2-2
The Academic Board resolved that the minutes of meeting 2016/1, held on 24 February 2016, be confirmed as a true record.

2.3 Actions Arising (Correction of resolution)

The Chair advised that the Faculty of Science has asked that the Academic Board amend its resolution from the previous meeting to clarify that the amendments to the Master of Nutrition and Dietetics and the Bachelor of Science/Master of Nutrition and Dietetics will take effect on different dates as outlined below.

AB16/2-3
The Academic Board amended the resolution made at its meeting of 24 February 2016 to allow the Faculty of Science to introduce amendments to the Master of Nutrition and Dietetics from 1 January 2018, and changes to the Bachelor of Science/Master of Nutrition and Dietetics from 1 January 2017.

Action:
The Dean and Faculty Manager, Faculty of Science to note the Academic Board’s amendment of the resolution made at its meeting of 24 February 2016 to allow the Faculty of Science to introduce amendments to the Master of Nutrition and Dietetics from 1 January 2018, and changes to the Bachelor of Science/Master of Nutrition and Dietetics from 1 January 2017.

3 STRATEGIC ITEMS OF BUSINESS

3.1 Focus Topic: The Composition of the Academic Board under the University's Proposed New Organisational Structure

The Chair advised that at today's Academic Board meeting, he planned to divide the Board into groups to "workshop" proposals for the electorate of the Board under the University's new governance structure. While there was no intention to arrive at a preferred model today, the ideas and comments generated will form the basis of the Board's submission to the Review Committee towards the end of this year. He advised members that the Higher Education Standards require the University to ensure there is a clear distinction between academic and corporate governance, and reminded them that at the last Board meeting it was resolved that any future version of the Board would be representative and able to function effectively. The meeting broke up into ten discussion groups. The groups reconvened and presented their thoughts as follows:

- Group 1 – the group agreed that representation from the schools is important, but pointed out that the suggested model from the Chair shows non-proportional representation from the schools (e.g., the Business School has four representatives but Law has five) and that the health faculties are inconsistently represented in the data table (it includes both Medicine and the Sydney Medical School); also, school representation does not account for faculties with disciplines, rather than schools; the group also discussed the function of the Academic Board in the University and, therefore, what composition continues to be important to support its role in the light of organisational change;
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- Group 2 – this group suggested representation should cover discipline and faculties, but this is difficult to establish while faculty internal structures under the new framework remain unclear; the group was also concerned that deans currently on the Board could lose their positions under the new structure, which would rob the Board of some very specialised knowledge; it was also suggested that centres could be represented, particularly if there is a new emphasis on interdisciplinary education and research at the University;

- Group 3 – the group expressed concern regarding the number of representatives and whether this overshadowed the purpose of the Board and what it should be doing; they suggested working out an optimal number of members for the Board before looking at the structure, but pointed out that students in their group were supportive of the Chair’s model;

- Group 4 – members of the group questioned whether Board members are representative of (their faculties/schools) or representatives on (the Board), i.e. are academic units represented on the Board or are the decisions of the Board represented back to the units; they suggested looking at the Board afresh to ensure that it provides the University with what is needed for the future;

- Group 5 – this group started by considering strict proportional representation with slight variations between the faculties and the independent schools, and suggested including one undergraduate and one postgraduate student from each faculty and independent school; they suggested a smaller Board (than its current size) would be more efficient and could encourage more participation from members, however this needs to be balanced against the Board’s workload and the advantages of a larger membership in reporting back to faculties and other units on the Board’s decisions;

- Group 6 – members of the group generally agreed with the Chair’s proposed model and supported the representation of schools on the Board, but raised similar issues to those of Group 1 regarding proportionality and some duplication of faculties/schools;

- Group 7 – this group also expressed some confusion regarding the tables used in the Chair’s model, particularly whether representation would be determined at the faculty level or the school level; they also suggested that the size of a faculty or school could vary depending on the metrics used; the uncertainty of how the health and medicine faculties will be structured also made it difficult to come up with a clear model; the group also suggested more thought be given to student elections, suggesting that direct elections to the Academic Board would be preferable;

- Group 8 – the group suggested that clarification of the model would be helpful; they supported school representation, but suggested that representation should also support diversity, e.g. ensuring academics from different levels are represented, that there is ethnic, gender, ATSI and LGBT representation, etc.; the group suggested that some representational places could be reserved to ensure diversity and representation and pointed out that diversity might also be better achieved by ensuring a reasonable number of early career academics are included on the Board; there was some concern expressed regarding the number of positions currently filled by nomination rather than election;

- Group 9 – this group reiterated some of the concerns from other groups regarding proportional representation and the role of representatives on the Board i.e. should members report back to their faculties or are they on the Board simply to express their views; they supported representation at the school level and agreed with Group 8 that more should be done to ensure representatives are elected rather than nominated and appointed; the group also suggested that student representation should be built upon the internal structures of schools to ensure student representatives can report back on Board matters; they also recommended clarifying the status of ex officio members and their voting rights;

- Group 10 – members of this group supported many of the recommendations from the other groups but also recommended clarifying the role of elected members, particularly student members, and expressed concern that the number of student members would decrease under the Chair’s proposed model.

The Chair thanked members for their input and advised that these ideas will be combined into a single report.

AB16/2-4

The Academic Board noted the presentation by the Chair on the composition of the Academic
Non-Confidential

Submission To: Academic Board
Date: 18 May 2016
Item No: 2.2

Respect is a core value of the Academic Board

REPORT OF THE CHAIR

4.1 Nomination of Committee members and amendment of committee terms of reference
Members approved the appointments and the change to the terms of reference for the Admissions Committee.

AB16/2-5
The Academic Board approved:
(1) the appointment or co-option of academic staff and student members to the Academic Standards and Policy Committee, Admissions Committee, Graduate Studies Committee and Undergraduate Studies Committee, noting that the term of membership will be until 31 December 2016 for student members and until 31 December 2017 for staff members; and
(2) the amendment of the terms of reference for the Admissions Committee, with immediate effect.

Action:
Executive Officer to update membership lists and terms of reference.

4.2 Inherent Requirements 2016 Renewal
Members noted the report.

AB16/2-6
The Academic Board noted the report on the Inherent Requirements 2016 Renewal, and the invitation to faculties to make recommendations to the Inherent Requirements Advisory Committee (IRAC) by 11th April 2016.

4.3 Equity and Diversity Working Group
The Chair invited Dr Saleeba to advise the meeting of her work to establish the Equity and Diversity Working Group. She advised the group has been formed and involves herself, Ms Georgia Mantel from the SRC, Associate Professor Rae Cooper from the Business School and Mr Alastair Cowie from the USU. She invited members to contact herself or any of the other members with issues, adding that the group is currently establishing a working plan for the rest of the year.

AB16/2-7
The Academic Board noted the report from Dr Saleeba on the formation of the Equity and Diversity working group.

4.4 Student members’ report
Mr Hall advised members that a report had been circulated the day before from the student members and thanked the Chair and the Board for the opportunity to discuss issues such as anonymous marking and simple extensions. Members noted the report.

AB16/2-8
The Academic Board noted the report of the student members of the Academic Board on anonymous marking, simple extensions, the centralised University phone line and the NTEU and Student Rally.

4.5 Report of the Senate meeting held on 18 March 2016
The Chair advised that this meeting had occurred in two parts, the second being a retreat. The items from the Board’s previous meeting in February were accepted by the Senate.

AB16/2-9
The Academic Board noted the report of the Chair of the Senate meeting held on 18 March 2016.

4.6 Honours and Distinctions
In addition to the honours and distinctions listed in the agenda, the Chair advised that Professor
Duncan Ivison has been appointed to the Performance and Incentives Working Group of the 2018 Excellence for Research in Australia project.

**AB16/2-10**
The Academic Board noted the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients.

**Action:**
The Chair, Academic Board to write to recipients congratulating them on their honours and distinctions.

4.7 Correspondence Register
Members noted the report.

**AB16/2-11**
The Academic Board noted the correspondence register.

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**REPORT OF THE VICE-CHANCELLOR AND PRINCIPAL**

5.1 Report of the Senate meeting held on 18 March 2016
The Vice-Chancellor advised members that Senate has approved the 2016-2020 Strategic Plan, endorsing it as an exciting vision for the future of the University. The plan will be released tomorrow and will be available to download from the University’s website, with a formal launch on 27th April. Academic units will be asked to think about their responses to the plan and how they will implement it e.g. how they will identify new areas of research strength which should be supported. He added that the formal launch will include information on the implementation timetable and will provide staff with an opportunity to ask questions about the plan. He stressed the need to engage with the final plan as the issues raised in the discussion papers have evolved in response to feedback from across the University community. Ms Hartman-Warren asked whether students would be invited to the launch, and the Vice-Chancellor advised that a separate event is being arranged for students.

**AB16/2-12**
The Academic Board noted the report from the Vice-Chancellor and Principal on matters considered by Senate at its 18 March 2016 meeting.

5.2 Other matters
The Vice-Chancellor also spoke briefly on the current national debates in the higher education sector. The federal government will be releasing an options paper in the next couple of months, which will consider issues such as the changes to the HECS repayments framework raised by the Grattan Institute. On the issue of innovation, the ARC is holding discussions on research engagement and research impact. There is little appetite for the research impact statement model introduced in the UK, but no alternative model has been proposed. However the ARC is adamant that research impact should not influence funding.

The debate on the use of ATARs for admissions continues, with a lot of discussion regarding transparency but no information on how this will be achieved e.g. would institutions be asked to publish the median ATAR for admission to specific courses, or the number of students admitted above or below the published cut-off. Professor Peter Shergold, Chancellor of Western Sydney University, is chairing a standing committee on this issue. Finally, discussion continues regarding the recommendations from the Watt Review of Research Policy and Funding Arrangements. He advised that the Go8 continues to send the message to government that research is underfunded, which is not in keeping with the government’s current emphasis on innovation, and that distortions in education funding identified in the 2011 Lomax-Smith review still need to be addressed.

Professor Fekete asked what steps were being taken by the University to mitigate against the distortions in the government’s current funding model. The Vice-Chancellor advised that the strategic realignment levy and teaching to research levy used in the UEM are both aimed at
correcting anomalies in the distribution of funding.

**AB16/2-13**
The Academic Board note the report presented by the Vice-Chancellor.

**QUESTION TIME**
There were no further questions asked.

**REPORTS FROM FACULTIES**

**7 University of Sydney Business School: Amendment to Semester Dates for 2017**

**AB16/2-14**
The Academic Board approved the request from the University of Sydney Business School to amend its semester dates for 2017 for the Master of Business Administration.

**Action:**
The Dean and Faculty Manager, University of Sydney Business School to note the Academic Board's approval of the amendments to its semester dates for 2017 for the Master of Business Administration.

**REPORT OF THE ADMISSIONS COMMITTEE**
The Admissions Committee met on Wednesday, 9 March 2016.

**Report of the Chair**
Associate Professor Wilkinson noted that the changes to the Dux Entry Scheme have already been approved, but briefly outlined the rationale for altering the scheme to increase the University’s contact with schools not previously represented in the University’s admissions.

**AB16/2-15**
The Academic Board received and noted the report from the Admissions Committee meeting of 9 March 2016.

**8.1 Amendments to the Coursework Policy: Dux Scheme**

**AB16/2-16**
The Academic Board approved amendments to the Coursework Policy 2014 relating to the Dux Entry Scheme with effect from 1 July 2016.

**Action:**
The Director of Admissions to note the Academic Board’s approval of the amendments to the Coursework Policy 2014 relating to the Dux Entry Scheme.

The Executive Officer to update the Coursework Policy 2014 in the Policy Register.

**8.2 Minor Course Amendment Proposal: Faculty of Engineering and Information Technologies**

**AB16/2-17**
The Academic Board approved the proposal from the Faculty of Engineering and Information Technologies to correct the assumed knowledge details for the Bachelor Information Technology/Bachelor of Commerce combined degree, with immediate effect.

**Action:**
The Dean and Faculty Manager, Faculty of Engineering and Information Technologies to note the Academic Board’s approval of the proposal to correct the assumed knowledge details for the Bachelor Information Technology/Bachelor of Commerce combined degree.

The Executive Officer to update the Assumed Knowledge Schedule.
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9 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE
The Undergraduate Studies Committee met on Wednesday, 16 March 2016.

Report of the Chair
Associate Professor Davis gave a brief outline of the items considered by the Committee.

AB16/2-18
The Academic Board received and noted the report from the Undergraduate Studies Committee meeting of 16 March 2016.

9.1 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours – proposal to introduce new majors (Internet of Things and Humanitarian Engineering)

AB16/2-19
The Academic Board approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours to introduce new majors (the Internet of Things and Humanitarian Engineering) and the consequent amendments to the course resolutions with effect from 1 January 2017.

Action:
The Dean and Faculty Manager, Faculty of Engineering and Information Technologies to note the Academic Board’s approval of the proposal to amend the Bachelor of Engineering Honours to introduce new majors (the Internet of Things and Humanitarian Engineering) and amend the course resolutions in CMS.

9.2 Faculty of Arts and Social Sciences: Faculty Resolutions

AB16/2-20
The Academic Board approved the proposal from the Faculty of Arts and Social Sciences to clarify the provision of credit involving units of study for majors in undergraduate courses and the consequent amendment of the faculty resolutions with immediate effect.

Action:
The Dean and Faculty Manager, Faculty of Arts and Social Sciences to note the Academic Board’s approval of the proposal to clarify the provision of credit involving units of study for majors in undergraduate courses and amend the Faculty Resolutions in CMS.

10 REPORT OF THE GRADUATE STUDIES COMMITTEE
The Graduate Studies Committee met on Wednesday, 16 March 2016.

Report of the Chair
The Chair noted that Associate Professor McKenzie had provided her apologies. He added that in addition to the items in the report, the Board should note that Associate Professor Kathleen Nelson (Sydney Conservatorium of Music) has been appointed Chair of the PhD Award Sub-Committee and Associate Professor Shae McCrystal (Faculty of Law) has been appointed as Chair of the Postgraduate Awards Sub-Committee.

AB16/2-21
The Academic Board received and noted the report from the Graduate Studies Committee meeting of 16 March 2016.

10.1 Faculty of Arts and Social Sciences: Master of Development Studies – proposal to amend requirements for award of the degree

AB16/2-22
The Academic Board approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Development Studies, and approve the consequent amendment of the course resolutions with effect from 1 January 2017.
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 Development Studies and amend the course resolutions in CMS.

10.2 Faculty of Arts and Social Sciences: Master of US Studies – proposal to amend requirements for award of the degree

AB16/2-23
The Academic Board approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of US Studies, and approve the consequent amendment of the course resolutions, with effect from 1 January 2017.

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 US Studies and amend the course resolutions in CMS.

10.3 Faculty of Engineering and Information Technologies: Master of Engineering – proposal to introduce a new major in Risk Management

AB16/2-24
The Academic Board approved the proposal from the Faculty of Engineering and Information Technologies to introduce a Risk Management major in the Master of Engineering, and approve the consequent amendment of the course resolutions, with effect from 1 January 2017.

Action:
The Dean and Faculty Manager, Faculty of Engineering and Information Technologies to note the Academic Board’s approval of the proposal to introduce a Risk Management major in the Master of Engineering and amend the course resolutions in CMS.

10.4 Faculty of Science: Graduate Diploma in Psychology – proposal to alter the date of effect of amendment to course

AB16/2-25
The Academic Board amended the resolution made at its meeting of 2 July 2014 to allow the Faculty of Science to continue offering the Graduate Diploma in Psychology with its existing table of units of study until 2018.

Action:
The Dean and Faculty Manager, Faculty of Science to note the Academic Board’s amendment of the resolution made at its meeting of 2 July 2014 to allow the Faculty of Science to continue offering the Graduate Diploma in Psychology with its existing table of units of study until 2018.

11 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

The Academic Standards and Policy Committee met on Wednesday, 9 March 2016.

Report of the Chair
Professor Hanrahan advised she had nothing further to add to report of the meeting.

AB16/2-26
The Academic Board received and noted the report from the Academic Standards and Policy Committee meeting of 9 March 2016.

11.1 Simple Extensions Working Group report
Mr Hall advised that the SRC would like to discuss the implications of the amendments to clause
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57(1) at the next Academic Standards and Policy Committee.

Members approved the proposed amendments to the Coursework Policy 2014 and the Assessment Procedures 2011.

**AB16/2-27**
The Academic Board:
(1) accepted the findings of the Simple Extensions Working Group outlined in the attached report and
(2) approved the related amendments to the Coursework Policy 2014 and the Assessment Procedures 2011 with immediate effect.

**Action:**
The Executive Officer to update the Coursework Policy 2014 and the Assessment Procedures 2011 in the Policy Register.

11.2 Anonymous Marking

**AB16/2-28**
The Academic Board noted the Academic Standards and Policy Committee’s advice that it supports the use of anonymous marking for examinations.

**GENERAL BUSINESS**

12 The Chair thanked members for attending the meeting in a new venue, adding that he would like to try others as well. He invited Associate Professor Park to review the meeting. Professor Park advised that this had been her first Academic Board meeting, and that she had noted the comments in the minutes of the last meeting about problems with the previous venue. She added that she had heard most of what was said at the meeting, and while she would rather not do group work again it was a reasonable way to obtain a variety of views in a short time. Professor Stancliffe advised that he had experienced difficulties hearing some people and that he would prefer a table. The Chair invited members to provide their feedback on the venue.

The meeting closed at 3:31 pm.

Remaining Meeting Dates for 2016
2:00 pm Wednesday, 18th May 2016
2:00 pm Wednesday, 29th June 2016
2:00 pm Wednesday, 17th August 2016
2:00 pm Wednesday, 14th September 2016
2:00 pm Wednesday, 2nd November 2016
2:00 pm Wednesday, 7th December 2016

A full copy of the Academic Board Minutes is available at: [http://sydney.edu.au/ab/about/agendas.shtml](http://sydney.edu.au/ab/about/agendas.shtml)
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<th>Megan Kemmis (Executive Officer to Academic Board)</th>
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<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
<td>Academic Board Report on Annual Activities 2015</td>
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<tr>
<td>Purpose</td>
<td>To ask the Academic Board to note and recommend to Senate the report on its activities for 2015.</td>
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**RECOMMENDATION**

*That the Academic Board recommend that Senate accept the Academic Board’s report on its activities for 2015.*

**PROPOSAL**

The report on the Academic Board’s activities in 2015 is attached for the information of members. This report will also be provided to Senate.
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 2015;
- noted the report on the promotion of academic staff to Level B in 2015;
- noted the report on the promotion of academic staff to Level C in 2015;
- noted the report on the promotion of academic staff to Level D in 2015 (NB: the report for promotion to Level D was noted at the Board’s meeting in February 2016); and
- noted the report on the promotion of academic staff to Level E in 2015 (NB: the report for promotion to Level E was noted at the Board’s meeting in February 2016).

- 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 2015, this included amendments to the Coursework Policy 2014 and the creation of the Learning and Teaching Policy 2015 which amalgamated and streamlined a number of existing policies.

- the maintenance of academic standards.

The Academic Board approved the introduction of HSC 2 Unit Mathematics as an admission prerequisite to specified undergraduate degree programs, with effect from 1 January 2019.

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

### NEW COURSES

<p>| Faculty of Architecture, Design and Planning | Bachelor of Design in Architecture (Honours) / Master of Architecture |
|Faculty of Arts and Social Sciences | Graduate Certificate in Economic Analysis |
|University of Sydney Business School | 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 |</p>
<table>
<thead>
<tr>
<th>Faculty of Agriculture and Environment</th>
<th>Bachelor of Architecture and Environments (Honours)</th>
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<tr>
<td>Faculty of Architecture, Design and Planning</td>
<td>Bachelor of Architecture and Environments (Honours)</td>
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<td>Bachelor of Design Computing</td>
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<td>Master of Architectural Science</td>
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<td>Graduate Diploma in Architectural Science</td>
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<td>Graduate Certificate in Architectural Science</td>
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<td></td>
<td>Master of Heritage Conservation</td>
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<td>Graduate Diploma in Heritage Conservation</td>
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<td>Master of Interaction Design and Electronic Arts</td>
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<td>Master of Philosophy</td>
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<td>Master of Urban Design</td>
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<td>Faculty of Arts and Social Sciences</td>
<td>Diploma of Arts</td>
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<td>Diploma of Languages</td>
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<td>Diploma of Social Sciences</td>
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<td>Bachelor of Arts/Bachelor of Social Work</td>
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<td>Bachelor of International and Global Studies</td>
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<td>Bachelor of Political, Economic and Social Sciences</td>
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<td>Master of Creative Writing</td>
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<td>Graduate Diploma in Health Communication</td>
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<td>Graduate Certificate in Health Communication</td>
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<td>Master of Human Rights and Democratisation (Asia-Pacific)</td>
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<td>Master of Museum and Heritage Studies</td>
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<td>Graduate Diploma in Museum and Heritage Studies</td>
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<td>Graduate Certificate in Museum and Heritage Studies</td>
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<td>Master of Peace and Conflict Studies</td>
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<td>Graduate Diploma in Peace and Conflict Studies</td>
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<td></td>
<td>Graduate Certificate in Peace and Conflict Studies</td>
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<td>Graduate Certificate in Political Economy</td>
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<td>University of Sydney Business School</td>
<td>Bachelor of Commerce</td>
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<td>Master of Business Administration</td>
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<td>Master of Commerce</td>
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<td>Graduate Diploma in Commerce</td>
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<td>Graduate Certificate in Commerce</td>
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<td>Master of Logistics and Supply Chain Management</td>
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<td>Master of Logistics and Supply Chain Management/Master of Transport Management</td>
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<td>Graduate Diploma in Logistics and Supply Chain</td>
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<tr>
<td>Faculty of Dentistry</td>
<td>Doctor of Clinical Dentistry</td>
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<tr>
<td>Faculty of Education &amp; Social Work</td>
<td>Bachelor of Education (Health and Physical Education) Bachelor of Social Work</td>
</tr>
<tr>
<td>Faculty of Engineering &amp; Information Technologies</td>
<td>Bachelor of Computer Science and Technology Bachelor of Computer Science and Technology (Advanced) Bachelor of Engineering Honours (Aeronautical) Bachelor of Engineering Honours (Civil) Bachelor of Engineering Honours (Mechanical) Bachelor of Engineering Honours (Mechatronic) Bachelor of Engineering Honours combined degrees Bachelor of Information Technology Bachelor of Information Technology/Bachelor Medical Science Bachelor of Project Management Master of Engineering Graduate Diploma in Engineering Graduate Certificate in Engineering Master of Professional Engineering (Chemical and Biomolecular) Master of Professional Engineering (Software) Master of Project Management Graduate Diploma in Project Management Graduate Certificate in Project Management</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td>Bachelor of Applied Science (Diagnostic Radiography) Bachelor of Applied Science (Occupational Therapy) Bachelor of Applied Science (Physiotherapy) Bachelor of Health Sciences Master of Health Science (Developmental Disability) Master of Medical Imaging Science Master of Physiotherapy</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>Bachelor of Laws Juris Doctor</td>
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<tr>
<td>Faculty of Medicine</td>
<td>Bachelor of Commerce/Doctor of Medicine Bachelor of Economics/ Doctor of Medicine Bachelor of Music Studies/Doctor of Medicine Bachelor of Science (Advanced)/Doctor of Medicine Bachelor of Medical Science/Doctor of Medicine Master of Health Policy Graduate Diploma in Health Policy Graduate Certificate in Health Policy Master of Medicine and Master of Science in Medicine Master of Qualitative Health Research Graduate Diploma in Qualitative Health Research Master of Surgery</td>
</tr>
<tr>
<td>Faculty of Nursing &amp; Midwifery</td>
<td>Bachelor of Nursing (Honours) Bachelor of Nursing (Post-Registration) Bachelor of Arts/Master of Nursing Bachelor of Science/Master of Nursing Bachelor of Health Science/Master of Nursing Master of Nursing (Graduate Entry) Master of Advanced Nursing Practice Master of Cancer and Haematology Nursing Master of Emergency Nursing Master of Intensive Care Nursing Master of Mental Health Nursing Master of Nursing (Nurse Practitioner)</td>
</tr>
</tbody>
</table>
Non-Confidential

| Faculty of Pharmacy | Bachelor of Pharmacy  
|                     | Master of Pharmacy  
|                     | Graduate Certificate in Pharmacy Practice  
| Faculty of Science  | Bachelor of Liberal Arts and Science  
|                     | Bachelor of Science (Advanced)/Doctor of Dental Medicine  
|                     | Bachelor of Science/ Bachelor of Arts  
|                     | Bachelor of Science/Master of Nutrition and Dietetics  
|                     | Bachelor of Science (Advanced)/Master of Nutrition and Dietetics  
|                     | Bachelor of Science (Advanced Mathematics)/Master of Nutrition and Dietetics  
|                     | Master of Science (Research)  
| Sydney College of the Arts | Bachelor of Visual Arts (Honours)  
|                          | Master of Fine Arts  
| Sydney Conservatorium of Music | Bachelor of Music  
|                               | Bachelor of Music (Composition)  
|                               | Bachelor of Music (Music Education)  
|                               | Bachelor of Music (Performance)  
|                               | Bachelor of Music Studies  
|                               | Bachelor of Music Studies/Bachelor of Arts  
|                               | Bachelor of Music Studies/Doctor of Medicine  
|                               | Master of Music (Musicology)  
| Faculty of Veterinary Science | Bachelor of Animal and Veterinary Bioscience  
|                                 | Bachelor of Veterinary Biology/Doctor of Veterinary Medicine  
|                                 | Bachelor of Science (Veterinary)  
|                                 | Doctor of Veterinary Medicine  
|                                 | Master of Veterinary Studies/Master of Veterinary Clinical Studies  

**DELETED COURSES**

| Faculty of Arts and Social Sciences | Master of China Studies  
|                                     | Graduate Diploma in China Studies  
|                                     | Graduate Certificate in China Studies  

- **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;**
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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 2015:
  - Academic Honesty in Coursework Policy 2016
  - Coursework Credit Procedures 2015
  - Learning and Teaching Policy 2015
  - Progress Planning and Review for Higher Degree by Research Students Policy 2015
  - Progress Planning and Review for Higher Degree by Research Students Procedures 2015

Existing policies amended in 2015:
  - University of Sydney (Academic Governance) Rule 2003 (as amended)
  - University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended)
  - University of Sydney (Higher Degree by Research) Rule 2011
  - Coursework Policy 2014
  - Assessment Procedures 2011
  - Progress Planning and Review for Higher Degree by Research Students Policy 2015
  - Progress Planning and Review for Higher Degree by Research Students Procedures 2015
  - Supervision of Higher Degree by Research Students Policy 2013
  - Thesis and Examination of Higher Degree by Research Policy 2015
  - Thesis and Examination of Higher Degree by Research Procedures 2015

Policies deleted in 2015:
  - Academic Board Resolutions: Creation, variation and deletion of award courses and units of study
  - Academic Board Resolutions: The Management and Evaluation of Coursework Teaching
  - Academic Board Policy on Consultation with Students
  - Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney
  - Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy
  - Flexible Student-Centred Learning in the University of Sydney Policy
  - Higher Degrees Theses Policy
  - Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy
  - Parallel Teaching of Postgraduate and Undergraduate Students Policy
  - Principles for First Year Orientation and Transition Policy
  - Quality Assurance and Learning Management Systems Policy
  - Research-Enhanced Learning and Teaching Policy
  - Written and Oral Communication Skills of Students Policy

The Academic Board also:
  - approved the creation of a section on the Academic Board website relating to admissions standards
  - endorsed the Academic Promotions Policy and Procedures 2015
  - approved the Final Thesis Lodgement Guidelines for Students
  - endorsed the Honorary Titles Policy
  - endorsed the Intellectual Property Policy 2015
  - endorsed the Student Placement Policy 2015

- Request reports from, or refer matters to Faculties, colleges and boards of studies and similar organisational units for consideration and action as required;

- 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 Women's Career and Leadership Strategy by the Vice-Principal (Operations);
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- an overview of the development of the 2016-2020 Strategic Plan from the Vice-Chancellor, Deputy Vice-Chancellor (Education) and Deputy Vice-Chancellor (Research);
- a presentation on admissions from the Deputy Vice-Chancellor (Registrar);
- presentations on the Education and Research sections of the 2016-2020 Strategic Plan from the Deputy Vice-Chancellor (Education) and Deputy Vice-Chancellor (Research);
- a presentation on the Organisational Design section of the 2016-2020 Strategic Plan from the Provost and Deputy Vice-Chancellor;
- a report on the Vice-Chancellor’s Taskforce on Academic Misconduct and Plagiarism from the Chair of the Academic Board; and
- a presentation on the paper “A Distinctive Undergraduate Education: Next Steps” from the Deputy Vice-Chancellor (Education).

- 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 2015 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 Faculty of Architecture, Design & Planning, the Faculty of Medicine and the Faculty of Nursing & Midwifery 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 2015.

- 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 the Undergraduate and Postgraduate English language requirements published on the Academic Board’s website under Standards and Guidelines.

  - Determine whether or not a Higher Doctorate be awarded.

    The Chair of the Graduate Studies Committee approved the awarding of one higher doctorate.

  - 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/2016/GSC_Apr16_Agenda_pack_updated.pdf (Ref: Agenda Item 5.3, Agenda of the Graduate Studies Committee meeting held on 27 April 2016).

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

    The Academic Board approved faculty-specific semester and vacation dates for 2016 for the Faculty of Agriculture and Environment, Faculty of Education and Social Work, the Faculty of Medicine, the
Restrict the public availability of a thesis.

3 applications to restrict the public availability of a thesis and one application to restrict the public availability of appendices were approved in 2015.

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 no applications for the early submission of a PhD thesis in 2015.

Structure of the Academic Board

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

- 1 academic staff member and 3 student members were appointed to the Academic Board;
- 1 student member and 3 academic staff members were appointed to the Academic Standards and Policy Committee;
- 3 decanal nominees and 1 student member were appointed to the Admissions Committee;
- 5 academic staff members and 1 student member were appointed to the Graduate Studies Committee; and
- 3 academic staff members were appointed to the Undergraduate Studies Committee.

The Board also:

- amended the membership of the Board to allow both the SRC and SUPRA to nominate up to two additional student members;
- recommended alterations to the University of Sydney (Academic Governance) Rule to allow members to nominate a standing alternate; and
- amended the terms of reference for the Admissions Committee to remove ex officio positions no longer in use at the University.

With respect to the 2016-2017 Academic Board membership, the Board:

- noted the results of elections held for academic staff and student membership of the Academic Board;
- appointed the academic staff and student members nominated by their deans to fill casual vacancies for the term 1 January 2016 to 31 December 2017; and
- noted the election of Associate Professor Tony Masters as Chair of the Academic Board for the term 1 January 2016 to 31 December 2017.
RECOMMENDATION

That the Academic Board note the administrative amendments to the Coursework Policy 2014.

EXECUTIVE SUMMARY

An administrative amendment has been made to clause 101(8) of the Coursework Policy 2014 on legal advice. No formal approval of this change from the Academic Board is required.

DETAILS OF AMENDMENT TO COURSEWORK POLICY 2014

101 Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

(a) the student, or someone acting on the student’s behalf, made a material misrepresentation in applying for admission to an award course;

(b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

(c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.

(2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.

(3) The notice must:

(a) set out the basis on which it is proposed that the student’s candidature be terminated;

(b) inform the student that he or she may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;

(c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student’s candidature.

(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Registrar will:

(a) consider the student’s submissions within 10 working days of receiving them; and

(b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Registrar is satisfied, after considering any submissions made by the student, that:

(a) the disqualifying circumstances specified in the notice exist; and

(b) because of those disqualifying circumstances the student’s candidature in the award course should be terminated;

(c) the Registrar will terminate the student’s candidature in the award course.

(7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If the Registrar terminates the candidature of a student in accordance with this clause:

(a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and

(b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and

(c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.
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in relation to the course.

Note 55: A decision made by the Registrar in accordance with this clause is not an ‘academic decision’ and cannot be appealed to the Student Appeals Body in accordance with the [University of Sydney (Student Appeals against Academic Decisions) Rule 2006](https://www.unsw.edu.au/about/university-government/governance/review-academic-decision).
RECOMMENDATION

That the Academic Board note the report of the student members of the Academic Board on:
(1) Bullying and Safety;
(2) the Federal Budget;
(3) the University Restructure;
(4) Restructure at the SCA;
(5) Indigenous Student Engagement with West Papua; and
(6) International Student Travel Concessions.

STUDENT MEMBERS’ REPORT TO ACADEMIC BOARD, 18/5/16

Introduction
The past five weeks have been busy for student representation given budget announcements, further discussions with the restructure, and activity with student elections. Undergraduate and postgraduate student representatives attended discussions with the Vice-Chancellor regarding the University Strategic Plan and related restructure. They also spoke out for international student concessions, and against the restructure publically at two demonstrations. Both SUPRA and USU also carried out their annual elections and as such, student visibility and engagement. Finally, SSAF was announced, and student associations learned of the funds they would be receiving for the rest of the 2016 year. Student representatives are grateful for this year’s SSAF funding and they appreciate the University’s cooperation on SSAF as SSAF is vital to the representative activity and community engagement student organisations bring to this campus.

Bullying & Safety:
The board has spent a bit of time discussing anti-bullying strategies amongst staff and what students want the culture of the university to be. In light of a few recent and ongoing events, we also want to stress the importance of extending this discussion to the study body. Of late there have been serious instances of Islamophobia and we remain concerned for how this impacts our local Islamic students, as well as our international students who came to Australia to study. Safety remains a top concern for International Students. There has also a recent SMH article highlights the issue of sexual assault on campus, as well as the string of articles relating to Wesley College. We understand the university has been communicating with Wesley about this incident and hope such efforts continue even once the media is no longer reporting on the issue. The student bodies on campus are aware that there was a safety initiative last year to address sexual assault and we would like to know when will the results of the sexual assault survey be published and when the board will start to address these issues on campus. We believe these issues are connected to the work of the Board, as having a clear policy and processes all students and staff are aware of is crucial to addressing these issues.

Federal Budget:
At the moment, students understand that Higher Education failed to achieve a priority in this year’s budget, and the University sector is expected to see a decrease of 2.4% in real terms from the 2015/16 budget. While cuts were not announced, the government has also maintained $2 billion in education savings and students would like to know more details about where these savings will come from. Students are also concerned about the potential exploitation of younger workers. The Government has endorsed the Youth Jobs Path, which gives incentives to businesses to hire young and unemployed individuals. These

Respect is a core value of the Academic Board
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individuals will perform 15---20 hours of work a week to the tune of $200 a week on top of their regular welfare benefits. Already, young people face exploitation as interns, and we believe it is not reasonable to ask someone to work for wages as low as these. The program defines young people as “25 and younger”. This targets an age relevant to both undergraduate and postgraduate populations.

Postgraduate students did not see the deregulation plans from 2014---2015 come to pass, nor will they be charged fees for research students. While postgraduate students can expect few changes in 2017, there is a serious degree of uncertainty with regards to how the current government attitude towards education will affect postgraduates beyond that point in time.

University Restructure:
SUPRA, SRC and USU attended a meeting to discuss the restructure with the Vice Chancellor this past month, and we raised some questions. We continue to remain concerned with regards to this restructure, and we maintain that we need clear and transparent information from the university on what changes will be coming our way. We also hope for further in---depth consultation as plans go forward. Students asked questions regarding faculty amalgamation and expressed a desire for the university to commit to improved student mentorship, support better cultural inclusion of equity groups and maintain an ongoing dedication to student representation and leadership at the University of Sydney. This includes a presence on Academic Board, SEG and other decision---making committees and working parties.

By and large, students object to the amalgamation of faculties and the downsizing of staff currently employed to support students. They are concerned with the cut from 122 to 20 course, and the introduction of a four---year Bachelors program which may increase the overall cost of education.

Restructure at SCA:
SUPRA and SRC also attended a forum put together by Sydney College of the Arts and SCASS – it’s faculty’s student association. Several individuals gave presentations, including the Dean of SCA. However, there was little to no time for students to ask the burning questions they have about the restructure, or express their wishes in regards to the matter. SUPRA and SRC urge SCASS and Sydney College of the Arts to come together in a town hall format so students can have the opportunity to voice their concerns and ask their questions.

Indigenous Student Engagement with West Papua:
SUPRA’s Indigenous Officer has initiated a film screening to spread more awareness regarding the West Papua situation. West Papua is Australia’s elephant in its foreign policy living room. in a nutshell; Indonesia claims West Papua for itself in 1969, much like it did East Timor but worse. Mass Javanese migration swamps the indigenous population who are killed, terrorised and disposed of their land as it is mined for gold and the jungle is cleared for giant palm oil plantations. Ever since then the Australian government has refused to speak out about it or accept West Papuan refugees or asylum seekers. West Papuans are both ethnically and culturally related to Australia’s indigenous populations and SUPRA’s indigenous officer Mike Butler is part of a team that is flying out West Papuan independence leader Benny Wenda from asylum in England and will be hosting him on campus on May 24 to help raise awareness of the West Papuan issue. Something akin to a black Ghandi, Wenda is a pacifist, has been nominated for the Nobel Peace Prize twice and despite that has been put on the Interpol wanted list by the Indonesian government.

International Student Travel Concessions:
International Students in NSW still fail to receive full travel concessions, and we’re working hard to push for this access. International students face discrimination in the job market, and housing market, they shouldn’t have to face discrimination from the NSW government as well. Student representatives gathered several thousand signatures and we’re continuing to attract more through our petition. We are grateful to Professor Carlin and the VC’s office for their support during the campaign, and we hope faculties across this university will push for these concessions.
RECOMMENDATION

That the Academic Board note the report from the Chair of the Academic Board on matters considered by Senate at its 2 May 2016 meeting.

EXECUTIVE SUMMARY

This report provides the Academic Board with items that were approved by the Senate at its meeting on 2 May 2016.

COMMENTS

At the 2 May 2016 meeting Senate noted that the Academic Board did not require its approval for any amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates.

Senate endorsed the Academic Board's approval of a range of minor amendments to existing courses, with effect from various dates as set out in the report presented to Senate.

OTHER MATTERS

Senate noted other information provided by the Chair of the Academic Board which included:

- that the Academic Board was currently reviewing possible Board structures under the new organisational structure being implemented; and
- that the Dux entry scheme had been extended to the Future Leaders scheme.
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<tr>
<th>Author</th>
<th>Megan Kemmis (Executive Officer to Academic Board)</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Honours and Distinctions</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Board of honours and distinctions awarded to staff and students of the University of Sydney.</td>
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</tbody>
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RECOMMENDATION

That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients.

LIST OF HONOURS AND DISTINCTIONS

Mr Chris BALDOCK, Faculty of Agriculture and Environment
Awarded the Chris Russell Medal of Excellence by the AG Institute Australia.

Dr Penelope CROSSLEY, Faculty of Law
Nominated for the Rita and John Cornforth Medal, which honours PhD graduates who have achieved academic excellence and enriched the diverse life of the University and the broader community.

Professor Georgina LONG, Melanoma Institute Australia
Awarded the 2016 Sir Zelman Cowen Universities Fund Prize for Discovery in Medical Research.

Emeritus Professor Angus MARTIN, Faculty of Arts and Social Sciences
Awarded the Chevalier de la Legion d'Honneur for his outstanding work in 18th century French literature.

Dr Elizabeth NEW, Faculty of Science
Awarded an inaugural Westpac Bicentennial Foundation Research Fellowship in the category of technology and innovation.

Honorary Professor Roberta SHEPHERD, Faculty of Health Sciences
Received the Alumni Award for Professional Achievement in recognition of more than 50 years of contribution to physiotherapy education, research and practice. Professor Shepherd also recently received an honorary Doctorate in Health Sciences from the University of Sydney.

Professor Branka VUCETIC, Faculty of Engineering and Information Technologies
Awarded an ARC Laureate Fellowship.
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<td>Correspondence Register</td>
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<tr>
<td>Purpose</td>
<td>To advise the Academic Board of major correspondence to and from the Chair of the Academic Board</td>
</tr>
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</table>

RECOMMENDATION

That the Academic Board note the correspondence register.

CORRESPONDENCE REGISTER

Members are asked to note the following items of correspondence:

21/04/16 Correspondence with the Deputy Vice-Chancellor (Registrar) regarding proposed examination changes.
This paper advises the Board of outcomes from the meeting of Senate held on 2 May 2016.

RECOMMENDATION

That the Academic Board note the report from the Vice-Chancellor and Principal on matters considered by Senate at its 2 May 2016 meeting.

EXECUTIVE SUMMARY

This report provides the Academic Board with items that were approved by the Senate at its meeting on 2 May 2016. This includes strategic items of business such as the University's relationships with the established Medical Research Institutes, our ongoing Westmead strategy and the development of the University campuses.

SENATE DECISIONS

At the 2 May 2016 meeting, Senate:

- approved the rescission of the University of Sydney (Intellectual Property) Rule 2002 (as amended);
- approved the rescission of the Foundations Policy 2011;
- approved the Workplace Health and Safety Policy 2016;
- approved the recommended Selection Committee to consider the appointment of the Dean, Faculty of Arts and Social Sciences;
- approved the appointment of the Chancellor, Belinda Hutchinson AM, and the Vice-Chancellor, Dr Michael Spence, as the two University of Sydney trustees of the Wesley College Lands;
- approved the revocation of the Power of Attorney to Mr Mark Easson registered as Book 4611 No. 119;
- endorsed the appointment of Dr Barry Catchlove AM as Pro-Chancellor with immediate effect for two years or for so long as in office if shorter;
- endorsed the process and timetable for the appointment of a Postgraduate Senate Fellow;
- noted the new Intellectual Policy 2016;
- noted the new Foundations Policy 2016 and Foundations Procedures 2016; and
- noted that the Workplace Health and Safety Procedures 2016 have been updated to align with the Workplace Health and Safety Policy 2016 and these will be approved by the Director, Human Resources as per Delegations of Authority.

[Members wishing to receive further information regarding the approval made by Senate should contact the Executive Officer to Senate via email mark.i.smith@sydney.edu.au]

OTHER MATTERS

Senate at its May 2016 meeting also noted and held an in-depth discussion on the following matters:

- **Medical Research Institutes** – Professor Laurent Rivory (Pro-Vice-Chancellor, Strategic Collaborations and Partnerships), Professor Vlado Perkovic (Executive Director, The George Institute of Global Health Australia) and Professor Phillip Robinson (NHMRC Principal Research Fellow, Children's Medical Research Institute, Westmead) provided Senate with a presentation on the MRIs, in particular The George Institute and the ProCan project at Westmead. The presentation covered the University’s relationship with the seven MRIs, the contribution the MRIs make to the University’s research.
Confidential

performance, how to commercialise the work done in the MRIs and the assistance needed from the University and the future of MRIs, including the possibility of amalgamation and co-location.

- **Westmead** – Professor Chris Peck (Dean, Dentistry and Vice-Chancellor’s Westmead Delegate) provided Senate with a presentation on the developments occurring at Westmead, in advance of Senate’s October meeting which will be held at Westmead. The presentation from Professor Peck, included:
  - the University’s relationship with the various Westmead stakeholders, including the State government and Western Sydney University;
  - other developments planned for the surrounding area;
  - the funding committed to Stage 1 of the redevelopment of the health precinct at Westmead;
  - the Westmead Strategy of an integrated campus with a focus of education, research and healthcare services;
  - key academic initiatives including CPC Westmead, student-led clinic, Innovation and Education Hubs and a consolidation of dentistry;
  - embedding academic staff in precinct activities; and
  - the future for the University at Westmead.

- **Western Land Holdings** – Mr Greg Robinson (Director, Campus Infrastructure Services) and members of his team provided Senate with a presentation on the University’s land located in Western Sydney.
Non-Confidential

Author | Peter McCallum, Director, Education Strategy
Reviewer/Approver | Pip Pattison, Deputy Vice-Chancellor Education
Paper title | Reform of the Board of Interdisciplinary Studies
Purpose | It is proposed to reshape the Board of Interdisciplinary Studies (BIS) by changing its constitution such that the new BIS would also have oversight of: interdisciplinary non-award courses (as per the Continuing Education Strategy); the architecture of the new Bachelor of Advanced Studies degree proposed in the University Strategy including the list of majors, minors and units offered in the shared pool; and the Open Learning Environment.

RECOMMENDATION

That the Academic Board approve and recommend to the University Senate the attached proposed changes to the Constitution of the Board of Interdisciplinary Studies, with immediate effect.

EXECUTIVE SUMMARY

This paper proposes a changed Constitution and membership for the Board of Interdisciplinary Studies to accommodate the University Strategic Plan 2016-2020’s ambition to embed more interdisciplinary experiences across the undergraduate curriculum, including the development of the proposed Bachelor of Advanced Studies and its attendant Open Learning Environment. In addition, the changes to the Board of Interdisciplinary Studies are key to delivering the implementation of the University’s Continuing Education Strategy.
BACKGROUND / CONTEXT

The University Strategic Plan 2016-2020, endorsed by Senate in March, outlines an intention to manage the proposed new Bachelor of Advanced Studies via the Board of Interdisciplinary Studies (BIS). It is envisaged that the BIS will also have responsibility for the Open Learning Environment and for the inclusion of majors, minors and units to be offered within the shared pool available across the University.

In addition, the Continuing Education Strategy, which was fully endorsed by SEG in 2015, recommends that:

The Dean of each Faculty (or delegate) should assume responsibility for the strategic value and quality of continuing education courses in the domain of faculty expertise, either directly where a program is wholly within the orbit of their expertise, or jointly through the Board of Interdisciplinary Studies, where programs touch on the expertise of multiple faculties. This should include:

- Formal approval for the appointment of staff to teach in a non-award course;
- Approval of the purpose and educational approach for the course;
- A systematic closed-loop approach to monitoring course quality (e.g. use of a brief feedback tool with some standard University items).

The Deputy Vice Chancellor (Education) should be given overall responsibility for coordination and whole-of-University monitoring of quality and strategic fit, ensuring that information is collected from faculties and the BIS and reported through to the Senior Executive Group and the Academic Board.

As it is currently constituted, the BIS may only supervise the award of cross-faculty qualifications as listed in the related Senate resolutions and has no current responsibilities for non-award courses. At present, only an interdisciplinary PhD is overseen by the BIS. The Board has met five times since its establishment in 2013, with the last two meetings occurring by circulation. It has dealt almost exclusively with PhD admission to the China Studies Centre, although in late 2015 it also approved the pan-faculty online HDR Units of Study.

ISSUES

As the University moves to introduce the proposed new Bachelor of Advanced Studies, create the Open Learning Environment, and identify majors, minors and units to be offered in the shared pool for liberal studies degrees, the governance of each of these academic components needs to be considered. In particular, the BIS will be required to:

- Supervise the award of the Bachelor of Advanced Studies, noting that the course resolutions will ensure a role for participating faculties in decisions affecting their majors, minors and units
- Approve the listing of units of study of the Open Learning Environment
- Approve the inclusion of faculty-approved minors, majors and units in the shared pool for Liberal Studies degrees

Regarding these responsibilities, the BIS would operate in a similar manner to faculty board oversight of discipline-specific courses. However, its responsibilities would be limited to those that are not already undertaken by faculties in their oversight of constituent course components such as majors, minors and units. In particular, the BIS would provide cross-faculty supervision of cross-faculty qualifications by augmenting the faculty-based supervision of any constituent academic components within those qualifications. The primary undergraduate course approval responsibilities of the BIS would be for: the course resolutions of the Bachelor of Advanced Studies; the listing of faculty-approved majors and minors in the shared pool for liberal studies degrees; and the listing of faculty-approved units in the Open Learning Environment.

In relation to the Bachelor of Advanced Studies, the BIS would become the functional equivalent of a faculty board in relation to the course approval process, except that it would not become involved in approving the content and assessment of individual units of study that are governed by faculties. In this role, it would formulate and approve the curriculum, approve the degree resolutions for the Bachelor of Advanced Studies and recommend them to the Academic Board. Its role, under the Learning and Teaching Policy 2015, would be to approve the inclusion of faculty-approved components and it would report regularly updated lists of the majors, minors and units in the shared pool, and of the units in the Open Learning Environment to the Board. Appeals against academic decisions would generally be considered by the faculty administering the relevant component, unless the Appeal involved a degree-level matter (such as exclusion) in relation to the Bachelor of Advanced Studies.
In relation to majors, minors and other units in the shared pool, the primary academic governance for these components would rest with the home faculty. The role of the BIS would be to assess their suitability for the shared pool in Liberal Studies degrees.

In addition, the BIS is required, under the Continuing Education Strategy, to have academic oversight of interdisciplinary non-award courses. This could be done via a subcommittee of the BIS, which would make recommendations to the BIS on non-award courses, with BIS approval the final step in any non-award course approval process.

These changes are reflected in the revised Constitution at Attachment 1 and the course approval process in the diagram at Attachment 2.

Changes to the membership of the BIS are also necessary to reflect its redesigned role. Representatives of the Deans of Faculties who offer liberal studies degrees and representatives of two other faculties should be added to the membership. In addition, faculties that deliver non-award courses should be added to the membership of the non-award subcommittee, with the chair of that subcommittee also sitting on the BIS, along with the Director of the Centre for Continuing Education.

CONSULTATION

Broad consultation was undertaken during the development of the University Strategy and by the Continuing Education Working Party to develop the Continuing Education Strategy. The proposal as regards non-award courses and the structure of the Board of Interdisciplinary Studies has also been discussed with the Continuing Education Steering Group, which includes the Chair of the Academic Board and the Director of the Centre for Continuing Education. The Academic Standards and Policy Committee and the Generalist Undergraduate Degrees working party have also been consulted.

IMPLEMENTATION

Following Academic Board endorsement, this proposal will go to Senate for agreement as it affects the constitution of the Board of Interdisciplinary Studies. Once agreement has been reached, the Board will be established as early as possible as it is key to consultation on the proposal for the Bachelor of Advanced Studies, the creation of the Open Learning Environment and redevelopment of shared pool majors, minors and units through the Curriculum Development Fund, and the concurrent audit and transition of courses from the Centre of Continuing Education.

COMMUNICATION

Changes to the Board and its new role will be communicated to faculties and portfolios via staff news and to Deans at SEG and its relevant committees. Relevant Deans will be asked to nominate members to the Board.

ATTACHMENTS

Attachment 1 – Proposed Constitution for the new Board of Interdisciplinary Studies
Resolutions of Senate
Board of Studies in Interdisciplinary Studies

1. The Board of Interdisciplinary Studies shall comprise the following persons:
   (a) the Provost and Deputy Vice-Chancellor or his/her nominee, who will be the Chair of the Board of Interdisciplinary Studies;
   (b) The Deputy Vice Chancellor Education or nominee,
   (c) the deans or their nominees The Deans or nominee of faculties that offer Liberal Studies degrees
       faculties contributing to cross-faculty degrees, diplomas and certificates administered by the
       Board;
   (d) The Deans or nominees of two other faculties offering majors, minors or units in the Bachelor of
       Advanced Studies.
   (e) the course coordinator(s) of the cross-faculty degrees, diplomas and certificates administered by
       the Board;
   (f) the directors or their nominees the Charles Perkins Centre, the China Studies Centre and the
       Southeast Asian Studies Centre;
   (d) the Director of the Centre for Continuing Education and the Head of the Open Learning
       Environment;
   (d) a representative of the academic administrators of the faculties contributing to cross-faculty
       degrees, diplomas and certificates administered by the Board who will be appointed by the
       Deputy Vice-Chancellor (Education) and Registrar;
   (e) the course co-ordinator(s) of the cross-faculty degrees, diplomas and certificates administered by
       the Board;
   (e) the Chair of the Non-Award Sub-Committee of the Board of Interdisciplinary Studies as set out in
       clause 9(c);
   (f) not more than two students enrolled in those cross-faculty degrees, diplomas and certificates
       administered by the Board, appointed by the Academic Board on the nomination of the Chair of
       the Academic Board elected annually in the manner prescribed by resolution of the Senate; and
   (g) co-opted members appointed by resolution of the Board of Interdisciplinary Studies.

2. The Members:
   (a) are appointed in accordance with sections 1 (d) (b), and (e) and (f) shall hold office for a period
       of two years commencing on 1 January following their appointment;
   (b) Members shall be eligible for reappointment or re-election;
   (c) A person shall cease to hold office if that person member ceases to hold the qualifications in
       respect of which he or she was eligible to hold office.
   (d) If a vacancy occurs in the office of a member appointed in accordance with sections 1(d) (b), (e)
       and (f) the vacancy may be filled in like manner to the appointment and the person so appointed
       shall hold office for the balance of the term of the person being replaced.
   (e) The members of the Board of Interdisciplinary Studies may elect a deputy chair from amongst the
       members appointed in accordance with section 1(b) who shall in the event of the absence or
       inability of the Chair to act through illness or any other cause, be deemed to be, and have the
       powers and duties of the Chair.

NOTE: As section 1(b) has been amended, the Board may want to consider whether a different
description is required regarding the election of a deputy chair.

Quorum
3. At any meeting of the Board, six members shall form a quorum.

The functions of the Board of Interdisciplinary Studies
4. The Board shall provide cross-faculty supervision of the award of the cross-faculty qualifications listed
   in the related Senate resolutions (Degrees, diplomas and certificates of the Board of Interdisciplinary
   Studies) and shall:
   (a) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision,
       progression and assessment in the cross-faculty degrees, diplomas and certificates;
   (b) admit to and determine candidature for the cross-faculty degrees, diplomas and certificates;
(c) admit to candidacy, appoint supervisors and examiners of candidates for those higher degrees by research listed in the related Senate resolutions;

(d) ensure the appropriate provision of course and candidature management, student support and advice is provided through the office of one or more or the participating faculties or academic units;

(e) make recommendations to the Academic Board on matters relating to the cross-faculty qualifications; and

(f) consider and report on all matters referred to it by Senate, the Academic Board, or the Vice-Chancellor.

5. In relation to the Bachelor of Advanced Studies, the Board shall have the following responsibilities:

(a) supervise the award of Bachelor of Advanced Studies;

(b) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in the Bachelor of Advanced Studies by augmenting the faculty-based supervision of their constituent academic components wherever cross-faculty consideration is required;

(c) approve the listing of units of study, majors and minors available for credit in the Bachelor of Advanced Studies, and make recommendations on the curriculum and course resolutions for the Bachelor of Advanced Studies to the Academic Board;

(d) Approve the listing of units of study in the Open Learning Environment;

(e) Subject to provisions in the award resolutions, admit to and determine candidature for the Bachelor of Advanced Studies or endorse admissions made by Deans of faculties offering award courses as combined programs with the Bachelor of Advanced Studies;

(f) provide academic oversight for the quality and outcomes of the teaching, curriculum and assessment of interdisciplinary non-award courses offered via the Centre for Continuing Education and approve the offering of those courses;

(g) provide academic oversight for the quality and outcomes of the teaching, curriculum and assessment of units offered via the Open Learning Environment;

(h) ensure, for students enrolled in the Bachelor of Advanced Studies, the appropriate provision of course and candidature management, student support and advice is provided through the office of one or more or the participating faculties or academic units; and

(i) make recommendations to the Academic Board on matters relating to the Bachelor of Advanced Studies.

6. In relation to other qualifications, the Board shall have the following responsibilities:

(a) approve the listing of units, minors and majors to be made available in the shared pool for all Liberal Studies degrees as defined in the Coursework Policy;

(b) report to the Deputy Vice Chancellor (Education) on non-award courses approved by the Board of Interdisciplinary Studies; and

(c) consider and report on all matters referred to it by Senate, the Academic Board, or the Vice-Chancellor.

Sub-committees

7. The Board of Interdisciplinary Studies may create sub-committees and delegate to those sub-committees, the authority to make recommendations to the Board in connection with certain of its functions.

(a) There shall be a Non-Award Sub-Committee.

8. The Non-Award Sub-Committee shall have the following responsibilities:

(a) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in interdisciplinary non-award courses; and

(b) report to the Deputy Vice-Chancellor (Education) on the quality and strategic fit of interdisciplinary non-award courses.

9. The Non-Award Sub-Committee shall comprise the following persons:

(a) the Deans or their nominees of every faculty that offers interdisciplinary non-award courses; and

(b) the Director of the Centre for Continuing Education.

(c) The Chair, elected by the sub-committee, will serve on the Board of Interdisciplinary Studies as a representative of the sub-committee.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Helen Ash, Executive Assistant to the Dean of the Faculty of Arts and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Barbara Caine, Acting Dean, Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment to the Constitution of the Faculty of Arts and Social Sciences</td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek the Academic Board’s endorsement of an amendment to the constitution of the Faculty of Arts and Social Sciences</td>
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</tbody>
</table>

RECOMMENDATION

That the Academic Board:
1. endorse the proposal from the Faculty of Arts and Social Sciences to amend the faculty constitution; and
2. recommend that Senate approve the amendment of the Resolutions of Senate related to the Constitution of the Faculty of Arts and Social Sciences with effect from 1 July 2016.

EXECUTIVE SUMMARY

On 26 April 2016, the Dean’s Executive Committee (DEC) in the Faculty of Arts and Social Sciences noted a proposal to change the name of the Centre for Peace and Conflict Studies to the Department of Peace and Conflict Studies. This change was approved by the Provost and Deputy Vice-Chancellor on 5 May 2016, and the Faculty is now seeking approval of the consequent amendment to its constitution, as set out on the next page.
Non-Confidential

Resolutions of Senate

Membership of the Faculty – schools and departments, centres and programs
1. The schools, departments, centres and programs that the Vice-Chancellor has determined shall be placed under the supervision of the Faculty of Arts and Social Sciences are:
1.1 School of Letters, Art and Media comprising the following:
   1.1.1 Art History
   1.1.2 English
   1.1.3 Linguistics
   1.1.4 Media and Communications
   1.1.5 Museum Studies
   1.1.6 Theatre and Performance Studies
   1.1.7 Studies in Religion
   1.1.8 Australian Literature Program
   1.1.9 Celtic Studies Program
   1.1.10 Digital Cultures Program
   1.1.11 Film Studies Program
   1.1.12 Centre for Medieval Studies
   1.1.13 Pacific and Regional Archive for Digital Sources in Endangered Cultures
   1.1.14 The Power Institute
1.2 School of Languages and Cultures comprising the following:
   1.2.1 Arabic Language and Cultures
   1.2.2 Chinese Studies
   1.2.3 Japanese Studies
   1.2.4 French Studies
   1.2.5 Germanic Studies
   1.2.6 Hebrew, Biblical and Jewish Studies
   1.2.7 Indian Sub-Continental Studies
   1.2.8 Indonesian Studies
   1.2.9 Italian Studies
   1.2.10 Korean Studies
   1.2.11 Modern Greek Studies
   1.2.12 South East Asian Studies
   1.2.13 Spanish and Latin American Studies
   1.2.14 Asian Studies Program
   1.2.15 Buddhist Studies Program
   1.2.16 European Studies Program
   1.2.17 International and Comparative Literature Studies (ICLS) Program
1.3 School of Philosophical and Historical Inquiry comprising the following:
   1.3.1 Archaeology
   1.3.2 Classics and Ancient History
   1.3.3 Gender and Cultural Studies
   1.3.4 History
   1.3.5 Philosophy
   1.3.6 American Studies Program
   1.3.7 Australian Archaeological Institute at Athens
   1.3.8 Centre for Time
   1.3.9 Heritage Studies Program
   1.3.10 Sydney Centre for the Foundations of Science
1.4 School of Social and Political Sciences comprising the following:
   1.4.1 Anthropology
   1.4.2 Government and International Relations
   1.4.3 Centre for Peace and Conflict Studies
   1.4.4 Political Economy
   1.4.5 Sociology and Social Policy
   1.4.6 Graduate School of Government
   1.4.7 Centre for International Security Studies
1.5 School of Economics
RECOMMENDATION

That the Academic Board note the report of the Admissions Committee meeting held on 20 April 2016 and:

1. approve the proposal from the Faculty of Science to amend the English language requirements for admission to the Master of Clinical Psychology (MCP) and the Master of Clinical Psychology / Doctor of Philosophy (MCP/PhD), with immediate effect, as presented, and approve the amendment of the schedule of Postgraduate English Language Requirements arising from this proposal; and

2. endorse the submission of the University’s response to the Public Consultation on Transparency in Higher Education Admissions discussion paper from the Higher Education Standards Panel (HESP), as presented.

ITEMS FOR DECISION

8.1 Faculty of Science: Master of Clinical Psychology, Master of Clinical Psychology/Doctor of Philosophy – amendment of English language requirements

The Faculty of Science proposes to amend the English language requirements for admission to the Master of Clinical Psychology (MCP) and the Master of Clinical Psychology / Doctor of Philosophy (MCP/PhD) to align with the registration requirements of the Psychology Board of Australia (PsyBA). These changes are necessitated by the requirement that students provisionally register with the accrediting body in order to complete mandatory components of the course.

It is proposed to amend the Postgraduate English Language Requirements, as follows:

<table>
<thead>
<tr>
<th>Faculty of Science</th>
<th>Master of Clinical Psychology</th>
<th>Master of Clinical Psychology and Doctor of Philosophy</th>
<th>IELTS – Overall band score of 7.0 with no band less than 7.0</th>
</tr>
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<td></td>
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<td></td>
<td>Additional English language requirements apply under the current Australian Health Practitioners Regulation Agency (AHPRA) standards for registration. Where these are inconsistent with University of Sydney standards, the higher standard will apply.</td>
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</tbody>
</table>

The proposal was supported by the Admissions Committee.

8.2 Public Consultation on Transparency in Higher Education Admissions – Higher Education Standards Panel (HESP)

The Committee discussed the Public Consultation on Transparency in Higher Education Admissions discussion paper, produced by the Higher Education Standards Panel (HESP) (Attachment 1), and the Chair has formulated the attached response in coordination with the Director of Higher Education Policy and Projects. This response is submitted to the Academic Board for endorsement, as attached (Attachment 2).
OTHER BUSINESS

The Admissions Committee also:

- noted new membership;
- noted the report of the Academic Board meeting held on 30 March 2016; and
- received a verbal report from the Deputy Vice-Chancellor (Registrar) on the Semester 1 2016 admission round.

Attachment 1  Public Consultation on Transparency in Higher Education Admissions discussion paper

Attachment 2  University Response
**Context**

The Minister for Education and Training has asked the Higher Education Standards Panel to advise him on options to improve the transparency of higher education student admissions policies, while minimising regulatory impact. The Minister intends to improve the accessibility and comparability of information about the diversity of course entry pathways by ensuring greater transparency of admissions processes and standards. He is concerned about the capacity of some students to complete their courses. The Minister has asked the Panel for advice on what more needs to be done.

The Panel welcomes the opportunity to explore these issues and potential solutions with stakeholders, including prospective students and their families, schools, careers advisers, as well as higher education students and their institutions.

**Pathways to higher education**

Higher education institutions use a variety of mechanisms to determine which applicants are accepted to study the undergraduate courses they offer. The mechanisms vary according to the institution, the course, and the applicant. *Figure 1* below shows the bases used for selecting students into undergraduate courses in 2014.

It is perhaps surprising that more than half the students admitted in 2014 were accepted on the basis of previous vocational or higher education study, mature age entry special provisions and the like. Only 44 per cent of students were admitted on the basis of their secondary education – and only 70 per cent of these on the basis of an Australian Tertiary Admissions Rank (ATAR).

![Figure 1: Basis of admission for higher education undergraduate commencements 2014](image)

Source: Department of Education and Training
What is the ATAR?

The ATAR is a number out of 100 that ranks students across each state based on their upper secondary school subject results. It is not itself an absolute ‘mark’ but rather an indicator of students’ relative academic standing among their peers. ATARs awarded in one state are recognised by the other states. The ATAR approach allows the making of mass decisions about many students competing for admission to particular courses at the same time on a relatively low-cost basis.

Over recent years, in part driven by government policy, there has been a greater desire by higher education institutions to admit students from a wider range of social and academic backgrounds. This has seen the development of ‘bonus points’ and other strategies enabling ‘raw’ ATAR scores to be adjusted to take account various equity or other opportunity-related characteristics—e.g. disability, low SES, regional location, Indigenous background or elite sports participation. In South Australia, bonus point ‘rules’ are applied consistently across all institutions, but in other states and territories bonus point schemes differ by institution. Partly as a result of these practices, the proportion of disadvantaged students gaining access to higher education has increased.

Other strategies have included institutions making ‘early entry’ offers outside the usual offer rounds; the making of ‘forced offers’ to nominated students, regardless of their ATAR; or offers being made in subsequent offer rounds at ATARs much lower than those used in the first round. Too often this process remains opaque. It is poorly understood.

Institutions are also extending their admissions criteria to draw on interviews with applicants, additional tests, and evidence of other experience to complement or replace the ATAR scores.

In essence, the ATAR was devised as a rationing device to allocate places in courses with limited numbers of places. With the lifting of caps on places in most courses, this rationing imperative no longer applies in the same way. However, two things remain important. First, the process of student admissions to higher education needs to be transparent. Second, the students accepted need to have the capacity and be provided with the support to ensure that they can benefit from their education and complete their studies.

Higher Education Standards Framework

The Higher Education Standards Framework has an important policy influence on admissions transparency. The current (2011) Standards set broad requirements for information that should be made available to prospective students. However, they provide little guidance on how detailed or transparent the information available to prospective students about course entry requirements must be. Appendix A lists the relevant standards which must be met by all institutions.

Queensland operates under the Overall Position (OP) system and the published cut offs generally refer to OPs and ranks. Queensland will adopt the ATAR for the cohort entering year 11 in 2018, removing the current need to translate between the OP score and ATAR for students moving across borders.
The Tertiary Education Quality and Standards Agency (TEQSA) is the national regulator for higher education. It currently scrutinises evidence submitted by non-self-accrediting institutions in their course accreditation applications related to these standards and calculates risk indicators based on the ATAR profile admitted to them. Self-accrediting institutions, including all universities, assure their own compliance with the course accreditation standards.

The new (2015) Higher Education Standards, which will take effect from 1 January 2017, include several standards that address the issue of transparency of admissions policies. These are reproduced at Appendix B. The new Standards include a stronger focus on student experience from pre-admission through to qualification and prospective employment.

**Proposed principles**

The provision of higher education is increasingly competitive. If students are to be able to make informed choices, however, they need to have easy access to comparable data on what individual institutions offer. It is crucial to their decision making that they are given a clear understanding of how universities and non-university providers select students, and what educational support they offer.

Of course, there is an important nexus between admissions, subject prerequisites, student attrition, completions and graduate outcomes. All are factors which influence student choice. The Panel’s initial focus is on how information that is currently available or could readily be published can be made more accessible and useful to prospective students as an aid to choosing the most appropriate course and institution. The Panel will separately consider issues related to admissions basis and completions, but would welcome stakeholders’ views on all matters related to admissions as part of this consultation.

From its initial consideration of admissions transparency matters, the Panel has identified ten principles that should underpin its advice and any initiatives to improve transparency in admissions policies and practices:

1. A student-centred approach to transparency should be central to any solution.

2. All students, no matter what their backgrounds, should have the same knowledge of how admissions arrangements work.

3. The broad autonomy of institutions over their admissions policies should be accepted, providing that these policies are compliant with the Higher Education Standards.

4. The revised Higher Education Standards, which will take effect from 1 January 2017, should provide the operating framework: they contain clearly articulated requirements in relation to admissions transparency, the provision of information for prospective students, and the quality of learning environments.

5. Any new requirements or changes should apply equally to all higher education institutions, universities and non-university higher education institutions alike.

6. Consistently presented and comparable information on all entry pathways and requirements should be available for each institution by discipline or by course.

7. A guide to admissions policies and student enrolments should be made available through a single online platform for ease of access.
8. Universities Australia and other higher education peak bodies should publicly support clarity on how ATARs scores are used and the manner in which alternative admissions pathways and policies are applied.

9. It should be made clear that ATAR thresholds do not operate as a strict ‘cut-off’; that thresholds generally apply to (bonus point) adjusted ATARs; and that prior year ATAR thresholds are provided only as a guide to prospective students.

10. Higher education institutions should be held accountable for public claims against their stated entry policies.

Feedback and ideas on principles and possible initiatives

A range of interventions could be considered to improve or promote transparency in higher education admissions policies and practice.

The Minister has requested advice on options that do not unnecessarily increase regulation. This could include self-regulatory commitments or principles adopted by higher education institutions and other sector bodies. This would be consistent with the principle of recognising institutional autonomy. It could also entail leveraging existing information resources to enhance the public availability of comparative information. This might be made available on institution, Tertiary Admissions Centre, TEQSA, or Australian Government websites, or some combination. Models that apply overseas could be considered. Guidance on demonstrating compliance with new information-related standards in the revised Higher Education Standards Framework could also be considered.

The Higher Education Standards Panel welcomes input to its consideration of these matters. Appendix C lists the current Panel members.

In framing your thoughts, you may wish to consider the questions below. However, all responses in whatever format received will be considered. It is not necessary to prepare a long, detailed submission; it is perfectly acceptable to address just a few key issues that you believe to be important.

Input to the Panel’s consideration should be sent by close of business Friday 27 May 2016 to

Higher Education Standards Panel Secretariat,
C50MA7, GPO Box 9880
Canberra ACT 2601

Email: HigherEd@education.gov.au

Please note that all submissions will be published on the Department of Education and Training website, unless clearly indicated that the author wishes their contribution to remain confidential.
Questions

1. Based on your experience, what is the most important information needed to help potential higher education students determine which course to study and which institution to apply for? Please feel free to rank the different types of information in order of importance.
   - Examples could include information about course prerequisites, ATAR cut-offs, other non-ATAR-related entry options or requirements, possible career pathways and qualification requirements, institution reputation, campus facilities, course cost, student peer cohort characteristics, family history or other connections to a particular institution, accreditation of a course by a professional body or association, graduate employment and earnings outcomes, student reviews or surveys of teaching quality, recommendations from friends or family.

2. Is knowledge about how the ATAR rankings are calculated and published ‘cut-off’ thresholds a significant influencing factor on course and institution preferences? How could this information be made more accessible and useful?

3. Is there sufficient information about how ‘bonus points’ are awarded and used to adjust ‘raw’ ATARs sufficiently understood? Should the application of bonus points be more consistent across different institutions? Is the current variety of different bonus point rules appropriate to meet the needs of individual students and institutions?

4. Is there sufficient knowledge of the range of alternative admissions procedures employed by higher education institutions?
   - Examples could include ‘early’ offers on the basis of previous year’s cut-off or school recommendations.

5. Should there be an annual report of the proportion of students accepted into courses by each higher education institution on the basis of their ATARs and/or what the median ATARs was for each course?

6. Do the current state-based Tertiary Admissions Centre arrangements adequately cope with students’ desire for mobility to institutions across state borders? Would a more national approach to managing applications across borders be beneficial?

7. Is there an understanding of how such mechanisms as early offers, second round offers and forced offers affect the transparency of higher education entry? How, if at all, should these factors be dealt with for the purposes of transparency?

8. What information or enhancements do you think should be added to the Australian Government’s Quality Indicators for Learning and Teaching (QILT) website?

9. How best should comparable information on student admissions procedures be made available to the public? What is the most appropriate and effective way to communicate information to students? What information or enhancements do you think should be added to Tertiary Admission Centre websites, university and non-university institution websites, and/or Australian Government websites such as QILT and Study Assist?

10. What special measures are needed to ensure equity of access for disadvantaged students?

11. Can you suggest any other changes that would improve public awareness and understanding of tertiary admissions processes?
Appendix A

Current Higher Education Standards relating to admissions transparency

Requirements of the current (2011) Higher Education Standards

There are no standards specific to the ATAR. There are three standards that have relevance. Provider Registration Standard 6.3 notes the requirement for openly accessible information for prospective and enrolled students on admission criteria. Provider Course Accreditation Standard 2.4 requires accurate and current information and advice about the course of study be provided to prospective students. Qualifications Standard 3.1 requires education providers to have clear, accessible and transparent policies and processes to provide award pathways. This last standard is really only relevant to alternative modes of entry.

Provider Registration Standard 6.3

The higher education provider and its agents and other entities with which it has arrangements for the delivery of a course of study provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies for higher education awards offered by the higher education provider, including information on:

... 

• admission criteria, recognition of prior learning and credit and articulation to and from other studies;  
... 

Provider Course Accreditation Standard 2.4

The higher education provider demonstrates that accurate and current information and advice about the course of study is provided to prospective and current students.

Qualifications Standard 3.1

The higher education provider has clear, accessible and transparent policies and processes to provide award pathways and credit arrangements for students.
Appendix B

Revised (2015) Higher Education Standards
(in effect from 1 January 2017)

Admissions

Under Standard 1.1 of the revised Standards, institutions will be required to ensure that admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

The admissions process will need to ensure that, prior to enrolment and before fees are accepted, students are informed of their rights and obligations, including: all charges associated with their proposed studies as known at the time and advice on the potential for changes in charges during their studies; policies, arrangements and potential eligibility for credit for prior learning; and, policies on changes to or withdrawal from offers, acceptance and enrolment, tuition protection and refunds of charges.

Admission and other contractual arrangements with students, or where legally required, with their parent or guardian, are in writing and include any particular conditions of enrolment and participation for undertaking particular courses of study that may not apply to other courses more generally, such as health requirements for students undertaking clinical work, requirements for security checks, particular language requirements and particular requirements of work placements.

Learning environment

Standard 2.2 of the revised Standards will require institutions to ensure that institutional policies, practices and approaches to teaching and learning are designed to accommodate student diversity, including the under-representation and/or disadvantage experienced by identified groups, and create equivalent opportunities for academic success regardless of students’ backgrounds.

Specific consideration will be given to the recruitment, admission, participation and completion of Aboriginal and Torres Strait Islander peoples.

Participation, progress, and completion by identified student subgroups are monitored and the findings are used to inform admission policies and improvement of teaching, learning and support strategies for those subgroups.

Institutional quality assurance

Standard 5.3 of the revised Standards requires institutions to ensure that the results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

Representation, information and information management

Standard 7.2 of the revised Standards states that institutions will be required to ensure that information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes information to give access to current academic governance policies and requirements including admission, recognition of
prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment.
Appendix C

Higher Education Standards Panel Membership

The Higher Education Standards Panel is a legislative advisory body under the *Tertiary Education Quality and Standards Agency Act (2011)* with responsibility related to Australia’s Higher Education Standards.

The current Higher Education Standards Panel members are:

**Chair:** Professor Peter Shergold AC

**Members:**

- Professor Greg Craven
- Dr Krystal Evans
- The Hon Phil Honeywood
- Emeritus Professor Alan Robson AO, CitWA
- Ms Karen Thomas

**Observers:**

- Professor Ian O’Connor
- Dr Don Owers AM
The Admissions Committee of the Academic Board has prepared the following comments for the Higher Education Standards Panel call for Consultation on the Transparency of Higher Education Admissions Process. The Committee asks the Board that this paper be endorsed for forwarding to the DVC (Registrar) and Director, Higher Education Policy and Projects, for input into the University’s formal response on this matter.

The University of Sydney has always had a commitment to making admissions decisions on the basis of merit. We have good evidence that the ATAR remains one of the best indicators of academic success in the degrees we offer. We also recognise that many students who have experienced disadvantage have the potential for academic success, and despite not making some standard for admission, deserve the opportunity for admission. We believe in making evidence based allowances in such cases. We make these allowances by offering specific entry pathways that are well publicised and transparent. It is important for students to make informed choices about their tertiary education options, and the current system provides less than full information about ATAR cut-offs and alternative entry schemes. We are open to providing more data on ATAR cut offs, median ATARs and types and number of offers made above and below the ATAR cut off to increase transparency and better inform future students and the community as a whole.

Comment on principles:

We agree with the principles stated in the paper, but wish to comment specifically on principle 3 “The broad autonomy of institutions over their admissions policies should be accepted, providing that these policies are compliant with the Higher Education Standards”. In recent years, both professional accrediting bodies and some government bodies, have sought to impose specific entrance standards on some degrees that lead to qualifying in specific professions. We believe that accrediting bodies and governments should focus on the learning outcomes and competencies of students at the end of the degree, rather than the student qualities at commencement. If an institution can improve what might be perceived to be weaknesses in a student at entry and ensure learning outcomes and skills at the end of the degree, then there is less need for externally enforced entry standards. While we must ensure our learning outcomes at the end of a degree meet at least the minimum standards specified by local accrediting bodies, we must be mindful that not all students (especially international students) are taking a degree for the purposes of entering the Australian workforce in that profession. It is debatable if we should be potentially excluding them based on externally imposed local entry criteria, if we can ensure they meet the standards on graduation – particularly if they do not ultimately seek employment domestically.

Response to Questions

1. Based on your experience, what is the most important information needed to help potential higher education students determine which course to study and which institution to apply for? Please feel free to rank the different types of information in order of importance.

   - Examples could include information about course prerequisites, ATAR cut-offs, other non ATAR-related entry options or requirements, possible career pathways and qualification requirements,
We believe all the above reasons influence different students to different extents. A combination of career pathway, institutional reputation and ATAR cutoff are probably the more prevalent factors.

The geographical location and transport options to the institution are also a key factor. Availability of affordable, safe and reasonably close accommodation options is often a barrier to applicants considering institutions not close to their home.

2. Is knowledge about how the ATAR rankings are calculated and published ‘cut-off’ thresholds a significant influencing factor on course and institution preferences? How could this information be made more accessible and useful?

There is sometimes a misconception that the ATAR cutoff for a course is a direct measure of the level of difficulty of the course. The ATAR cutoff is usually a combination of demand and academic difficulty, but more often than not the ATAR cutoff is used to control the number of students admitted to each degree. Courses are obliged to set a “minimum eligibility score”, which is the lowest rank we perceive a student could have and still have a reasonable chance of success in the course. For the majority of our courses the MES is notably below the cutoff. We use the MES when considering applicants from disadvantaged backgrounds.

Degrees with small entry cohorts or with many alternative entry schemes can have their published ATAR cutoffs significantly skewed (eg a course where only 2 applicants with an ATAR of 99 are made offers via the main round, even though the institution has made 50 offers to students below the cut off in the early rounds) can send incorrect messages to students about cutoffs.

3. Is there sufficient information about how ‘bonus points’ are awarded and used to adjust ‘raw’ ATARs sufficiently understood? Should the application of bonus points be more consistent across different institutions? Is the current variety of different bonus point rules appropriate to meet the needs of individual students and institutions?

We prefer to avoid the use of the term ‘bonus points’ and artificially changing a student’s ranking, and would rather consider using differing cutoffs against the original ATAR. While this may seem a nuanced distinction, we consider it important retain the integrity and intent of the ATAR’s calculation.

There is general confusion from prospective students, parents and others regarding the role of “bonus points” in ATAR cut offs. It is not clear that for example an ATAR cut off of 85 may mean that students with ATARS of 80, 81 etc were made offers as a result of the addition of bonus points to their ATAR. Hence for those institutions operating bonus points schemes the published ATAR cut off is never the ATAR of the last student made an offer. We suggest to improve transparency that bonus points are abandoned by all institutions and the “real” ATAR cut off is published.

Notwithstanding that, adjustments to a score or cutoff, ought to be evidence based, and we acknowledge that since different institutions have different approaches and styles, that any possible adjustments could be institutionally different. However, such variety is confusing for students when
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navigating the admissions process. We believe there is scope for consolidation of subject bonus points within a given institution, in broad groups of courses (eg STEM, health, humanities, business) to reduce the number of options a student must consider.

We are not in favour of extremely broad bonus points where effectively almost every applicant for a degree is likely to be eligible for those points – as this unnecessarily and artificially can be used as a method of inflating the published cutoff.

4. Is there sufficient knowledge of the range of alternative admissions procedures employed by higher education institutions?

- Examples could include ‘early’ offers on the basis of previous year’s cut-off or school recommendations.

We are satisfied that individual institutions and admissions centres do reasonably promote and publish the variety of different admission pathways, but we acknowledge that not all students in some disadvantaged cohorts may be aware of all the pathways that are available to them. A combination of information from the tertiary institutions, high schools and social support agencies (eg Centrelink) to continue to advise the general community of the variety of schemes is required.

5. Should there be an annual report of the proportion of students accepted into courses by each higher education institution on the basis of their ATARs and/or what the median ATARs was for each course?

Yes. We firmly believe that greater transparency in admissions would better inform the community and potential students, on the proviso that for small courses any such information did not compromise individual privacy. We would tentatively suggest that a combination of minimum and maximum, plus quartiles of distributions, would be an appropriately detailed level of reporting.

6. Do the current state-based Tertiary Admissions Centre arrangements adequately cope with students’ desire for mobility to institutions across state borders? Would a more national approach to managing applications across borders be beneficial?

There is reasonable transparency and mobility in interstate movements. Queensland uses a slightly different system of the OP versus the ATAR in all other states. While there is reasonably well advertised conversions between OP and ATAR, there would be benefits to a common measure.

With regards to cutoffs, there is a variety of methods used between states. Most NSW institutions publish a single cut off, whereas other states (such as Victoria) have recently moved to more detailed numbers such as the “clearly-in” cutoff. We believe there is benefit in providing surety of an offer to students where possible, and several NSW institutions (such as the University of Sydney) have taken to guaranteeing the cutoff for selected courses in advance. We see the benefit of extending this process as widely as possible, except where strict caps on numbers for quality purposes exist.

7. Is there an understanding of how such mechanisms as early offers, second round offers and forced offers affect the transparency of higher education entry? How, if at all, should these factors be dealt with for the purposes of transparency?
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Both institutions and admissions centres do have published information on these processes. However, the processes are complicated, and we acknowledge that often only a small number of dedicated admissions staff know the full details; and consequently high school students and the high school careers advisors and university academics who often advise them, may make incorrect decisions based on not knowing the full facts. The offer process can be complex, but we support simplification and the provision of information where possible.

8. What information or enhancements do you think should be added to the Australian Government’s Quality Indicators for Learning and Teaching (QILT) website?

The Admissions Committee did not significantly discuss this issue to give any comment.

9. How best should comparable information on student admissions procedures be made available to the public? What is the most appropriate and effective way to communicate information to students? What information or enhancements do you think should be added to Tertiary Admission Centre websites, university and non-university institution websites, and/or Australian Government websites such as QILT and Study Assist?

The Admissions Committee did not significantly discuss this issue to give any comment.

10. What special measures are needed to ensure equity of access for disadvantaged students?

We are satisfied that academic allowances exist to permit disadvantaged students to gain entry – such as specific institutional programs (The University of Sydney has programs such as E12, Cadigal and Broadway). The more significant challenge are other barriers that such students have that impact on success while they are studying – which include the perception of high fees (even if deferred via HECS), accommodation, and social support network.

11. Can you suggest any other changes that would improve public awareness and understanding of tertiary admissions processes?

We believe it is important to dispel the sometime felt community pressure on students to “use their ATAR”, and if a student received an ATAR of 99, then they should choose a course with an ATAR of 99. Anything less is deemed “wasting their potential”. Overall student performance would be improved if more emphasis was placed on choosing a course for which a student has desire or passion. Possibly changing the way cutoffs are published and marketed, placing more emphasis on degree outcomes, and debunking the myth that ATAR cutoffs are solely related to academic rigour, could improve the situation.

The key misconception in the admissions process is that ATAR cutoffs are primarily related to the perceived academic rigour of the course, whereas in reality the more significant factor is supply and demand. Unfortunately, this misconception is too often reinforced by commentary published in the mainstream media. The challenge is to ensure that tertiary and secondary institutions consistently explain the process to the community, and via this the media is challenged to focus on the facts. The recent statistics released by the Sydney Morning Herald have had the beneficial effect of highlighting to the public that alternate pathways exist.
Other issues

The theme of the questions being asked have a natural and understandable focus on the admission process for local undergraduate students, who recently completed the HSC. There are several other key cohorts in the admission process:

- Local students not directly from school (more commonly referred to as NRSL – non recent school leavers). Commonly such students gain entry on the basis of scores in another tertiary attempt – possible another degree, TAFE, or a university preparation course. There is much less transparency in the admissions process for these students. The conversion schedules used by admission centres to convert other scores to equivalent ATARs are usually not published, and are very complex. Different institutions then use different algorithms to determine a score based on average of recent attempts, the best attempt, etc etc. Common advice given to students who miss out on their course immediately after high school is to do another course, go well, and reapply based on those results. However it is difficult for them to obtain clear guidance on the type of score they will require if they take this option. Improved clarity in the standards applied to NRSL would help those initial school leavers who miss their preferred choice.

- International students (undergraduate). Universities and admission centres use conversion tables to convert international high school scores to ATAR equivalents. The additional selection criterion involves English language proficiency, usually via an IELTS score or similar. IELTS or equivalent is not a perfect predictor of language ability in the same way ATAT is not a perfect predictor. Our challenge as a tertiary sector is to evaluate how such English measures can be improved, and how we can ensure students from NESB improve their English skills while studying.
The Academic Board to note the report from meeting of the Undergraduate Studies Committee held on 27th April 2016, and:

1. approve the proposal from the Faculty of Nursing and Midwifery to change the credit points for Bachelor of Nursing (Honours) unit of study NURS4020 (from 6cp to 12cp) and NURS4021 (from 18cp to 12cp); and approve the amendment of the course resolutions for the Bachelor of Nursing (Honours) to replace Associate Dean (Learning and Teaching) with Associate Dean (Education) with effect from 1 January 2017;
2. approve the proposal from the Faculty of Education and Social Work to amend the course resolutions for the Bachelor of Education (Early Childhood), with effect from 1 January 2017; and
3. approve the proposal from the Faculty of Medicine regarding changes to the progression requirements for the Bachelor of Medicine and Bachelor of Surgery; and approve the amendment of the course resolutions arising from the proposal with immediate effect.

ITEMS FOR DECISION

9.1 Faculty of Nursing and Midwifery: Bachelor of Nursing (Honours) 2-3
Sydney Nursing School wishes to make a change in credit points for NURS4020 (from 6cp to 12cp) and NURS4021 (from 18cp to 12cp). The course resolution change is to advise the Undergraduate Studies Committee of the updated title from Associate Dean (Learning and Teaching) to Associate Dean (Education).

9.2 Faculty of Education and Social Work: Bachelor of Education (Early Childhood) 4-5
The Faculty of Education and Social Work wishes to make changes to the course resolutions for the Bachelor of Education (Early Childhood) to ensure the program meets specifications from the new accrediting body, the Australian Children’s Education and Care Quality Authority.

9.3 Faculty of Medicine: Bachelor of Medicine and Bachelor of Surgery – Progression requirements 6-12
The Faculty of Medicine wishes to amend the progression requirements for the Bachelor of Medicine and Bachelor of Surgery (MBBS). The purpose of the amendments is to provide more clarity to students and staff around the requirements for progression, including the decision making process and the condition and timelines for repeating. The resolutions have been further revised following discussions at both the Undergraduate Studies Committee and Graduate Studies Committee as attached.

ITEMS FOR NOTING

The Committee also:

- noted the report of the Academic Board meeting held on 30th March 2016
- noted the updates from Associate Professor Peter McCallum, Director, Education Strategy, Deputy Vice-Chancellor (Education) on the Education Strategy implementation, Curriculum Framework policy amendments, Learning and Teaching procedures 2016 and Academic Honesty Procedures 2016.
Minor Course Amendment Proposal

Faculty: Faculty of Nursing and Midwifery
Contact person: Trudy Rudge

1. Name of award course
   Bachelor of Nursing (Honours)

2. Purpose of proposal
   To advise the Undergraduate Studies Committee of a change in credit points for NURS4020 and NURS4021. NURS4020 is currently a 6 credit point unit, while NURS4021 is an 18 credit point unit. Both content and assessment have been moved out of NURS4021 and into NURS4020. This includes an increased emphasis on completion of a comprehensive literature review and an assessable presentation outlining the proposed study. A further justification for the change in weighting is that 18 credit points equates to full time study. We are anticipating more part time BN (Honours) students as they transition into the workforce. In order to be consistent and avoid enrolment issues Sydney Nursing School would like to amend the credit points for both units of study to 12 credit points each. This will require deletion of the current unit of study codes and new unit of study codes created with the new distribution of credit points for the Bachelor of Nursing (Honours).

   The twelve (12) credit points for each unit of study is due to equal distribution of assessments across NURS4020 and NURS4021.

   The resolution change is to advise the Undergraduate Studies Committee of the updated title from Associate Dean (Learning and Teaching) to Associate Dean (Education).

3. Details of amendment
   Bachelor of Nursing (Honours)

   NURS4020 Theory, Method and Ethics in Research, 2016, currently awards 6 credit points. This unit of study is to be deleted and replaced by NURSxxxx Theory, Method and Ethics in Research, to award 12 credit points (commencing semester 1, 2017).

   NURS4021 Honours Thesis A, 2016, currently awards 18 credit points. This unit of study is to be deleted and replaced by NURSxxxx Honours Thesis A, to be awarded 12 credit points (commencing semester 1, 2017).

Course resolutions

3. Candidature
   (1) Appointment of supervisor
   (a) the Chair of the Honours Degrees Sub-Committee will appoint a research supervisor in consultation with the Associate Dean (Education Learning and Teaching) and notification to the Associate Dean (Academic).

9. Transitional provisions
   (1) These resolutions apply to students who commenced their candidature after 1 January, 2016, and students who commenced their candidature prior to 1 January, 2016, who elect to proceed under these resolutions.
   (2) Candidates who commenced their candidature prior to 1 January, 2016, may complete the requirements in accordance with the resolutions in force at the time, provided they complete requirements within the maximum period of candidature specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion for students whose candidatures extend beyond the maximum period of candidature specified in the resolutions under which they were enrolled.
4. **Transitional arrangements**
   There will be no impact on continuing students.

5. **Other relevant information**

6. **Signature of Dean**
Non-Confidential

Minor Course Amendment Proposal

Faculty: Faculty of Education and Social Work

Contact person: Dr Marianne Fenech

1. Name of award course
Bachelor of Education (Early Childhood)

2. Purpose of proposal
To amend the Faculty resolutions for the above listed award course to include new Early Childhood core units of study, required for accreditation purposes. A new accrediting body, the Australian Children's Education and Care Quality Authority requires approved early childhood degree programs to meet a total of 37 curriculum specifications. The proposed changes ensure that the proposed revised program will meet these specifications.

3. Details of amendment

4 Requirements for award
(2) To qualify for the award of the Bachelor of Education (Early Childhood), a candidate must complete 192 credit points of units of study comprising:
   (a) Year 1
      (i) 36 credit points of units of study from the Early Childhood Education Table, including 12 Credits of Education One units and 24 credit points of Curriculum and Professional Studies units; and
      (ii) 12 credit points of Junior (level 1000) units of study in one subject area chosen from Arts and Social Sciences Table A or Table B or Science Table 1 or Section 2 of the Business School Table;
   (b) Year 2
      (i) 36-48 credit points of units of study from the Early Childhood Education Table, including 12 credit points of Education Two units and 24-36 credit points of Curriculum and Professional Studies units; and
      (ii) 12 credit points of Senior (level 2000) units of study, chosen from Arts and Social Sciences Table A or Table B or Science Table 1 or Section 2 of the Business School Table;
   (c) Year 3
      48 credit points Curriculum and Professional Studies units of study from the Early Childhood Education Table, including 6 credit points of Education Three units, 6 credit points of Education Four units and 36 credit points of Curriculum and Professional Studies units
   (d) Year 4
      48 credit points of units of study from the Early Childhood Education Table, including 12 6 credit points of Education Three Optional units, 6 credit points of Education Three units and 36 credit points of Curriculum and Professional Studies units.

8 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January 2015-2017 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 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement provided that the requirements are completed by 1 January, 2020 and provided that there is no suspension of candidature, in which case the candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Transitional arrangements

The proposed amendments will be introduced in 2017. Students will enrol in the new core Early Childhood units of study in 2017, which directly replace the old core Early Childhood units of study.
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5. Other relevant information

To take affect from 1st January 2017 for all new students entering Bachelor of Education (Early Childhood).

6. Signature of Dean
Bachelor of Medicine/Bachelor of Surgery

The Bachelor of Medicine/Bachelor of Surgery (MBBS) is a four-year professional graduate-entry medical degree encompassing basic and clinical sciences, clinical knowledge and skills, research, and elective opportunities.

The MBBS is no longer offered by the Sydney Medical School. It was replaced by the Doctor of Medicine (MD) in 2014 (insert link). The last cohort admitted to the MBBS at Sydney Medical School commenced in 2013.

These resolutions apply to students who commenced their MBBS in 2013 or in prior years.

Students were allocated to one of six Clinical Schools when their candidature was initially confirmed, and they are based at their allocated Clinical Schools for the duration of the MBBS Program. They undertake clinical studies within their Clinical Schools as well as placements at affiliated sites, including community centres, private practice and other clinical schools. A list of Clinical Schools may be found here (insert link).

Each of the four academic years of the MBBS Program is longer than the University of Sydney academic year. Students must be available to commence and complete each year of the Program at the designated time.

Course resolutions

Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

Bachelor of Medicine and Bachelor of Surgery

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

1. Course Codes

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

2. Attendance Pattern

(1) The attendance pattern in Stage 1 and Stage 2 of the MBBS is full-time only.
(2) The attendance pattern in Stage 3 of the MBBS is normally full-time. However, with the permission of the Co-Directors of the Sydney Medical Program, in exceptional circumstances it may be taken part-time.

3. Course Structure and Units of Study

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

- Basic and Clinical Sciences (BCS),
- Patient and Doctor (Pt-Dr),
- Population Medicine (PopMed) and
- Personal and Professional Development (PPD).

In addition to the units of study encompassed in the Themes, all students must complete an independent learning assignment (ILA) and either a Research Project or an Elective Term.
The MBBS Program is divided into three Stages. Stage 1 comprises Year 1, Stage 2 comprises Year 2, and Stage 3 comprises Years 3 and 4.

**Stages 1 and 2**
Stage 1 and 2 both start at the beginning of February and finish late in November. Students attend their allocated Clinical Schools for at least one day each week and classes on the University's main Camperdown campus for the rest of the week.

In both Stage 1 and Stage 2 the course is delivered as a series of 10 sequential blocks. Eight of the blocks focus on a particular organ system from both basic science and clinical perspectives, with an emphasis on the scientific foundations of clinical reasoning and clinical practice. The first block in Stage 1 is designed to provide orientation and a foundation for the subsequent blocks, and the last block in Stage 2 covers cancer and palliative care. Content relating to each of the four Themes is delivered across and within each block.

The blocks are as follows:

**Stage 1**
- Orientation and Foundation Studies
- Musculoskeletal Sciences
- Respiratory Sciences
- Haematology
- Cardiovascular Sciences

**Stage 2**
- Neurosciences and Vision and Behaviour
- Endocrine, Nutrition, Sexual Health and HIV
- Renal and Urology
- Gastroenterology, Nutrition, and Drug and Alcohol
- Oncology and Palliative Care

The units of study in Stages 1 and 2 correspond to the four Themes. In addition, Stage 1, Semester 2 contains the Independent Learning Assignment (ILA), a student led project that must be completed by the end of Stage 2.

Details of the units of study may be found here [insert link].

The Haematology Block in Stage 1 and the Oncology and Palliative Care Block in Stage 2 are delivered mainly at the Clinical Schools. During these blocks, students attend their allocated Clinical Schools for four days, visiting the Camperdown campus to attend teaching sessions for one day each week. Attendance is thus full-time during these blocks.

**Stage 3**
Stage 3 consists mainly of clinical immersion, supported by lectures and structured tutorials. Students are based full-time in their allocated Clinical Schools. Year 3 begins in January and ends in December. Year 4 begins in March and ends in October-November, depending on individual students’ progression.

Stage 3 students must complete either a Research Project or the Elective term. Research Project students who meet the required academic criteria for both their Research Project and the MBBS Program overall may be eligible for the award of MBBS (Honours). Details regarding Honours eligibility may be found here [insert link].

The Research Project must be completed by 30 June, Year 4. Students work on their research concurrently with their clinical placements during Year 3 and most students dedicate some weeks between December of Year 3 and March of Year 4 (the elective term period) to full time work on their Research Project.

Students who have made exceptionally good progress on their research project by the end of Year 3 may be permitted to also undertake an elective term placement, provided that doing so will not compromise their capacity to finish their research project or meet other academic requirements of Stage 3.

Those MBBS students who elect to undertake the eight-week Elective Term, complete it between December of Year 3 and March of Year 4.
The Stage 3 curriculum comprises 8 x eight-week clinical blocks, the Research Project or the Elective Term, and a four-week Pre-Internship Term (known as PRINT). Students must complete all of these components successfully in order to graduate.

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

‘Core’ Blocks:
- Medicine 3 (Year 3)
- Surgery (Year 3)
- Medicine 4 (Year 4)
- Critical Care (Year 4)

‘Specialty’ Blocks:
- Community Medicine (Com) (Year 3)
- Perinatal and Women’s Health (PWH) (Year 3 or Year 4)
- Psychiatry and Addiction Medicine (PAAM) (Year 3 or Year 4)
- Child and Adolescent Health. (CAH) (Year 3 or Year 4)

Content relating to each of the four Themes is delivered across and within each ‘Core’ and ‘Specialty’ Block.

The Elective Term consists of either one eight-week placement, or two four-week placements, at approved sites within or outside Australia. Most elective term placements are clinical but students may undertake a research placement if they are not simultaneously enrolled in a concurrent research higher degree.

PRINT is completed after students have completed all ‘Core’ and ‘Specialty’ Blocks and Elective Term or Research Project requirements. Three sequential PRINT terms of four weeks’ each are offered, and students must complete one of these to graduate.

Students in Stage 3 enrol each semester in units of study corresponding to the ‘Core’ and ‘Specialty’ Blocks that they will undertake during that semester.

Students in Year 3 enrol in five clinical blocks (two ‘Core’ and three ‘Speciality’) and in all four Themes.

Students in Year 4 enrol in three clinical blocks (two ‘Core’ and one ‘Speciality’), the Elective Term or the Research Project, PRINT, and all four Themes.

4. Assessment
As the MBBS is an integrated program, assessment occurs throughout each year, rather than in the designated University of Sydney Examinations periods. Assessment is designed to test content delivered across all four Themes. It also tests clinical skills, and knowledge of research methods.

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

Stage 1
- Three Single Best Answer (SBA) examinations
- Two practical examinations in Anatomy and one in Pathology
- One Clinical Placement assessment
- One Objective Structured Clinical Examination (OSCE)
- Completion of requirements for the ILA

Stage 2
- Two SBA based examinations
- Two practical examinations in Anatomy
- Two practical examinations in Pathology
- A Population Medicine short written answer examination

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- Clinical Placement assessments.
- One OSCE

Stage 3

- One SBA examination in September of each of Year 3 and Year 4
- Practice Long Case examinations in the ‘Core’ Medicine 3 and Medicine 4 Blocks
- Clinical Placement Assessments in the ‘Core’ Medicine 3, Medicine 4, Surgery and Critical Care blocks
- ‘Specialty’ Block in-term workplace assessments
- ‘Specialty’ Block in-term examination for each ‘Specialty’ Block completed
- Assessment of an Elective Term placement report or Examination of the Research Project
- A summative Long Case viva voce clinical examination in August of Year 4
- PRINT placement assessment

5. Requirements for the award of the MBBS degree

All units of study in the MBBS Program are prescribed and must be taken in the Stage of enrolment to which they correspond. They are set out in the Table of Units of Study (insert link).

To qualify for the award of the MBBS degree, a candidate must successfully complete 192 credit points across the four years, made up of 48 credit points in each of Stage 1 and Stage 2 and 96 credit points in Stage 3.

6. Progression Rules

All Stages

(1) Candidates for the MBBS degree must enrol in all the prescribed units of study in each and every Stage and Year of the MBBS Program.

(2) Candidates must achieve a satisfactory result passing all Themes and in all prescribed units of study in order to progress to the next Stage.

(3) Candidates who do not meet the attendance requirements of each Stage, as detailed in the Sydney Medical Program Attendance Policy (insert link), will need approval by the Co-Directors of the Sydney Medical Program and/or the relevant Examination Committee to be permitted to continue their candidature and/or take the examinations. They may not be eligible to continue their candidature and/or to take the examinations. Their eligibility will be determined by the Co-Directors of the Sydney Medical Program and/or the relevant Examination Committee.

(4) In accordance with the Sydney Medical program Statement of Expectations (SoE – insert link) and the Sydney Medical Program Professionalism and Satisfactory Progress Local Provisions 2013 (insert link), candidates for the degree who demonstrate significant or repeated unprofessional behaviour may be required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature. Candidates for the degree who demonstrate significant or repeated unprofessional behaviour as defined in the Sydney Medical Program Statement of Expectations (SoE) (attach link) may be required to show cause as to why their enrolment should be continued, in accordance with the Sydney Medical Program Professionalism and Satisfactory Progress Local Provisions 2013 (insert link).

[Note from Faculty: Comment received “and what happens if they don’t show cause?” Our response: we have amended each of these clauses to include the same form of words recommended by the commentator.]

(5) Candidates who fail one of the Stage or Year SBA examinations may be offered an opportunity to re-sit it by the responsible Examination Committee, taking into account. This is at the discretion of the responsible Examination Committee. In making decisions about re-sit opportunities, the Examination Committee will take into account the candidate’s performance level compared to the set passing standard, the candidate’s attendance record, performance in other examinations, past academic history and adherence to the professionalism standards detailed in the Statement of Expectations.

(6) Candidates who fail the re-sit SBA examination will be able to repeat the applicable Stage or Year in its entirety, unless, in accordance with Part 15 of the subject to Part 15 of the University of Sydney Coursework Policy 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature.

(7) Subject to Clause 11 (Time Limits) of the Course Resolutions, candidates may only repeat one of Stage 1, Stage 2, Stage 3 (Year 3), or Stage 3 (Year 4) once, or Stage 2 or Year 3 or Year 4 once.
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(8) Candidates who are required to repeat a Stage or Year must repeat the entire Stage or Year, including all Themes and all prescribed units of study. No credit is given for any unit of study or Theme in the repeat Stage or Year.

(9) The only exceptions to Clause 8 are in relation to the units of study for the Elective Term and/or the Research Project units of study. If the candidate has met the requirements for these units of study as set out in the corresponding unit of study outline, they will be exempt from repeating them. The responsible unit of study Co-ordinator will determine whether the candidate has met the requirements. At the discretion of these units’ Co-ordinators, candidates may be exempt from repeating them.

[Note from Faculty: Comment received was that “at the discretion” was too vague. Have amended it as recommended.]

Stages 1 and 2

(10) Candidates must complete both Semester 1 and Semester 2 in the same calendar year in order to progress to the next Stage. This Clause may be waived in exceptional circumstances, as determined by the Co-Directors of the Sydney Medical Program.

[Note from Faculty: We received the comment “How, why?” in relation to “exceptional”. Our response – the SMP wishes to retain this clause. The requirement to repeat the entire year is because students who have failed earlier SBA exams in Stage 1 or Stage 2 often seek to withdraw in semester 2 rather than receive a fail on their transcript. These students are not capable of returning to the MD mid-way through and passing the year; they need to repeat the whole year. In relation to the exceptions - the most common circumstance is a student who completes semester 1 and seeks to take "maternity" leave in semester 2. The second most common occurrence is a student who takes leave because of serious illness/misadventure themselves or in their close family. These students have documentation to support their circumstances. Students who have been tracking well in semester 1 (and in Stage 1 if they are in Stage 2) would be permitted to take leave for a year and return in semester 2 without fail. The SMP provides them with access to materials and academic support both during their leave and upon return. We are open to drafting a clause to differentiate but struggled to find a succinct set of words.]

(11) Candidates who withdraw in Semester 2 of Stage 1 or Stage 2 will be required to repeat all of the applicable year subject to Clauses 9 and 10.

(12) Candidates who achieve a mark of two or more standard errors of measurement or more below the pass mark in the SBA examinations during Stage 1 or Stage 2 will not be permitted to continue their candidature in that Stage in that academic year. They will be permitted to withdraw and to return the following academic year to repeat the Stage of concern in its entirety.

(13) Clause 12 does not apply to the SBA examination at the end of Foundation Block in Stage 1 unless the candidate has failed to meet the attendance requirements and/or has demonstrated unprofessional behaviour as defined in Clause 4. Stage 3 – Years 3 and 4.

(14) Candidates in Stage 3 must pass the ‘Core’ Blocks in each Year of Stage 3 in order to be permitted to take the September SBA examination.

[Note from Faculty: Clauses 14 to 23 have been re-ordered and amended to respond to comments that they were confusing and repetitive. Clause 26 in the original version was removed with its contents included in clause 16.]

(15) Candidates in Stage 3 may only fail one of a ‘Core’ or ‘Specialty’ Block and be permitted to continue the year.

(16) Candidates who fail a ‘Core’ Block will be expected to repeat that ‘Core’ Block in its entirety in the same academic year. The ‘Specialty’ Block that has been displaced by the repeat ‘Core’ Block will be completed in the final academic term of Year 4.

(17) Candidates who fail one ‘Specialty’ Block in Stage 3 may repeat it in the final academic term of Year 4 if they have not failed any other block, unit of study, Theme, Long Case Examination or SBA examination, must perform satisfactorily in the ‘Core’ Blocks in each Year of Stage 3 in order to be permitted to take the September SBA examination.

(18) Candidates who fail a single ‘Specialty’ Block or the September SBA examination or the Long Case Examination may be allowed to re-sit. Eligibility for re-sit will be determined by the responsible Examination Committee, taking into account the candidate’s performance level compared to the set passing standard, the candidate’s attendance record, performance in other examinations, past academic history and adherence to the professionalism standards detailed in the Statement of Expectations. Subject to Part 15, of the University of Sydney Coursework Policy, 2014, candidates who fail a ‘Core’ or ‘Specialty’ Block and who fail one or more of the following may be able to repeat the Year in its entirety:

(19) September SBA examination,
(20) a Theme,
(21) the Long Case Examination,
(22) their Elective term,
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23. Research Project unit of study.

24. Candidates who fail one ‘Specialty’ Block in Stage 3 may repeat it in the final academic term of Year 4.

25. Candidates who fail a single ‘Specialty’ Block or the September SBA examination or the Long Case Examination may be allowed to re-sit. Eligibility for re-sit will be determined by the Examination Committee.

19. Candidates who are eligible for re-sit will be provided with remediation prior to the re-sit.

20. Candidates who fail the re-sit SBA examination or the re-sit Long Case Examination will repeat the applicable Year in its entirety, unless, in accordance with Section 15 of the University of Sydney Coursework Policy, 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature.

21. Candidates who fail two or more of:
   - a ‘Core’ Block,
   - a ‘Specialty’ Block, or the re-sit ‘Specialty Block’ examination,
   - the September SBA examination, or the re-sit SBA examination,
   - a Theme,
   - the Long Case Examination, or the re-sit Long Case examination,
   - the Elective Term,
   - the Research Project

will repeat the applicable Year, unless, in accordance with Part 15 of the University of Sydney Coursework Policy, 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature.

22. Candidates who fail the Research Project unit of study and no other unit of study, Theme or block will be required to undertake remediation in the form of an 8-week Elective Term placement prior to the end of Year 4.

23. Candidates who fail the Research Project remediation may be able to repeat the Year in its entirety, unless, in accordance with Section 15 of the University of Sydney Coursework Policy, 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature.

Stage 3 – Year 3

24. Candidates must pass all the Year 3 ‘Core’ Blocks, and the Year 3 September SBA examination or the SBA examination re-sit, in order to be eligible to take the Elective Term unit of study.

25. A repeat Year 3 shall include 40 weeks of clinical placement (five ‘Core’ and ‘Specialty’ blocks in total, each of eight weeks duration). Candidates who fail a ‘Core’ block will generally repeat that block in the final term of Year 3. The ‘Specialty’ block that has been displaced by the repeat ‘Core’ block will be completed in the final academic term of Year 4.

Stage 3, Year 4

26. Only candidates who have passed all eight ‘Core’ and ‘Specialty’ blocks, the Elective Term or the Research Project, all Year 3 and Year 4 SBA examinations, Themes and Units of Study will be permitted to enrol in the PRINT term.

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

28. A repeat Year 4 shall include 36 weeks of clinical placement (four ‘Core’ and ‘Specialty’ blocks in total, each of eight weeks duration, plus a four week PRINT term).

7. Requirements for the honours degree

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

2. To qualify for admission to the honours program a candidate should, without repeating a Stage, achieve:
   (a) a satisfactory result in the Stage 1 written exam; and
   (b) a satisfactory result in Stage 1 and 2 Themes; and
   (c) a minimum result of 75% in the Stage 2 BCS Theme overall; and
   (d) a satisfactory result in the Stage 2 Anatomy and Pathology practical examinations.

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

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(a) complete the 12 credit point research unit of study described in the table of units for the degree with a minimum mark of 70; and
(b) achieve a minimum average mark of 75% in the Years 3 and 4 written exams.

8. Honours weighted average mark (HWAM)
(1) The HWAM in the Faculty of Medicine is calculated from the results in the 80 credit points of core units of study in Stage 3, plus the honours mark which will be given double weighting.
(2) The HWAM is calculated using the following formula:

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

Where Wc is the Stage 3 unit of study credit points x the Stage 3 unit weighting and Mc is the mark achieved for the Stage 3 unit. The mark used for units with a grade AF is zero.
(3) All Stage 3 units are weighted 1 except the research unit of study which is weighted 2.

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

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

(2) An honours candidate who obtains a mark of less than 70 in a research unit of study, or a HWAM of less than 70, will not be awarded honours and will be awarded the pass degree.
(3) An honours candidate who fails the research unit of study will be required to undertake the elective unit of study at the end of the program as an additional unit in order to achieve the correct number of credit points required for the award of the pass degree.

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

11. Time Limits
(1) Subject to sub-clause 11(2), a candidate for the MBBS must complete the requirements for the degree within five calendar years.
(2) The Dean may, in exceptional circumstances, extend the time limit for completing the requirements for the MBBS to a maximum of 10 years.
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<table>
<thead>
<tr>
<th>Author</th>
<th>Ms Megan Kemmis, Executive Officer to Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Kirsten McKenzie, Chair, Graduate Studies Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report from Graduate Studies Committee</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report summarises for the Academic Board the business of the previous meeting of the Graduate Studies Committee held on 27th April 2016</td>
</tr>
</tbody>
</table>

RECOMMENDATION

The Academic Board to note the report from meeting of the Graduate Studies Committee held on 27th April 2016, and:

1. approve the proposal from the Faculty of Pharmacy to amend the Master of Pharmacy and the amendment of the course resolutions arising from this proposal with effect from 1 January 2017;
2. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering and Master of Professional Engineering and the amendment of the table of units of study arising from the proposal with effect from 1 January 2017;
3. approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology and the Master of Information Technology/Master of Information Technology Management and the amendment of the course resolutions and tables of units of study arising from the proposal with effect from 1 January 2017;
4. approve the proposal from the Faculty of Medicine to insert new elective units of study and the amendment of the tables of units of study arising from the proposal with effect from 1 January 2017;
5. approve the proposal from the Faculty of Dentistry to amend the progression requirements for the Doctor of Dental Medicine and the amendment of the course resolutions arising from the proposal with immediate effect; and
6. approve the proposal from the Faculty of Medicine to amend the progression requirements for the Doctor of Medicine and the amendment of the course resolutions arising from the proposal with immediate effect.

ITEMS FOR DECISION

10.1 Faculty of Pharmacy: Master of Pharmacy (amendment of course) 3-7
The Faculty of Pharmacy has recently reviewed its Master of Pharmacy degree and is proposing to amend the degree as a result, including introducing a capstone element to ensure the degree is compliant with the AQF. The proposed course amendments will ensure that the University of Sydney continues to maintain its position at the forefront of Pharmacy education both nationally and internationally.

10.2 Faculty of Engineering and Information Technologies: Master of Engineering, Master of Professional Engineering (units of study) 8-34
The Faculty of Engineering and Information Technologies is proposing to amend core units of study for the following streams in the Master of Engineering and Master of Professional Engineering:
- Civil
- Fluids
- Geomechanical
- Structural
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10.3 Faculty of Engineering and Information Technologies: Master of Information Technology, Master of Information Technology/Master of Information Technology Management (change to major)  
The Faculty of Engineering and Information Technologies is proposing to amend the course resolutions for the Master of Information Technology (MIT) and the Master of IT/Master of IT Management (MIT/MITM) degrees to replace the “Telecommunications Engineering” major with a new major in “Computer and Network Security”.

10.4 Faculty of Medicine: Units of Study  
The Faculty of Medicine is proposing to introduce new elective units of study to various postgraduate degrees in 2017.

10.5 Faculty of Dentistry: Doctor of Dental Medicine (admission requirements)  
The Faculty of Dentistry is proposing to amend the admission requirements for the Doctor of Dental Medicine to correct the English language requirements and to remove the reference to the PhD & Master’s by Research special admission scheme. The Faculty is seeking urgent approval of this amendment to ensure it can be applied to the next admissions round for 2017.

10.6 Faculty of Medicine: Doctor of Medicine (progression requirements)  
The Faculty of Medicine is proposing to amend the progression requirements for the Doctor of Medicine (MD). The purpose of the amendments is to provide more clarity to students and staff around the requirements for progression, including the decision making process and the condition and timelines for repeating. The current resolutions are not prescriptive enough and are open to interpretation. It is expected that the amendments will avoid appeals on the basis of ambiguities of the resolutions. Similar changes will also be made to the Bachelor of Medicine and Bachelor of Surgery (MBBS) which was replaced by the MD in 2014. The resolutions have been further revised following discussions at both the Undergraduate Studies Committee and Graduate Studies Committee as attached.

ITEMS FOR NOTING

The Committee also:

- noted the proposed Learning and Teaching Procedures 2016;
- considered and provided comment on the Academic Honesty Procedures 2016
- noted the report of the Academic Board meeting held on 30 March 2016;
- noted the report of the PhD Award Sub-Committee meeting held on 22nd March 2016 and the 4th Quarter and Annual 2015 PhD Statistics; and
- noted the report from the Postgraduate Awards Sub-Committee meeting held on 7th April 2016.

Associate Professor Kirsten McKenzie  
Chair, Graduate Studies Committee
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10.1 Faculty of Pharmacy: Master of Pharmacy (amendment of course)

Master of Pharmacy

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

Course resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAPHARMA</td>
<td>Master of Pharmacy</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria.

(2) To be eligible for admission to the degree, an applicant must:

(a) have a prior bachelor's degree

(b) meet the minimum requirement for Grade Point Average (GPA) OR the Graduate Australian Medical Admissions Test (GAMSAT) OR the Medical College Admission Test (MCAT)

(c) meet a minimum of 42 out of a possible 54 credit points, or equivalent, in seven prerequisite subjects (chemistry, pharmacology, physiology, human biology, biochemistry, calculus, statistics) at university level, as specified by the faculty.

(d) have English language proficiency (if relevant).

5 Requirements for award

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

(2) To qualify for the award of the Master of Pharmacy a candidate must complete a prescribed course of 96 credit points of units of study.

6 Additional requirements prior to commencing clinical placements

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

(2) Student clearance for clinical placements

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

(3) Prohibited employment declaration

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

(4) Immunisation

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

7 Progression rules

(1) Candidates can enrol in the course with 12 credit points of prerequisite subjects outstanding as long as these units of study are completed by the end of the first year of the Master of Pharmacy.

(2) Except with the permission of the Faculty, candidates may not take second year units of study until they have gained credit for all 48 credit points in first year units of study.

(1) Candidates can enrol in the course with 12 credit points of prerequisite subjects outstanding as long as these units of study are completed by the start of semester 2 of the first year of the Master of Pharmacy.

8 Transitional provisions

(1) These resolutions apply to students who commenced their candidature after 1 January, 2017 and students who commenced their candidature prior to 1 January, 2017 who elect to proceed under these resolutions.
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(2) Candidates who commenced prior to 1 January, 2017 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
### Year 1

<table>
<thead>
<tr>
<th>Unit of Study</th>
<th>Credit Points</th>
<th>A: Assumed Knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PCOL5001</strong></td>
<td>6</td>
<td>A: 6 credit points of Biochemistry, 12 credit points of Chemistry, 12 credit points of Pharmacology, 12 credit points of Physiology. Students who have not completed up to 12 credit points of pre-requisite subjects are strongly advised to take the corresponding Bridging Course offered in February or July and as a distance course at other times of the year.</td>
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<td></td>
<td>Semester 1</td>
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<tr>
<td><strong>PHAR5513</strong></td>
<td>6</td>
<td>A: 3 credit points of Calculus, 3 credit points of Statistics, 6 credit points of Biochemistry, 12 credit points of Chemistry. Students who have not completed up to 12 credit points of pre-requisite subjects are strongly advised to take the corresponding Bridging Course offered in February, July and as a distance course at other times of the year.</td>
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<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>PHAR5515</strong></td>
<td>6</td>
<td>A: 6 credit points of Human Biology, 6 credit points of Biochemistry, 12 credit points of Chemistry. Students who have not completed up to 12 credit points of pre-requisite subjects are strongly advised to take the corresponding Bridging Course offered in February or July or as a distance course at other times of the year.</td>
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<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td><strong>PHAR5X11</strong></td>
<td>3</td>
<td>A: 3 credit points of Statistics</td>
<td></td>
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<tr>
<td><strong>PHAR5X12</strong></td>
<td>3</td>
<td>A: 6 credit points of Human Biology, 6 credit points of Biochemistry, 12 credit points of Chemistry, 12 credit points of Pharmacology, 12 credit points of Physiology. Students who have not completed up to 12 credit points of pre-requisite subjects are strongly advised to take the corresponding Bridging Course offered in February or July and as a distance course at other times of the year.</td>
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<tr>
<td><strong>PHAR5X13</strong></td>
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<td>A: 6 credit points of Biochemistry, 12 credit points of Chemistry, 12 credit points of Pharmacology, 12 credit points of Physiology. Students who have not completed up to 12 credit points of pre-requisite subjects are strongly advised to take the corresponding Bridging Course offered in February or July and as a distance course at other times of the year.</td>
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<tr>
<td><strong>PHAR5X14</strong></td>
<td>6</td>
<td>A: 6 credit points of Biochemistry, 12 credit points of Chemistry, 12 credit points of Pharmacology, 12 credit points of Physiology. Students who have not completed up to 12 credit points of pre-requisite subjects are strongly advised to take the corresponding Bridging Course offered in February or July and as a distance course at other times of the year.</td>
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<td>Semester 1</td>
</tr>
<tr>
<td><strong>PHAR5516</strong></td>
<td>6</td>
<td>A: 3 credit points of Calculus, 6 credit points of Biochemistry, 12 credit points of Chemistry. Students who have not completed up to 12 credit points of pre-requisite subjects are strongly advised to take the corresponding Bridging Course offered in February, July and as a distance course at other times of the year.</td>
<td>C: PCOL5001 and PHAR5513 and PHAR5515 and PHAR5517 and PHAR5518</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>PHAR5517</strong></td>
<td>6</td>
<td>A: 3 credit points of Calculus, 12 credit points of Chemistry. Students who have not completed up to 12 credit points of pre-requisite subjects are strongly advised to take the corresponding Bridging Course (offered in February, July and as a distance course at other times of the year).</td>
<td>C: PCOL5001 and PHAR5513 and PHAR5515 and PHAR5517 and PHAR5518</td>
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<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td><strong>PHAR5518</strong></td>
<td>6</td>
<td>A: 3 credit points of Statistics, 12 credit points of Pharmacology, 12 credit points of Physiology. Students who have not completed up to 12 credit points of pre-requisite subjects are strongly advised to take the corresponding Bridging Course (offered in February, July and as a distance course at other times of the year).</td>
<td>C: PCOL5001 and PHAR5513 and PHAR5515 and PHAR5516 and PHAR5517</td>
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<tr>
<td>PHAR5X15</td>
<td>Metabolism, Pharmacokinetics &amp; Pharmacogenomics</td>
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<td>PHAR5X17</td>
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<td>PHAR5X25</td>
<td>Public Health &amp; Pharmaceutical Policy</td>
<td>6</td>
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<tr>
<td>PHAR5X27</td>
<td>Professional Practice</td>
<td>6</td>
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<td>PHAR5X28</td>
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<td>Semester 2</td>
<td></td>
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</tr>
</tbody>
</table>
Non-Confidential
10.2 Faculty of Engineering and Information Technologies: Master of Engineering, Master of Professional Engineering (units of study)

Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies

Contact person: Dr Gwenaelle Proust x65498, Christine Lacey x40678

1. Name of award course
   Master of Engineering

2. Purpose of proposal
   The purpose of this proposal is to amend core units of study for the following Master of Engineering streams:
   Civil
   Fluids
   Geomechanical
   Structural

   The programs have been homogenised such that all specialist UoS are now CIVL6XXX level. The CIVL5XXX UoS, which are also available to final year undergraduate students, are now only electives.

3. Details of amendment
   Refer to amended unit tables for
   Civil (Appendix A)
   Fluids (Appendix B)
   Geomechanical (Appendix C)
   Structural (Appendix D)

4. Transitional arrangements
   The change will apply from 1 January 2017.

5. Other relevant information
   N/A

6. Signature of Dean
Master of Engineering majoring in Civil Engineering

To meet requirements for the Master of Engineering majoring in Civil Engineering a candidate will complete 72 credit points as listed in the unit of study table including:

(a) 24 credit points of Core units
(b) 24 credit points of Specialist units
(c) A minimum of 12 credit points of Research units
(d) A maximum of 12 credit points of Elective units

Candidates who have been granted 24 credit points of Reduced Volume Learning (RVL), must complete 48 credit points including:

(a) A minimum of 12 credit points of Core units
(b) A minimum of 12 credit points of Specialist units
(c) A minimum of 12 credit points of Research units
(d) Elective units are not available for candidates with RVL

Core units
Candidates must complete 24 credit points of Core units.

Where Reduced Volume Learning has been granted candidates must complete a minimum of 12 credit points of Core units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Co-requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5102</td>
<td>Entrepreneurship for Engineers</td>
<td>6</td>
<td>A Some limited industry experience is preferred but not essential. ELEC5701</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5202</td>
<td>Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5103</td>
<td>Safety Systems and Risk Analysis</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT5871</td>
<td>Project Process Planning and Control</td>
<td>6</td>
<td>Intensive December, Intensive July, Semester 1, Semester 2</td>
<td></td>
</tr>
</tbody>
</table>

Specialist units
Candidates must complete 24 credit points of Specialist units, but may take additional units as Electives.

Where Reduced Volume Learning has been granted candidates must complete a minimum of 12 credit points of Specialist units.

Exchange units may be taken as Specialist units with the approval of the Program Director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Co-requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNG5005</td>
<td>Wastewater Engineering</td>
<td>6</td>
<td>A Ability to conduct mass and energy balances, and the integration of these concepts to solve 'real' chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use basic calculus and linear algebra, and carry out such computations using Matlab and MS Excel. Ability to read widely outside of the technical literature and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on information from diverse sources.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5458</td>
<td>Numerical Methods in Civil Engineering</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5668</td>
<td>Wind Engineering for Design-Fundamentals</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
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### Submission To
Academic Board

**Date**
18 May 2016

**Item No**
10

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**Non-Confidential**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Credit Points</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>CIVL6257</td>
<td>Concrete Structures - Prestressed Concrete</td>
<td>6</td>
<td>N CIVL5257 Semester 1</td>
</tr>
<tr>
<td>CIVL6264</td>
<td>Composite Steel-Concrete Structures</td>
<td>6</td>
<td>N CIVL5264 Semester 2</td>
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<tr>
<td>CIVL6267</td>
<td>Steel Structures - Adv Analysis and Design</td>
<td>6</td>
<td>N CIVL5267 Semester 1</td>
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<tr>
<td>CIVL6268</td>
<td>Structural Dynamics</td>
<td>6</td>
<td>A Students are assumed to have a good knowledge of fundamental structural analysis, which is covered in the courses of Structural Mechanics, Introduction to Structural Concepts and Design, Structural Analysis, and Finite Element Analysis. N CIVL5268 Semester 2</td>
</tr>
<tr>
<td>CIVL6450</td>
<td>Analysis and Design of Pile Foundations</td>
<td>6</td>
<td>N CIVL5450 Semester 1</td>
</tr>
<tr>
<td>CIVL6452</td>
<td>Foundation Engineering</td>
<td>6</td>
<td>A CIVL2410 AND CIVL3411. Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity) N CIVL5452 Semester 1</td>
</tr>
<tr>
<td>CIVL6454</td>
<td>Rock Engineering</td>
<td>6</td>
<td>A Undergraduate geology and soil mechanics. N CIVL5454 Semester 2</td>
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<tr>
<td>CIVL6455</td>
<td>Engineering Behaviour of Soils</td>
<td>6</td>
<td>A CIVL2410 AND CIVL3411. A knowledge of basic concepts and terminology of soil mechanics is assumed. Experience with geotechnical practice in estimating parameters from field and laboratory data would be useful but not essential. N CIVL5455 Semester 2</td>
</tr>
<tr>
<td>CIVL6666</td>
<td>Open Channel Flow and Hydraulic Structures</td>
<td>6</td>
<td>A Advanced knowledge of fluid mechanics is necessary for this UoS N CIVL5666 Semester 1</td>
</tr>
<tr>
<td>CIVL6669</td>
<td>Applied Fluid Engineering Computing</td>
<td>6</td>
<td>A CIVL5511 OR CIVL9612. Understanding of fluid mechanics at the undergraduate level; Appreciation of fluid flow problems relevant to Civil and Environmental Engineering applications; Basic computer skills and some understanding of numerical methods. N CIVL5669 Semester 2</td>
</tr>
</tbody>
</table>

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**Research units**

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

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>P 96 cp from MPE degree program or 24 cp from the ME program (including any credit for previous study) Semester 1 Semester 2</td>
</tr>
<tr>
<td>CIVL5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>C CIVL5020 Semester 1 Semester 2</td>
</tr>
<tr>
<td>CIVL5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>P 42 credit points in the Master of Engineering and WAM &gt;70, or 66 credit points in the Master of Professional Engineering and WAM &gt;70 or exemption. Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

*Note: Department permission required for enrolment*

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5222</td>
<td>Dissertation A</td>
<td>12</td>
<td>N ENGS5221, ENGS5220 Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

*Note: Department permission required for enrolment*

In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the...
**CIVL5223 Dissertation B**

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<tbody>
<tr>
<td>10</td>
<td>ENGG5220, ENGG5221</td>
<td>Note: Department permission required for enrolment. In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</td>
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</table>

With permission from the Program Director candidates progressing with distinction (75%) average or higher results may replace CIVL5020, CIVL52021 and 12 cp of electives with CIVL5222 & CIVL5223 Dissertation A & B.

### Elective units

Candidates may complete a maximum of 12 credit points from the following units:

Specialist units may also be taken as Elective units. Other Postgraduate units in the Faculty may be taken as Elective units with the approval of the Program Director.

Electives may be approved for candidates who have been granted RVL with the approval of the Program Director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>AMME5202</td>
<td>Advanced Computational Fluid Dynamics</td>
<td>6</td>
<td>A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.</td>
<td>1</td>
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<tr>
<td>CHNG5006</td>
<td>Advanced Wastewater Engineering</td>
<td>6</td>
<td>A CHNG5005 OR CHNG3804.</td>
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<tr>
<td>CIVL5266</td>
<td>Steel Structures - Stability</td>
<td>6</td>
<td>A There are no prerequisites for this unit of study but it is assumed that students are competent in the content covered in Structural Mechanics, Steel Structures, and Structural Analysis.</td>
<td>1</td>
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<tr>
<td>CIVL5269</td>
<td>Concrete Structures - Strength and Service</td>
<td>6</td>
<td>P CIVL3205 OR CIVL5507 OR CIVL9205</td>
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<tr>
<td>CIVL5351</td>
<td>Geoenvironmental Engineering</td>
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<tr>
<td>CIVL5453</td>
<td>Geotechnical Hazards</td>
<td>6</td>
<td>A CIVL2410 AND CIVL3411. Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity).</td>
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<tr>
<td>CIVL5458</td>
<td>Numerical Methods in Civil Engineering</td>
<td>6</td>
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<tr>
<td>CIVL5665</td>
<td>Advanced Water Resources Management</td>
<td>6</td>
<td>A CIVL3612</td>
<td>2</td>
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<tr>
<td>CIVL5668</td>
<td>Wind Engineering for Design-Fundamentals</td>
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<tr>
<td>CIVL5670</td>
<td>Reservoir Stream and Coastal Eng</td>
<td>6</td>
<td>A CIVL3612 and MATH2061.</td>
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<td>Credits</td>
<td>Semester</td>
<td>Intensive Dates</td>
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<tr>
<td>CIVL6452</td>
<td>Foundation Engineering</td>
<td>6</td>
<td>Semester 1</td>
<td>Intensive January</td>
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<tr>
<td>ENGG5231</td>
<td>Engineering Graduate Exchange A</td>
<td>6</td>
<td>Intensive</td>
<td>Intensive July</td>
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<tr>
<td>ENGG5232</td>
<td>Engineering Graduate Exchange B</td>
<td>6</td>
<td>Intensive</td>
<td>Intensive July</td>
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</table>
Master of Engineering majoring in Fluids Engineering

To meet requirements for the Master of Engineering majoring in Fluids Engineering a candidate will complete 72 credit points as listed in the unit of study table including:

(a) 24 credit points of Core units
(b) 24 credit points of Specialist units
(c) A minimum of 12 credit points of Research units
(d) A maximum of 12 credit points of Elective units

Candidates who have been granted 24 credit points of Reduced Volume Learning (RVL), must complete 48 credit points including:

(a) A minimum of 12 credit points of Core units
(b) A minimum of 12 credit points of Specialist units
(c) A minimum of 12 credit points of Research units
(d) Elective units are not available for candidates with RVL

Core units
Candidates must complete 24 credit points of Core units.

Where Reduced Volume Learning has been granted candidates must complete a minimum of 12 credit points of Core units.

Specialist units
Candidates must complete 24 credit points of Specialist units, but may take additional units as Electives.

Where Reduced Volume Learning has been granted candidates must complete a minimum of 12 credit points of Specialist units.

Exchange units may be taken as Specialist units with the approval of the Program Director.

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject Name</th>
<th>Credit Points</th>
<th>Description</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5102</td>
<td>Entrepreneurship for Engineers</td>
<td>6</td>
<td>A Some limited industry experience is preferred but not essential. ELEC5701</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5202</td>
<td>Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5103</td>
<td>Safety Systems and Risk Analysis</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT5871</td>
<td>Project Process Planning and Control</td>
<td>6</td>
<td></td>
<td>Intensive December, Intensive July, Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

AFNR5512 Water Management and Variable Climate | 6 | Semester 2 |

CHNG5005 Wastewater Engineering | 6 | A Ability to conduct mass and energy balances, and the integration of these concepts to solve 'real' chemical engineering problems. Ability to understand basic principles of physical chemistry, physics and mechanics. Ability to use basic calculus and linear algebra, and carry out such computations using Matlab and MS Excel. Ability to read widely outside of the technical literature and to synthesise arguments based on such literature. Ability to write coherent reports and essays based on information from diverse sources. | Semester 1 |

CIVL6666 Open Channel Flow and Hydraulic Structures | 6 | A Advanced knowledge of fluid mechanics is necessary for this UoS CIVL6666 | Semester 1 |
### CIVL5668
**Wind Engineering for Design Fundamentals**
6
- Semester 1

### CIVL6669
**Applied Fluid Engineering Computing**
6
- A CIVL5511 OR CIVL9612. Understanding of fluid mechanics at the undergraduate level; Appreciation of fluid flow problems relevant to Civil and Environmental Engineering applications; Basic computer skills and some understanding of numerical methods.
- N CIVL5669
- Semester 2

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

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Credit Points</th>
<th>SEM</th>
<th>remarks</th>
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</thead>
<tbody>
<tr>
<td>CIVL5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>P</td>
<td>96 cp from MPE degree program or 24 cp from the ME program (including any credit for previous study)</td>
</tr>
<tr>
<td>CIVL5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>C</td>
<td>CIVL5020</td>
</tr>
<tr>
<td>CIVL5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td></td>
<td>42 credit points in the Master of Engineering and WAM &gt;70, or 66 credit points in the Master of Professional Engineering and WAM &gt;70 or exemption.</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL5222</td>
<td>Dissertation A</td>
<td>12</td>
<td>N</td>
<td>ENGG5221, ENGG5220</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIVL5223</td>
<td>Dissertation B</td>
<td>12</td>
<td>N</td>
<td>ENGG5220, ENGG5221</td>
</tr>
<tr>
<td></td>
<td>Note: Department permission required for enrolment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With permission from the Program Director candidates progressing with distinction (75%) average or higher results may replace CIVL5020, CIVL5021 and 12 cp of electives with CIVL5222 & CIVL5223 Dissertation A & B.

### Elective units
Candidates may complete a maximum of 12 credit points from the following units:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Credit Points</th>
<th>SEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5202</td>
<td>Advanced Computational Fluid Dynamics</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CHNG5006</td>
<td>Advanced Waste Water Engineering</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CIVL5266</td>
<td>Steel Structures - Stability</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

- A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.
- Semester 1
- Semester 2
- Semester 1

Respect is a core value of the Academic Board
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5269</td>
<td>Concrete Structures - Strength and Service</td>
<td>6</td>
<td>P CIVL3205 OR CIVL5507 OR CIVL9205</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5351</td>
<td>Geoenvironmental Engineering</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5453</td>
<td>Geotechnical Hazards</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5458</td>
<td>Numerical Methods in Civil Engineering</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5665</td>
<td>Advanced Water Resources Management</td>
<td>6</td>
<td>A CIVL3612</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5668</td>
<td>Wind Engineering for Design-Fundamentals</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5670</td>
<td>Reservoir Stream and Coastal Eng</td>
<td>6</td>
<td>A CIVL3612 and MATH2061.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6452</td>
<td>Foundation Engineering</td>
<td>6</td>
<td>A CIVL2410 AND CIVL3411. Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5231</td>
<td>Engineering Graduate Exchange A</td>
<td>6</td>
<td></td>
<td>Intensive January Intensive July</td>
</tr>
<tr>
<td>ENGG5232</td>
<td>Engineering Graduate Exchange B</td>
<td>6</td>
<td></td>
<td>Intensive January Intensive July</td>
</tr>
</tbody>
</table>
**Master of Engineering majoring in Geomechanical Engineering**

To meet requirements for the Master of Engineering majoring in Automation and Manufacturing a candidate will complete 72 credit points as listed in the unit of study table including:

(a) 24 credit points of Core units
(b) 24 credit points of Specialist units
(c) A minimum of 12 credit points of Research units
(d) A maximum of 12 credit points of Elective units

Candidates who have been granted 24 credit points of Reduced Volume Learning (RVL), must complete 48 credit points including:

(a) A minimum of 12 credit points of Core units
(b) A minimum of 12 credit points of Specialist units
(c) A minimum of 12 credit points of Research units
(d) Elective units are not available for candidates with RVL

**Core units**

Candidates must complete 24 credit points of Core units.

Where Reduced Volume Learning has been granted candidates must complete a minimum of 12 credit points of Core units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Remarks</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5102</td>
<td>Entrepreneurship for Engineers</td>
<td>6</td>
<td>A</td>
<td>Some limited industry experience is preferred but not essential. ELEC5701</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5202</td>
<td>Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5103</td>
<td>Safety Systems and Risk Analysis</td>
<td>6</td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT5871</td>
<td>Project Process Planning and Control</td>
<td>6</td>
<td></td>
<td></td>
<td>Intensive December Intensive July Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

**Specialist units**

Candidates must complete 24 credit points of Specialist units, but may take additional units as Electives.

Where Reduced Volume Learning has been granted candidates must complete a minimum of 12 credit points of Specialist units.

Exchange units may be taken as Specialist units with the approval of the Program Director.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Remarks</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5453</td>
<td>Geotechnical Hazards</td>
<td>6</td>
<td>A-CIVL2410 AND CIVL3411. Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity).</td>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>CIVL5458</td>
<td>Numerical Methods in Civil Engineering</td>
<td>6</td>
<td></td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6450</td>
<td>Analysis and Design of Pile Foundations</td>
<td>6</td>
<td>N CIVL5450</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6452</td>
<td>Foundation Engineering</td>
<td>6</td>
<td>A CIVL2410 AND CIVL3411. Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity).</td>
<td>Semester 1</td>
<td></td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL6454</td>
<td>Rock Engineering</td>
<td>6</td>
<td>A: Undergraduate geology and soil mechanics. N: CIVL5454</td>
</tr>
<tr>
<td>CIVL6455</td>
<td>Engineering Behaviour of Soils</td>
<td>6</td>
<td>A: CIVL2410 AND CIVL3411. A knowledge of basic concepts and terminology of soil mechanics is assumed. Experience with geotechnical practice in estimating parameters from field and laboratory data would be useful but not essential. N: CIVL5455</td>
</tr>
</tbody>
</table>

Research units

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>P: 96 cp from MPE degree program or 24 cp from the ME program (including any credit for previous study) Semester 1 Semester 2</td>
</tr>
<tr>
<td>CIVL5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>C: CIVL5020 Semester 1 Semester 2</td>
</tr>
<tr>
<td>CIVL5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>P: 42 credit points in the Master of Engineering and WAM &gt;70, or 66 credit points in the Master of Professional Engineering and WAM &gt;70 or exemption. Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

Note: Department permission required for enrolment

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5222</td>
<td>Dissertation A</td>
<td>12</td>
<td>N: ENGG5221, ENGG5220 Semester 1 Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</td>
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<tr>
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<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5223</td>
<td>Dissertation B</td>
<td>12</td>
<td>N: ENGG5220, ENGG5221 Semester 1 Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</td>
</tr>
</tbody>
</table>

With permission from the Program Director candidates progressing with distinction (75%) average or higher results may replace CIVL5020, CIVL52021 and 12 cp of electives with CIVL5222 & CIVL5223 Dissertation A & B.

E elective units

Candidates may complete a maximum of 12 credit points from the following units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5202</td>
<td>Advanced Computational Fluid Dynamics</td>
<td>6</td>
<td>A: Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills. Semester 1</td>
</tr>
<tr>
<td>CIVL5266</td>
<td>Steel Structures - Stability</td>
<td>6</td>
<td>A: There are no prerequisites for this unit of study but it is assumed that students are competent in the content covered in Structural Mechanics, Steel Structures, and Structural Analysis. Semester 1</td>
</tr>
</tbody>
</table>

Respect is a core value of the Academic Board
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Notes</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5269</td>
<td>Concrete Structures - Strength and Service</td>
<td>6</td>
<td>P CIVL3205 OR CIVL5507 OR CIVL9205</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5351</td>
<td>Geoenvironmental Engineering</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5453</td>
<td>Geotechnical Hazards</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5458</td>
<td>Numerical Methods in Civil Engineering</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5665</td>
<td>Advanced Water Resources Management</td>
<td>6</td>
<td>A CIVL3612</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5668</td>
<td>Fundamentals of Wind Engineering for Design</td>
<td>6</td>
<td></td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5670</td>
<td>Reservoir Stream and Coastal Eng</td>
<td>6</td>
<td>A CIVL3612 and MATH2061.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6452</td>
<td>Foundation Engineering</td>
<td>6</td>
<td>A CIVL2410 AND CIVL3411. Students are assumed to have a good knowledge of fundamental soil mechanics, which is covered in the courses of soil mechanics (settlement, water flow, soil strength) and foundation engineering (soil models, stability analyses; slope stability; retaining walls; foundation capacity)</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5231</td>
<td>Engineering Graduate Exchange A</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGG5232</td>
<td>Engineering Graduate Exchange B</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Master of Engineering majoring in Structural Engineering

To meet requirements for the Master of Engineering majoring in Structural Engineering a candidate will complete 72 credit points as listed in the unit of study table including:

<table>
<thead>
<tr>
<th>Item No</th>
<th>Core units</th>
<th>Specialist units</th>
<th>Research units</th>
<th>Elective units</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>(a) 24 credit points</td>
<td>(b) 24 credit points</td>
<td>(c) A minimum of 12 credit points</td>
<td>(d) A maximum of 12 credit points</td>
</tr>
<tr>
<td></td>
<td>of Core units</td>
<td>of Specialist units</td>
<td>of Research units</td>
<td>of Elective units</td>
</tr>
</tbody>
</table>

Candidates who have been granted 24 credit points of Reduced Volume Learning (RVL), must complete 48 credit points including:

<table>
<thead>
<tr>
<th>Item No</th>
<th>Core units</th>
<th>Specialist units</th>
<th>Research units</th>
<th>Elective units</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>(a) A minimum of 12 credit points</td>
<td>(b) A minimum of 12 credit points</td>
<td>(c) A minimum of 12 credit points</td>
<td>Elective units are not available for candidates with RVL</td>
</tr>
<tr>
<td></td>
<td>of Core units</td>
<td>of Specialist units</td>
<td>of Research units</td>
<td></td>
</tr>
</tbody>
</table>

## Core units

Candidates must complete 24 credit points of Core units. Where Reduced Volume Learning has been granted candidates must complete a minimum of 12 credit points of Core units.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5102</td>
<td>Entrepreneurship for Engineers</td>
<td>6</td>
<td>A Some limited industry experience is preferred but not essential. N ELEC5701</td>
<td>Semester 1</td>
</tr>
<tr>
<td>ENGG5202</td>
<td>Sustainable Design, Eng and Mgt</td>
<td>6</td>
<td>A General knowledge in science and calculus and understanding of basic principles of chemistry, physics and mechanics</td>
<td>Semester 1</td>
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<tr>
<td>ENGG5103</td>
<td>Safety Systems and Risk Analysis</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
<tr>
<td>PMGT5871</td>
<td>Project Process Planning and Control</td>
<td>6</td>
<td></td>
<td>Intensive December Intensive July Semester 1 Semester 2</td>
</tr>
</tbody>
</table>

## Specialist units

Candidates must complete 24 credit points of Specialist units, but may take additional units as Electives. Where Reduced Volume Learning has been granted candidates must complete a minimum of 12 credit points of Specialist units.

Exchange units may be taken as Specialist units with the approval of the Program Director.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL6257</td>
<td>Concrete Structures - Prestressed Concrete</td>
<td>6</td>
<td>N CIVL5257</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6264</td>
<td>Composite Steel-Concrete Structures</td>
<td>6</td>
<td>N CIVL5264</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL6267</td>
<td>Steel Structures - Adv Analysis and Design</td>
<td>6</td>
<td>N CIVL5267</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6268</td>
<td>Structural Dynamics</td>
<td>6</td>
<td>A Students are assumed to have a good knowledge of fundamental structural analysis, which is covered in the courses of Structural Mechanics, Introduction to Structural Concepts and Design, Structural Analysis, and Finite Element Analysis. N CIVL5268</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

## Research units

Respect is a core value of the Academic Board

Page 19 of 48
All candidates are required to complete a minimum of 12 credit points from the following units:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>P 96 cp from MPE degree program or 24 cp from the ME program (including any credit for previous study)</td>
<td>Semester 1 and 2</td>
</tr>
<tr>
<td>CIVL5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>C CIVL5020</td>
<td>Semester 1 and 2</td>
</tr>
<tr>
<td>CIVL5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>P 42 credit points in the Master of Engineering and WAM &gt;70, or 66 credit points in the Master of Professional Engineering and WAM &gt;70 or exemption.</td>
<td>Semester 1 and 2</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>CIVL5222</td>
<td>Dissertation A</td>
<td>12</td>
<td>N ENGG5221, ENGG5220</td>
<td>Semester 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
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<td>In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</td>
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</tr>
<tr>
<td>CIVL5223</td>
<td>Dissertation B</td>
<td>12</td>
<td>N ENGG5220, ENGG5221</td>
<td>Semester 1 and 2</td>
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<td></td>
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<td></td>
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<td>In order to enrol in a project, students must first secure an academic supervisor in an area that they are interested. The topic of your project must be determined in discussion with the supervisor. The supervisor can come from any of the Engineering Departments, however, they need to send confirmation of their supervision approval to the Postgraduate Administrator.</td>
<td></td>
</tr>
</tbody>
</table>

With permission from the Program Director candidates progressing with distinction (75%) average or higher results may replace CIVL5020, CIVL52021 and 12 cp of electives with CIVL5222 & CIVL5223 Dissertation A & B.

**Elective units**

Candidates may complete a maximum of 12 credit points from the following units:

Specialist units may also be taken as Elective units. Other Postgraduate units in the Faculty may be taken as Elective units with the approval of the Program Director.

Electives may be approved for candidates who have been granted RVL with the approval of the Program Director.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMME5202</td>
<td>Advanced Computational Fluid Dynamics</td>
<td>6</td>
<td>A Partial differential equations; Finite difference methods; Taylor series; Basic fluid mechanics including pressure, velocity, boundary layers, separated and recirculating flows. Basic computer programming skills.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5266</td>
<td>Steel Structures - Stability</td>
<td>6</td>
<td>A There are no prerequisites for this unit of study but it is assumed that students are competent in the content covered in Structural Mechanics, Steel Structures, and Structural Analysis.</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5269</td>
<td>Concrete Structures - Strength and Service</td>
<td>6</td>
<td>P CIVL3205 OR CIVL5507 OR CIVL9205</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5351</td>
<td>Geoenvironmental Engineering</td>
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<td>Numerical Methods in Civil Engineering</td>
<td>6</td>
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Non-Confidential

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Co-Requisite Courses</th>
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<tbody>
<tr>
<td>CIVL5665</td>
<td>Advanced Water Resources Management</td>
<td>6</td>
<td>CIVL3612</td>
<td>Semester 2</td>
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<td>CIVL5668</td>
<td>Fundamentals of Wind Engineering for Design</td>
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<td>Semester 1</td>
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<tr>
<td>CIVL5670</td>
<td>Reservoir Stream and Coastal Eng</td>
<td>6-</td>
<td>CIVL3612 and MATH2061</td>
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<tr>
<td>CIVL6452</td>
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<td>6-</td>
<td>CIVL2410 and CIVL3411</td>
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<tr>
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<td>Intensive January, Intensive July</td>
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</tbody>
</table>

Respect is a core value of the Academic Board
Non-Confidential
Minor Course Amendment Proposal

Faculty: Faculty of Engineering and Information Technologies
Contact person: Dr Gwenaelle Proust x65498, Christine Lacey x40678

1. Name of award course
   Master of Professional Engineering

2. Purpose of proposal
   The purpose of this proposal is to amend core and elective units of study for the following Master of
   Professional Engineering (MPE) streams:
   Civil
   Fluids
   Geomechanical
   Structural

   The new unit CIVL9700 Transport Systems will become a core unit for each of these streams, replacing CIVL9230 Structural Concepts and Design. This parallels changes to the Bachelor of
   Engineering Honours in Civil Engineering which has recently added a compulsory Transport unit and
   Transport electives.

   ENGG5203 (Quality engineering and management) has been added as an elective in all the MPE
   programs.

   CIVL9235 (Structural Analysis), CIVL9411 (Geotechnical Engineering), and CIVL9614 (Hydrology)
   have been added as elective in the MPE Structural, MPE Fluids and MPE Geomechanical.

3. Details of amendment
   Refer to attached unit tables for
   Civil (Appendix A)
   Fluids (Appendix B)
   Geomechanical (Appendix C)
   Structural (Appendix D)

4. Transitional arrangements
   The change will apply from 1 January 2017.

5. Other relevant information
   N/A

6. Signature of Dean
Master of Professional Engineering (Civil)

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

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

**Core units**

### Year One

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credit Points</th>
<th>Semester</th>
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<tbody>
<tr>
<td>CIVL9110</td>
<td>Materials</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>CIVL9201</td>
<td>Structural Mechanics</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>CIVL9810</td>
<td>Engineering Construction and Surveying</td>
<td>6</td>
<td>Semester 2</td>
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<td>ENGG9802</td>
<td>Engineering Mechanics</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9230</td>
<td>Structural Concepts and Design</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9410</td>
<td>Soil Mechanics</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9611</td>
<td>Introductory Fluid Mechanics</td>
<td>6</td>
<td>Semester 2</td>
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<td>CIVL9700</td>
<td>Transport Systems</td>
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<tr>
<td>GEOL1501</td>
<td>Engineering Geology 1</td>
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### Year Two

<table>
<thead>
<tr>
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<th>Semester</th>
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<tbody>
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<td>Concrete Structures 1</td>
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<td>CIVL9612</td>
<td>Fluid Mechanics</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>CIVL9811</td>
<td>Engineering Design and Construction</td>
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<td>Semester 2</td>
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<tr>
<td>ENGG5204</td>
<td>Engineering Professional Practice</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>CIVL9206</td>
<td>Steel Structures 1</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>ENGG5205</td>
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<td>Intensive January Semester 1 Semester 2</td>
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</tbody>
</table>

Select 12 credit points from Civil Electives block.

### Year Three

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
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<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>CIVL5020</td>
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<td>CIVL9903</td>
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<tr>
<td>CIVL5021</td>
<td>Capstone Project B</td>
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</tr>
</tbody>
</table>
Non-Confidential

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

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway and may replace CIVL5021 and 6cp of recommended electives with CIVL5223 Dissertation B.

Select 6 credit points from Civil Electives block.
Select 24 credit points from Civil Advanced electives block.

**Elective units**

Candidates must complete 18 credit points from the following Elective units of study. A minimum of 12 credit points must be from 5000 level units of study.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5266</td>
<td>Steel Structures - Stability</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5269</td>
<td>Concrete Structures - Strength and Service</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>CIVL5351</td>
<td>Geoenvironmental Engineering</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5453</td>
<td>Geotechnical Hazards</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5458</td>
<td>Numerical Methods in Civil Engineering</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5665</td>
<td>Advanced Water Resources Management</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>CIVL5668</td>
<td>Fundamentals of Wind Engineering for Design</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5670</td>
<td>Reservoir Stream and Coastal Eng</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL9235</td>
<td>Structural Analysis</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9411</td>
<td>Geotechnical Engineering</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9614</td>
<td>Hydrology</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5203</td>
<td>Quality engineering and management</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Advanced Elective units**

Candidates must complete 24 credit points from the following Advanced elective units of study.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>CHNG5005</td>
<td>Wastewater Engineering</td>
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<td>CHNG5006</td>
<td>Advanced Wastewater Engineering</td>
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</tr>
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<td>CIVL5666</td>
<td>Wind Engineering for Design-Fundamentals</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>CIVL6257</td>
<td>Concrete Structures - Prestressed Concrete</td>
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<td>Semester 1</td>
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<td>CIVL6264</td>
<td>Composite Steel-Concrete Structures</td>
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<td>CIVL6267</td>
<td>Steel Structures - Adv Analysis and Design</td>
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<td>Semester 1</td>
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<td>CIVL6268</td>
<td>Structural Dynamics</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>CIVL6450</td>
<td>Analysis and Design of Pile Foundations</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
## Non-Confidential

### Project units

- **CIVL6452**
  - Foundation Engineering
  - 6 credits
  - Semester 1

- **CIVL6454**
  - Rock Engineering
  - 6 credits
  - Semester 2

- **CIVL6455**
  - Engineering Behaviour of Soils
  - 6 credits
  - Semester 2

- **CIVL6666**
  - Open Channel Flow and Hydraulic Structures
  - 6 credits
  - Semester 1

- **CIVL6669**
  - Applied Fluid Engineering Computing
  - 6 credits
  - Semester 2

### Research pathway

- **CIVL5020**
  - Capstone Project A
  - 6 credits
  - Semester 1
  - Semester 2

- **CIVL5021**
  - Capstone Project B
  - 6 credits
  - Semester 1
  - Semester 2

- **CIVL5022**
  - Capstone Project B Extended
  - 12 credits
  - Semester 1
  - Semester 2

### Exchange units

- **ENGG5231**
  - Engineering Graduate Exchange A
  - 6 credits
  - Intensive January
  - Intensive July

- **ENGG5232**
  - Engineering Graduate Exchange B
  - 6 credits
  - Intensive January
  - Intensive July
**Master of Professional Engineering (Fluids)**

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

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

### Core units

**Year One**

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

<table>
<thead>
<tr>
<th>Code</th>
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<td>CIVL9201</td>
<td>Structural Mechanics</td>
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<td>Engineering Construction and Surveying</td>
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<td>Engineering Mechanics</td>
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<td>Soil Mechanics</td>
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<td>Introductory Fluid Mechanics</td>
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<td>Semester 2</td>
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<tr>
<td>CIVL9700</td>
<td>Transport Systems</td>
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<tr>
<td>GEOL1501</td>
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**Year Two**

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<tr>
<th>Code</th>
<th>Title</th>
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<td>CIVL9205</td>
<td>Concrete Structures 1</td>
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<td>CIVL9612</td>
<td>Fluid Mechanics</td>
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<td>CIVL9811</td>
<td>Engineering Design and Construction</td>
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<tr>
<td>ENGG5204</td>
<td>Engineering Professional Practice</td>
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<td>CHNG5005</td>
<td>Wastewater Engineering</td>
<td>6</td>
<td>Semester 1</td>
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<td>CIVL9206</td>
<td>Steel Structures 1</td>
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<td>ENGG5205</td>
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Select 6 credit points from the Electives block.

**Year Three**

<table>
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<tr>
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<th>Semester</th>
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<td>CHNG5005</td>
<td>Wastewater Engineering</td>
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<td>Semester 1</td>
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</tbody>
</table>
Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Extended Capstone Project. See Project units. Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway and may replace CIVL5021 and 6cp of recommended electives with CIVL5223 Dissertation B.

Select 12 credit points from the Specialist Elective block.

### Specialist Elective units
Candidates must complete 12 credit points from the following Specialist elective units of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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<tbody>
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<td>CIVL5665</td>
<td>Advanced Water Resources Management</td>
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<td>Semester 2</td>
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<td>CIVL5668</td>
<td>Fundamentals of Wind Engineering for Design</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>CIVL5670</td>
<td>Reservoir Stream and Coastal Eng</td>
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<td>Semester 1</td>
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### Elective units
Candidates must complete 6 credit points from the following Elective units of study.

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Points</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>CIVL5266</td>
<td>Steel Structures – Stability</td>
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<td>Semester 1</td>
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<tr>
<td>CIVL5269</td>
<td>Concrete Structures: Serviceability and Strength</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>CIVL5453</td>
<td>Geotechnical Hazards</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>CIVL5458</td>
<td>Numerical Methods in Civil Engineering</td>
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<td>Semester 1</td>
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<td>CIVL9235</td>
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<td>CIVL9411</td>
<td>Geotechnical Engineering</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9614</td>
<td>Hydrology</td>
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<tr>
<td>ENGG5203</td>
<td>Quality engineering and management</td>
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<td>Semester 2</td>
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## Non-Confidential

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credit Points</th>
<th>Semester</th>
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</thead>
<tbody>
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<td>CIVL6264</td>
<td>Composite Steel-Concrete Structures</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL6267</td>
<td>Steel Structures – Adv. Analysis and Design</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6268</td>
<td>Structural Dynamics</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>CIVL6450</td>
<td>Analysis and Design of Pile Foundations</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6454</td>
<td>Rock Engineering</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>CIVL6455</td>
<td>Engineering Behaviour of Soils</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Project units

All candidates are required to complete a minimum of 12 credit points of Project units. Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Extended Capstone Project. Extended Capstone Project candidates take Capstone Project units CIVL5020 and CIVL5022 (total 18 cp) in place of Capstone Project CIVL5021 and 6 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>CIVL5021</td>
<td>Capstone Project B</td>
<td>6</td>
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<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Research pathway

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway. Research pathway candidates take Dissertation units CIVL5222 and CIVL5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective units.

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Credit Points</th>
<th>Semester</th>
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</tr>
<tr>
<td>CIVL5223</td>
<td>Dissertation B</td>
<td>12</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

### Exchange units

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
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<td>January</td>
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</tr>
<tr>
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</tbody>
</table>
## Master of Professional Engineering (Geomechanical)

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

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

### Core units

#### Year One

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL9110</td>
<td>Materials</td>
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</tr>
<tr>
<td>CIVL9201</td>
<td>Structural Mechanics</td>
<td>6</td>
</tr>
<tr>
<td>CIVL9810</td>
<td>Engineering Construction and Surveying</td>
<td>6</td>
</tr>
<tr>
<td>ENGG9802</td>
<td>Engineering Mechanics</td>
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<tr>
<td>CIVL9230</td>
<td>Structural Concepts and Design</td>
<td>6</td>
</tr>
<tr>
<td>CIVL9410</td>
<td>Soil Mechanics</td>
<td>6</td>
</tr>
<tr>
<td>CIVL9611</td>
<td>Introductory Fluid Mechanics</td>
<td>6</td>
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#### Year Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>Concrete Structures 1</td>
<td>6</td>
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<td>CIVL9612</td>
<td>Fluid Mechanics</td>
<td>6</td>
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<tr>
<td>CIVL9811</td>
<td>Engineering Design and Construction</td>
<td>6</td>
</tr>
<tr>
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<td>Engineering Professional Practice</td>
<td>6</td>
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<tr>
<td>CIVL5453</td>
<td>Geotechnical Hazards</td>
<td>6</td>
</tr>
<tr>
<td>CIVL6455</td>
<td>Engineering Behaviour of Soils</td>
<td>6</td>
</tr>
<tr>
<td>CIVL9206</td>
<td>Steel Structures 1</td>
<td>6</td>
</tr>
<tr>
<td>ENGG5205</td>
<td>Professional Practice in PM</td>
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</tbody>
</table>

Select 6 credit points from the Specialist Electives block.

Select 6 credit points from the Electives block.

#### Year Three

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
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<th>Semester</th>
</tr>
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<tbody>
<tr>
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<td>Numerical Methods in Civil Engineering</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6450</td>
<td>Analysis and Design of Pile Foundations</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
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<td>Foundation Engineering</td>
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<tr>
<td>CIVL6454</td>
<td>Rock Engineering</td>
<td>6</td>
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</tr>
<tr>
<td>CIVL9903</td>
<td>Civil Engineering Design</td>
<td>6</td>
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<tr>
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<td>ENGG5205</td>
<td>Professional Practice in PM</td>
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<td>Semester 1</td>
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<td>ENGG5205</td>
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<td>Semester 2</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

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

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway and may replace CIVL5021 and 6cp of recommended electives with CIVL5223 Dissertation B.

Select 6 credit points from the Specialist Electives block.

### Specialist Elective units

Candidates must complete the following Specialist elective units of study.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5351</td>
<td>Geoenvironmental Engineering</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL543</td>
<td>Geotechnical Hazards</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5458</td>
<td>Numerical Methods in Civil Engineering</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6452</td>
<td>Foundation Engineering</td>
<td>6</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

### Elective units

Candidates must complete 6 credit points from the following Elective units of study.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHNG5005</td>
<td>Wastewater Engineering</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5266</td>
<td>Steel Structures - Stability</td>
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<td>CIVL5269</td>
<td>Concrete Structures - Strength and Service</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5665</td>
<td>Advanced Water Resources Management</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL5668</td>
<td>Wind Engineering for Design-Fundamentals</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL5670</td>
<td>Reservoir Stream and Coastal Eng</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL9235</td>
<td>Structural Analysis</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9411</td>
<td>Geotechnical Engineering</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester</td>
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<tr>
<td>CIVL9614</td>
<td>Hydrology</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5203</td>
<td>Quality engineering and management</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL6257</td>
<td>Concrete Structures – Prestressed Concrete</td>
<td>6</td>
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<td>CIVL6264</td>
<td>Composite Concrete Structures</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>CIVL6267</td>
<td>Steel Structures – Adv. Analysis and Design</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6268</td>
<td>Structural Dynamics</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL6666</td>
<td>Open Channel Flow and Hydraulic Structures</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6669</td>
<td>Applied Fluid Engineering Computing</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Project units**

All candidates are required to complete a minimum of 12 credit points of Project units.

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

Extended Capstone Project candidates take Capstone Project units CIVL5020 and CIVL5022 (total 18 cp) in place of Capstone Project CIVL5021 and 6 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5020</td>
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<td>Semester 1</td>
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<tr>
<td>CIVL5021</td>
<td>Capstone Project B</td>
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<tr>
<td>CIVL5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**Research pathway**

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

Research pathway candidates take Dissertation units CIVL5222 and CIVL5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5222</td>
<td>Dissertation A</td>
<td>12</td>
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<tr>
<td>CIVL5223</td>
<td>Dissertation B</td>
<td>12</td>
<td>Semester 2</td>
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**Exchange units**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Special Term</th>
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<tr>
<td>ENGG5232</td>
<td>Engineering Graduate Exchange B</td>
<td>6</td>
<td>Intensive January</td>
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</table>
# Master of Professional Engineering (Structural)

To qualify for the award of the Master of Professional Engineering in this specialisation, a candidate must complete 144 credit points, including core and elective units of study as listed below. Candidates with a Bachelor of Engineering or equivalent in the relevant discipline, and who have reached an acceptable level of academic achievement in their prior degree, may be eligible for a reduction of volume in learning of up to 48 credit points.

## Core units

### Year One

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL9110</td>
<td>Materials</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL9201</td>
<td>Structural Mechanics</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL9810</td>
<td>Engineering Construction and Surveying</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG9802</td>
<td>Engineering Mechanics</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9230</td>
<td>Structural Concepts and Design</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9410</td>
<td>Soil Mechanics</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9611</td>
<td>Introductory Fluid Mechanics</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CIVL9700</td>
<td>Transport Systems</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
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<td>Engineering Geology 1</td>
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### Year Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL9205</td>
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<td>6</td>
<td>Semester 1</td>
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<tr>
<td>CIVL9612</td>
<td>Fluid Mechanics</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL9811</td>
<td>Engineering Design and Construction</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>ENGG5204</td>
<td>Engineering Professional Practice</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6268</td>
<td>Structural Dynamics</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>CIVL9206</td>
<td>Steel Structures 1</td>
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<td>Professional Practice in PM</td>
<td>6</td>
<td>Semester 1</td>
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</table>

Select 6 credit points from the Electives block.

### Year Three

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5020</td>
<td>Capstone Project A</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6257</td>
<td>Concrete Structures - Prestressed Concrete</td>
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<td>Semester 1</td>
</tr>
</tbody>
</table>
Candidates achieving an average mark of 70% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Extended Capstone Project. See Project units.

Candidates achieving an average mark of 75% or higher over 48 credit points of units of study in the Year Two Table or equivalent are eligible for the Research Pathway and may replace CIVL5021 and 6cp of recommended electives with CIVL5223 Dissertation B.

Select 12 credit points from the Specialist Electives block.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>CIVL5266</td>
<td>Steel Structures - Stability</td>
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<td>CIVL5269</td>
<td>Concrete Structures - Strength and Service</td>
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<td>Numerical Methods in Civil Engineering</td>
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Elective units
Candidates must complete 6 credit points from the following Elective units of study.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
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<td>Geoenvironmental Engineering</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>CIVL5453</td>
<td>Geotechnical Hazards</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>CIVL5665</td>
<td>Advanced Water Resources Management</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>CIVL5668</td>
<td>Wind Engineering for Design-Fundamentals</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>CIVL5670</td>
<td>Reservoir Stream and Coastal Eng</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>CIVL9235</td>
<td>Structural Analysis</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>CIVL9411</td>
<td>Geotechnical Engineering</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>CIVL9614</td>
<td>Hydrology</td>
<td>6</td>
<td>2</td>
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<td>ENGG5203</td>
<td>Quality engineering and management</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>CIVL6450</td>
<td>Analysis and Design of Pile Foundations</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>CIVL6454</td>
<td>Rock Engineering</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>CIVL6455</td>
<td>Engineering Behaviour of Soils</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL6666</td>
<td>Open-Channel Flow and Hydraulic Structures</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CIVL6669</td>
<td>Applied Fluid Engineering Computing</td>
<td>6</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

Project units

All candidates are required to complete a minimum of 12 credit points of Project units.

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

Extended Capstone Project candidates take Capstone Project units CIVL5020 and CIVL5022 (total 18 cp) in place of Capstone Project CIVL5021 and 6 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5020</td>
<td>Capstone Project A</td>
<td>6</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>CIVL5021</td>
<td>Capstone Project B</td>
<td>6</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>CIVL5022</td>
<td>Capstone Project B Extended</td>
<td>12</td>
<td>Semester 1, Semester 2</td>
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</tbody>
</table>

Research pathway

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

Research pathway candidates take Dissertation units CIVL5222 and CIVL5223 (total 24 cp) in place of Capstone Project units and 12 cp of elective units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVL5222</td>
<td>Dissertation A</td>
<td>12</td>
<td>Semester 1, Semester 2</td>
</tr>
<tr>
<td>CIVL5223</td>
<td>Dissertation B</td>
<td>12</td>
<td>Semester 1, Semester 2</td>
</tr>
</tbody>
</table>

Exchange units

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Intensive Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGG5231</td>
<td>Engineering Graduate Exchange A</td>
<td>6</td>
<td>January</td>
</tr>
<tr>
<td>ENGG5232</td>
<td>Engineering Graduate Exchange B</td>
<td>6</td>
<td>July</td>
</tr>
</tbody>
</table>
10.3 Faculty of Engineering and Information Technologies: Master of Information Technology, Master of Information Technology Management (change to major)

Minor Course Amendment Proposal

Contact person: A/Prof. Uwe Roehm x65305

1. **Name of award course**
   Master of Information Technology
   Master of Information Technology Management

2. **Purpose of proposal**
   The purpose of this proposal is to amend the course resolutions for the Master of Information Technology (MIT) and the Master of IT/Master of IT Management (MIT/MITM) degrees to replace the “Telecommunications Engineering” major with a new major in “Computer and Network Security” from 2017 onwards.

   Rationale: The existing “Telecommunications Engineering” major of the MIT and the MIT/MITM double degree did not have any student enrolments in at least the past three years. At the same time, IT security has become increasingly important, with a large demand for corresponding security skills by the IT and finance industry. We propose to bundle the existing security-relevant subjects together with two new units into a new “Computer and Network Security” major for our postgraduate degrees that replaces the Telecommunications major. We will keep the units formerly available in the Telecom. major as free electives.

3. **Details of amendment**
   Addition of Computer and Network Security major to and deletion of Telecommunications Engineering major from:
   - MIT course resolutions (Attachment A)
   - MIT/MITM course resolutions (Attachment B)

   The new “Computer and Network Security major” will require completion of 18 cp from:
   - CISS6022 Cybersecurity
   - ELEC5616 Computer and Network Security
   - COMP5617 Empirical Security Analysis and Security Engineering
   - COMP5618 Applied Cybersecurity
   - INFO5301 Information Security Management
   - COMP5416 Advanced Network Technologies
   - COMP5347 Web Application Development
   - COMP5349 Cloud Computing

   Amended MIT unit of study table (Attachment C)
   Amended MIT/MITM unit of study table (Attachment D)

4. **Transitional arrangements**
   Students who started the MIT degree before semester 1, 2017, will be allowed to finish with a MIT(Telecommunications Engineering) according to the degree rules from the year when they commenced their current studies.

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

6. **Signature of Dean**
Non-Confidential

10.5 Faculty of Medicine: Units of Study

Minor Course Amendment Proposal

Faculty: Sydney Medical School

Contact person: Liz Cooper x65214; email: elizabeth.cooper@sydney.edu.au

1. Name of award course
   Various

2. Purpose of proposal
   To advise the Graduate Studies Committee of the adoption of new units of study as follows:

   **Master of Surgery – streams: Breast Surgery, Surgical Sciences, Surgical Skills**
   SURG5041 Surgical Oncology: Principles and Practice (6 cp)

   **Table of units of study: Clinical Epidemiology:**
   CEPI5315 Introduction to Systematic Reviews (6 cp)
   CEPI5215 Writing and reviewing medical papers (6 cp)

3. Details of amendment
   Unit of Study information has been submitted to Sydney Student to be available for the 2017 handbook.

4. Transitional arrangements
   N/A

5. Other relevant information

6. Signature of Acting Dean

   Professor Arthur Conigrave
   Acting Dean
Minor Course Amendment Proposal

Faculty: Faculty of Dentistry

Contact person: Dr Delyse Leadbeatter / Caroline Bolger

1. Name of award course
   Doctor of Dental Medicine

2. Purpose of proposal
   Due to a change in the admissions guide for 2017 PhD & Master's by Research special admission scheme would not be offered from 2017 onwards and therefore should be removed from the DMD course resolutions before the admission cycle for 2017 commences.

   PhD & Master’s by Research Scheme:
   Applicants who have been awarded a PHD or a Master’s degree by research from a recognised institution a the time of application for the MD and/or DMD and who have met the minimum GAMSAT result requirements will be considered eligible for interview regardless of their bachelor’s degree GPA.

   Some master’s degrees by research or PHDs may require a limited amount of coursework. For the purpose of admission to the MD or DMD at the University of Sydney, the research component of your PHD or Master’s degree must comprise two thirds or more of the overall course requirements. Proof of award must indicate that the degree met this requirement.

   Applicants with a PhD or Master’s degree by research applying under this special admissions scheme must have their PhD or Master’s degree assessed by UAC.

   No extra points will be added to the total final score of applicants with a PHD.

   As the above is no longer available for 2017 we will need to remove Clause 4 (7) from the Resolutions

3. Details of amendment
   To amend the Resolutions of the Senate for the Doctor of Dental Medicine degree to remove:

   Clause 4(7) that states:
   The Faculty of Dentistry will recognise prior learning in a completed Masters by research or PHD in the admissions process by weighting these qualifications to reflect a higher level of prior attainment than a bachelor’s degree.

4. Transitional arrangements
   To advise the Graduate Studies Committee of the elimination of Clause 4(7). The proposed amendment will not affect currently enrolled students.

5. Other relevant information
   This amendment would need to be complete prior to the admissions cycle opening on the 18th May and closing on the 15th June.

6. Signature of Dean
Non-Confidential

Doctor of Dental Medicine

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

Course Resolutions

1 Course Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MADNTLMD-01</td>
<td>Doctor of Dental Medicine</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for these courses is full time only.

3 Qualification level

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admission criteria.

(2) Admission to the Doctor of Dental Medicine requires:

(a) completion of a bachelor degree comprising at least three full-time equivalent years of study from either:

(i) a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework) from an Australian university or self-accrediting higher education institution; or

(ii) a bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours); and

(b) completion of a human biology or cellular biology subject at University level, of a minimum of one semester’s duration; and

(c) a demonstrated sustained academic performance to a standard considered satisfactory by the Dean or Associate Dean of the Faculty of Dentistry. In assessing sustained academic performance the Dean or Associate Dean may, at his or her discretion, consider performance in the bachelor's degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent); and

(d) performance in an admissions test approved by the Dean or Associate Dean to a standard considered satisfactory by the Dean or Associate Dean; and

(e) performance in an interview to a standard considered satisfactory by the Dean or Associate Dean; and

(f) demonstrated English language proficiency (a minimum IELTS overall score of at least 7.0, and at least 6.0 in each category). The minimum English requirement at IELTS (academic module) 7.0 overall and a minimum result of 7.0 in each band.

(3) If the bachelor’s degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition, have completed within this 10 year period, or complete prior to 1 January of the year in which the applicant intends to commence the Doctor of Dental Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:

(a) a postgraduate degree or postgraduate diploma accredited at Level 8, 9 or 10 under the Australian Qualifications Framework from an Australian university or self-accrediting higher education institution; or

(b) an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or postgraduate diploma accredited at Level 8, 9 or 10 under the Australian Qualifications Framework.

(4) An applicant will not be admitted to candidature for the Doctor of Dental Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Dental Medicine.

(5) The official results listed on an applicant’s transcript, and his or her admission test results, will be taken as the awarding and testing authorities’ assessment of the academic standards reached by the applicant, taking due account of illness and misadventure according to the authorities’ policies.
(6) A person who has commenced the Doctor of Dental Medicine in a fee-paying place at the University will not be eligible for admission or transfer to a Commonwealth supported place in the Doctor of Dental Medicine.

(7) The Faculty of Dentistry will recognise prior learning in a completed Masters by research or PhD in the admissions process by weighting these qualifications to reflect a higher level of prior attainment than a bachelor's degree.

(7) In accordance with subclause 49(2), of the University of Sydney (Amendment Act) Rule 1999 (as amended), the selection criteria and selection process for international applicants may differ from those for locals in that:

(a) the Faculty may use a different definition, calibrated to reflect the same standards as for other applicants, of sustained academic performance in the bachelor degree (and/or the postgraduate degree or postgraduate diploma);
(b) the Faculty may approve one or more different admissions tests, calibrated to reflect the same standards as for other applicants, for international applicants;
(c) the Faculty may approve a different interview process for international applicants;
(d) international applicants may be ranked separately to local applicants;
(e) the Faculty may set a quota for the number of places in the Doctor of Dental Medicine available to international students.

(9) In recognition of the educational disadvantage associated with rural origin, the Faculty may establish a special admission scheme, subject to the approval of the Academic Board, for applicants who comply with the published definition of being of rural origin. This scheme may:

(a) use a definition of sustained academic performance in the bachelor degree (and/or the postgraduate degree or postgraduate diploma) that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(b) use a definition of satisfactory performance in an admissions test approved by the Faculty of Dentistry that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(c) use a definition of satisfactory performance in an interview approved by the Faculty of Dentistry that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(d) establish a quota for admitting applicants under the scheme;
(e) rank applicants under the scheme separately from other applicants, or give bonus points to applicants under the scheme, in order to facilitate their ranking against other applicants.

(10) In recognition of the educational disadvantage suffered by Indigenous people, the Faculty may establish a special admission scheme, subject to the approval of the Academic Board, for Indigenous applicants. This scheme may:

(a) use a definition of sustained academic performance in the bachelor degree (and/or the postgraduate degree or postgraduate diploma) that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(b) use a definition of satisfactory performance in an admissions test approved by the Faculty of Dentistry that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(c) use a definition of satisfactory performance in an interview approved by the Faculty of Dentistry that differs from, but is calibrated to the same standards as, that applied to other local applicants;
(d) establish a quota for admitting applicants under the scheme;
(e) rank applicants under the scheme separately from other applicants, or give bonus points to applicants under the scheme, in order to facilitate their ranking against other applicants.

(11) A committee consisting of the Dean and Associate Dean (Learning and Teaching) may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.

5 Deferment

Deferral of enrolment may be granted under the following circumstances:

(1) progression to Honours, Masters or a PhD;
(2) for completion of ‘professional years’ such as the pre-registration training period required of Pharmacy graduates. Otherwise, deferral of an offer will only be considered under exceptional circumstances which could not have been foreseen at the time of application.

6 Requirements for the award

To qualify for the award of the pass degree, a candidate must successfully complete a fixed curriculum of 192 credit points in the order prescribed in the Table of Units of Study: Dental Medicine as described in the Faculty Handbook.

7 Progression rules

Candidates must pass all units of study designated for each year of enrolment and satisfy the requirements of the Professional Practice (PP) Licence, before proceeding to units designated for the subsequent year of...
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study. Failure in any single unit of study results in a failure of the year and requires the candidate to retake the units designated for the entire year, without credit or exemption for work previously completed.

8 Credit for previous study

Credit for previous study will not be granted in this course. However, for medical graduates from Australian and New Zealand medical schools who have graduated in the last 10 years, some aspects of the Integrated Life Sciences theme will be waived. Further details are available in the Faculty of Dentistry Admissions Policy, available in the relevant Faculty Handbook.
DOCTOR OF MEDICINE

The Doctor of Medicine (MD) is a four-year professional postgraduate medical degree encompassing basic and clinical sciences, clinical knowledge and skills, research, and elective opportunities.

Students are allocated to one of six Clinical Schools when their candidature is initially confirmed, and they are based at their allocated Clinical Schools for the duration of the MD Program. They undertake clinical studies within their Clinical Schools as well as placements at affiliated sites, including community centres, private practice and other clinical schools. A list of Clinical Schools may be found here (insert link).

Each of the four academic years of the MD Program is longer than the University of Sydney academic year. Students must be available to commence and complete each year of the Program at the designated time.

Course resolutions
Sydney Medical School resolutions and the printed handbook are the official statement of faculty policy. If a conflict is perceived between the content of the printed handbook and information available elsewhere, Sydney Medical School resolutions and the information available in the handbook online shall always take precedence.

See the Policy Online website: sydney.edu.au/policy, for copies of University policies.

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

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAMEDICI-03</td>
<td>Doctor of Medicine</td>
</tr>
</tbody>
</table>

2. Attendance Pattern
(1) The attendance pattern in Stage 1 and Stage 2 of the MD is full-time only.
(2) The attendance pattern in Stage 3 of the MD is normally full-time. However, with the permission of the Co-Directors of the Sydney Medical Program, in exceptional circumstances it may be taken part-time.

3. Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admission criteria.
(2) Admission to the Doctor of Medicine requires:
   (a) completion of a bachelor degree comprising at least three full-time equivalent years of study which will be either:
       (i) a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
       (ii) a bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours); and
   (b) a demonstrated sustained academic performance to a standard considered satisfactory by the Dean or Deputy Dean of the Faculty of Medicine. In assessing sustained academic performance the Dean or Deputy Dean may, at his or her discretion, consider performance in the Bachelor’s degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent); and
   (c) performance in an admissions test approved by the Dean or Deputy Dean to a standard considered satisfactory by the Dean or Deputy Dean; and
   (d) performance in an interview to a standard considered satisfactory by the Dean or Deputy Dean.
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(3) If the bachelor degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition, have completed within this 10 year period, or completed prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:
(a) a postgraduate degree or postgraduate diploma accredited at Level 8, 9, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
(b) an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or postgraduate diploma accredited at Level 8, 9, or 10.

(4) An applicant will not be admitted to candidature for the Doctor of Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine.

(5) The official results listed on an applicant’s transcript, and his or her admission test results, will be taken as the awarding and testing authorities’ assessment of the academic standards reached by the applicant, taking due account of illness and misadventure according to the authorities’ policies.

(6) A person who has commenced the Doctor of Medicine in a fee-paying or bonded place at the University will not be eligible for admission or transfer to a Commonwealth supported or non-bonded place in the MD. For this purpose, students are considered to have commenced the course at the time of their first enrolment.

(7) The Dean may, in exceptional circumstances, admit to the Doctor of Medicine an applicant who has commenced studies in postgraduate medicine at another University, provided that the applicant:
(a) has not previously applied unsuccessfully for admission to the Bachelor of Medicine and Bachelor of Surgery or the Doctor of Medicine at the University of Sydney;
(b) would have met the requirements for admission to the Doctor of Medicine that were in place at the time the applicant was admitted to his or her previous course in medicine; and
(c) will complete at least 50 per cent of the Doctor of Medicine at the University of Sydney.

(8) Prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 3(7), the Dean will consider:
(a) the circumstances leading to the applicant's request for admission;
(b) whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the Doctor of Medicine;
(c) the academic performance of the applicant in his or her previous course in medicine; and
(d) the availability of places in the Doctor of Medicine in the relevant year.

(9) The Dean may, prior to admitting an applicant to the Doctor of Medicine in accordance with subclause 3(7), require the applicant to undertake a barrier examination that permits entry into the relevant year.

(10) Subject to the approval of the Academic Board, the Faculty of Medicine may establish special admission schemes for defined classes of applicant, including:
(a) applicants who are of rural origin;
(b) Indigenous applicants.

(11) The Faculty of Medicine may establish a maximum quota for the number of applicants for admission as candidates for the Doctor of Medicine within a special admission scheme.

(12) The Faculty of Medicine will publish details of any special admission schemes approved by the Academic Board.

(13) A committee consisting of the Dean, Deputy Deans and Head of the Medical Program may confirm or withdraw an offer which has been made to an applicant but which is not in accordance with the admission criteria.

4. Deferment

(1) Applications for deferral of enrolment following the offer of a place in the Doctor of Medicine are permitted only on the following grounds:
(a) progression to honours, masters or a PhD; or
(b) under exceptional circumstances which could not be foreseen at the time of application; or
(c) for completion of "professional years" where awarding of a bachelor's degree is dependent upon such completion only.

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

5. Course Structure and Units of Study

The MD Program is an integrated program of study framed by four Themes that run across all four years. These themes are:
- Basic and Clinical Sciences (BCS),
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- Patient and Doctor (Pt-Dr),
- Population Medicine (PopMed) and
- Personal and Professional Development (PPD)

In addition to the units of study encompassed in the Themes, all students must complete a unit of study in Research Methods and a research or capstone project known as the MD Project.

The MD Program is divided into three Stages. Stage 1 comprises Year 1, Stage 2 comprises Year 2, and Stage 3 comprises Years 3 and 4.

**Stages 1 and 2**

Stages 1 and 2 both start at the beginning of February and finish late in November. Students attend their allocated Clinical Schools for at least one day each week and classes on the University's main Camperdown campus for the rest of the week.

In both Stage 1 and Stage 2 the course is delivered as a series of 10 sequential blocks. Eight of the blocks focus on a particular organ system from both basic science and clinical perspectives, with an emphasis on the scientific foundations of clinical reasoning and clinical practice. The first block in Stage 1 is designed to provide orientation and a foundation for the subsequent blocks, and the last block in Stage 2 covers cancer and palliative care. Content relating to each of the four Themes is delivered across and within each block.

The blocks are as follows:

**Stage 1**

- Orientation and Foundation Studies
- Musculoskeletal Sciences
- Respiratory Sciences
- Haematology
- Cardiovascular Sciences

**Stage 2**

- Neurosciences and Vision and Behaviour
- Endocrine, Nutrition, Sexual Health and HIV
- Renal and Urology
- Gastroenterology, Nutrition, and Drug and Alcohol
- Oncology and Palliative Care

The units of study in Stages 1 and 2 correspond to the four Themes. In addition, Stage 1, Semester 2 contains a unit of study in Research Methods, delivered during the Musculoskeletal, Respiratory and Cardiovascular Blocks. Students are allocated to and begin work on their MD Projects in Semester 2, Year 1, and finish them by the end of Year 3. The MD Project equates to approximately 320 hours of full-time work over the two-year period. A unit of study in Year 2, semester 2 is devoted to the MD Project.

Details of the units of study may be found here (insert link).

The Haematology Block in Stage 1 and the Oncology and Palliative Care Block in Stage 2 are delivered mainly at the Clinical Schools. During these blocks, students attend their allocated Clinical Schools for four days, visiting the Camperdown campus to attend teaching sessions for one day each week, thus equating to full-time attendance during these blocks.

**Stage 3**

Stage 3 consists mainly of clinical immersion, supported by lectures and structured tutorials. Students are based full-time in their allocated Clinical Schools. Year 3 begins in January and ends in December. Year 4 begins in March and ends in October-November, depending on individual students’ progression. Between December of Year 3 and March of Year 4, students undertake a compulsory eight-week Elective Term.

The Stage 3 curriculum comprises eight eight-week clinical blocks, the Elective Term, a four-week Pre-Internship Term (known as PRINT) and the balance of the MD Project work. Students must complete all of these components successfully in order to graduate.
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Students undertake the eight clinical blocks in four different sequences known as streams. This ensures that students are evenly distributed across the available clinical teaching facilities. Students express preferences for one of the four streams and are allocated during Year 2, in anticipation of the commencement of Stage 3. The eight clinical blocks are as follows:

‘Core’ Blocks:
- Medicine 3 (Year 3)
- Surgery (Year 3)
- Medicine 4 (Year 4)
- Critical Care (Year 4)

‘Specialty’ Blocks:
- Community Medicine (Com) (Year 3)
- Perinatal and Women's Health (PWH) (Year 3 or Year 4)
- Psychiatry and Addiction Medicine (PAAM) (Year 3 or Year 4)
- Child and Adolescent Health: (CAH) (Year 3 or Year 4)

Content relating to each of the four Themes is delivered across and within each ‘Core’ and ‘Specialty’ Block.

The Elective Term consists of either one eight-week placement, or two four-week placements, at approved sites within or outside Australia. Most elective term placements are clinical but students may undertake a research placement if they are not simultaneously enrolled in a concurrent research higher degree.

PRINT is completed after students have completed all ‘Core’ and ‘Specialty’ Blocks and Elective Term requirements. Three sequential PRINT terms are offered, each of four weeks’ duration; students must complete one of these to graduate.

The MD Project must be completed by the end of Year 3. MD Project Final Reports are examined in Semester 1, Year 4.

Students in Stage 3 enrol each semester in units of study corresponding to the ‘Core’ and ‘Specialty’ Blocks that they will undertake during that semester. Students in Year 3 enrol in five clinical blocks (two ‘Core’ and three ‘Speciality’) and in all four Themes.

Students in Year 4 enrol in three clinical blocks (two ‘Core’ and one ‘Specialty’), the Elective Term, PRINT, all four Themes and the MD Project.

6. Assessment

As the MD is an integrated program, assessment occurs throughout each year, rather than in the designated University of Sydney Examinations periods. Assessment is designed to test content delivered across all four Themes. It also tests clinical skills and knowledge of research methods.

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

Stage 1
- Three Single Best Answer (SBA) examinations
- Two practical examinations in Anatomy and one in Pathology
- Clinical Placement assessments
- One Objective Structured Clinical Examination (OSCE)
- Completion of requirements for the first MD Project Milestone

Stage 2
- Two SBA based examinations
- Two practical examinations in Anatomy
- Two practical examinations in Pathology
- A Population Medicine short written answer examination
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- Clinical Placement assessments.
- One OSCE
- Completion of requirements for the second, third and fourth MD Project Milestones

Stage 3

- An SBA examination in September of each of Year 3 and Year 4
- Practice Long Case examinations in the ‘Core’ Medicine 3 and Medicine 4 Blocks
- Clinical Placement Assessments in the ‘Core’ Medicine 3, Medicine 4, Surgery and Critical Care blocks
  - ‘Specialty’ Block in-term workplace assessments
  - ‘Specialty’ Block in-term examination for each ‘Specialty’ Block completed
  - Assessment of an Elective Term placement report
  - A summative Long Case viva voce clinical examination in August of Year 4
  - PRINT placement assessment
  - Completion of requirements for the fifth and sixth MD Project Milestones
  - Examination of the MD Project Final Report

7. Requirements for the award of the MD degree

All units of study in the MD Program are prescribed and must be taken in the Stage of enrolment to which they correspond. They are set out in the Table of Units of Study (link).

To qualify for the award of the MD degree, a candidate must successfully complete 192 credit points across the four years, made up of 48 credit points in each of Stage 1 and Stage 2 and 96 credit points in Stage 3.

8. Progression Rules

All Stages

(1) Candidates for the MD degree must enrol in all prescribed units of study in each and every Stage and Year of the MD Program.

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

(3) Candidates who do not meet the attendance requirements of each Stage, as detailed in the Sydney Medical Program Attendance Policy (link), will need approval by the Co-Directors of the Sydney Medical Program and/or the relevant Examination Committee to be permitted to continue their candidature and/or to take the examinations. Candidates who do not meet the attendance requirements of each Stage, as detailed in the Sydney Medical Program Attendance Policy (link), may not be eligible to continue their candidature and/or to take the examinations. Their eligibility will be determined by the Co-Directors of the Sydney Medical Program and/or the relevant Examination Committee.

(4) In accordance with the Sydney Medical Program Statement of Expectations (SoE) (insert link) and the Sydney Medical Program Professionalism and Satisfactory Progress Local Provisions 2013 (insert link), candidates for the degree who demonstrate significant or repeated unprofessional behaviour may as defined in the Sydney Medical Program Statement of Expectations (SoE) (insert link) may be required to show cause as to why their enrolment should be continued. In accordance with the Sydney Medical Program Professionalism and Satisfactory Progress Local Provisions 2013 (insert link), failure to show cause will result in the suspension of candidature.

(5) Candidates who fail one of the Stage or Year SBA examinations may be offered an opportunity to re-sit. This is by the discretion of the responsible Examination Committee, taking into account the candidate’s performance level compared to the set passing standard, the candidate’s attendance record, performance in other examinations, past academic history and adherence to the professionalism standards detailed in the Statement of Expectations.

(6) Candidates who fail the re-sit SBA examination may be able to repeat the applicable Stage or Year in its entirety, unless, in accordance with subject to Part 15 of the University of Sydney Coursework Rule Policy, 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature.

(7) Subject to Clause 11 (Time limits) of the Course Resolutions, candidates may only repeat one of Stage 1, Stage 2, Stage 3 (or Year 3) or Stage 3 (Year) 4 once.
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(8) Candidates who are required to repeat a Stage or Year must repeat the entire Stage or Year, including all Themes and all prescribed units of study. No credit is given for any unit of study or Theme in the repeat Stage or Year.

(9) The only exceptions to Clause 8 are in relation to the units of study for the Elective Term and the MD Project units of study. If the candidates have met the requirements for these Units of Study as set out in the corresponding unit of study outline, they will be At the discretion of these units’ Co-ordinators, candidates may be exempt from repeating them. The responsible unit of study Co-ordinator will determine whether the candidate has met the requirements.

Stages 1 and 2

(10) Candidates must complete both Semester 1 and Semester 2 in the same calendar year in order to progress to the next Stage. This Clause may be waived in exceptional circumstances, as determined by the Co-Directors of the Sydney Medical Program.

Note from Faculty: We received the comment “How, why?” in relation to “exceptional”. Our response – the SMP wishes to retain this clause. The requirement to repeat the entire year is because students who have failed earlier SBA exams in Stage 1 or Stage 2 often seek to withdraw in semester 2 rather than receive a fail on their transcript. These students are not capable of returning to the MD mid-way through and passing the year; they need to repeat the whole year. In relation to the exceptions - the most common circumstance is a student who completes semester 1 and seeks to take “maternity” leave in semester 2. The second most common occurrence is a student who takes leave because of serious illness/misadventure themselves or in their close family. These students have documentation to support their circumstances. Students who have been tracking well in semester 1 (and in Stage 1 if they are in Stage 2) would be permitted to take leave for a year and return in semester 2 without. The SMP provides them with access to materials and academic support both during their leave and upon return. We are open to drafting a clause to differentiate but struggled to find a succinct set of words.

(11) Candidates who withdraw in Semester 2 of Stage 1 or Stage 2 will be required to repeat all of the applicable year subject to Clause 9 and Clause 10.

(12) Candidates who achieve a mark of two or more standard errors of measurement or more below the pass mark in the SBA examinations during Stage 1 or Stage 2 will not be permitted to continue their candidature in that Stage in that academic year. They will be permitted to withdraw and to return the following academic year to repeat the Stage of concern in its entirety.

(13) Clause 12 does not apply to the SBA examination at the end of Foundation Block in Stage 1 unless the candidate has failed to meet the attendance requirements and/or has demonstrated unprofessional behaviour as defined in Clause 4.

Stage 3 – Years 3 and 4

(14) Candidates must perform satisfactorily pass in the ‘Core’ Blocks in each Year of Stage 3 in order to be permitted to take the September SBA examination.

(15) Candidates in Stage 3 may only fail one of a ‘Core’ or ‘Specialty’ Block or the MD Research Project unit of study and be permitted to continue the year.

(16) Candidates who fail a ‘Core’ Block will are expected to repeat that ‘Core’ Block in its entirety in the same academic year. The ‘Specialty’ block that has been displaced by the repeat ‘Core’ block will be completed in the final academic term of Year 4.

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

(18) Candidates who fail a single ‘Specialty’ Block or the September SBA examination or the Long Case Examination may be allowed to re-sit. Eligibility for re-sit will be determined by the Examination Committee, taking into account the candidate’s performance level compared to the set passing standard, the candidate’s attendance record, performance in other examinations, past academic history and adherence to the professionalism standards detailed in the Statement of Expectations.

(19) Candidates who are eligible for re-sit will be provided with remediation prior to the re-sit.

(20) Candidates who fail the re-sit SBA examination or the re-sit Long Case Examination will repeat the applicable Stage or Year in its entirety, unless, in accordance with Part 15 of the University of Sydney Coursework Policy, 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature.

(21) Candidates who fail two or more of:
- a ‘Core’ block,
- a ‘Specialty’ block, or the ‘Specialty’ block re-sit examination,
- the September SBA examination, or the re-sit SBA examination.
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- a Theme,
- the Long Case Examination, or the re-sit Long Case Examination,
- the Elective term,
- the MD Research Project unit of study.

will repeat the applicable Year unless, in accordance with Part 15 of the University of Sydney Coursework Policy, 2014, they are required to show cause as to why their enrolment should be continued. Failure to show cause will result in the suspension of candidature.

(22) Candidates who fail the MD Project unit of study will be required to undertake remediation prior to the end of Year 4.

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

Stage 3 – Year 3

(24) Candidates must pass the Year 3 ‘Core’ Blocks, and the Year 3 September SBA examination or the SBA examination re-sit, in order to be eligible to take the Elective Term unit of study.

(25) A repeat Year 3 shall include 40 weeks of clinical placement (five ‘Core’ and ‘Specialty’ blocks, in total, each of eight weeks duration).

Stage 3, Year 4

(26) Only candidates who have passed all eight ‘Core’ and ‘Specialty’ blocks, the Elective term, all Year 3 and Year 4 SBA examinations, Themes, Units of Study and the MD Research project will be permitted to enrol in the PRINT term.

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

(28) A repeat Year 4 shall include 36 weeks of clinical placement (four ‘Core’ and ‘Specialty’ blocks, in total, each of eight weeks duration, and plus a four week PRINT term).

1. Subject to Part 15 of the University of Sydney Coursework Rule, 2014, candidates who fail a ‘Core’ or ‘Specialty’ Block and fail one or more of the following may be able to repeat the Year:

   - the September SBA examination,
   - a Theme,
   - the Long Case Examination,
   - their Elective term,
   - the MD Research Project unit of study.

Candidates who are eligible for re-sit will be provided with remediation prior to the re-sit.

Stage 3 – Year 3

Candidates must pass the Year 3 ‘Core’ Blocks, and the Year 3 September SBA examination or the re-sit, in order to be eligible to take the Elective Term unit of study.

A repeat Year 3 shall include 40 weeks of clinical placement (five ‘Core’ and ‘Specialty’ blocks, each of eight weeks duration).

Candidates who fail a ‘Core’ block will generally repeat that block in the final term of Year 3. The ‘Specialty’ block that has been displaced by the repeat ‘Core’ block will be completed in the final academic term of Year 4.

Stage 3, Year 4

Only candidates who have passed all eight ‘Core’ and ‘Specialty’ blocks, the Elective term, all Year 3 and Year 4 SBA examinations, Themes, Units of Study and satisfactorily completed their MD Research project will be permitted to enrol in the PRINT term.

Respect is a core value of the Academic Board

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9. Medicine weighted average mark (MWAM)

(1) The MWAM is calculated using the following formula:

\[ \text{MWAM} = \frac{\text{sum (Wc x Mc)}}{\text{sum (Wc)}} \]

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

(2) All Stage 3 units are weighted 1.

10. Time Limits

(1) Subject to sub-clause 10 (2), a candidate for the Doctor of Medicine must complete the requirements for the degree within five calendar years.

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

11. Credit for previous study

Advanced standing and credit for previous study is not available in this degree, except where approved by the Dean for the purposes of subclause 3(7).
RECOMMENDATION

The Academic Board to note the report from meeting of the Academic Standards and Policy Committee held on 20th April 2016, and:

1. adopt the draft guidelines for assessment types risk evaluation, noting that these guidelines will be included in the draft Academic Honesty Procedures to be submitted for approval to a later meeting;
2. note that the Committee endorses anonymous marking (identification by SID only) for all assignments and examinations, and note that related policy amendments will be submitted for approval to a later meeting; and
3. note that the Committee has received draft reports on a range of policy matters arising from the 2016-2020 Strategic Plan on educational matters, including the draft Learning and Teaching Procedures, draft amendments to the Coursework Policy 2014 and Learning and Teaching Policy 2015, and draft amendments to the Constitution of the Board of Interdisciplinary Studies.

ITEMS FOR DECISION

11.1 Assessment types risk evaluation

One of the recommendations of the Vice-Chancellor’s Academic Misconduct and Plagiarism Taskforce, which were fully endorsed by SEG and the Academic Board in 2015, requires that the Academic Board give consideration to policy that requires faculties to consider the level of risk to education integrity of the assessment types used within their faculty. This recommendation sits alongside the Taskforce’s recommendation for the mandatory use of Turnitin for all text-based written assignments and is intended to capture all assessment types, including non-text based.

On 10th February a small working group met chaired by Professor Jane Hanrahan, and including Associate Professor Wendy Davis (Architecture, Design and Planning), Associate Professor Tom Hubble (Science), Associate Professor Sarah Lewis (Health Sciences), Mr Craig Prosser (Audit and Risk Management) and Ms Pearl Rozenberg (Business School).

The Committee considered and endorsed a draft document at its meeting on 9th March, and it was agreed that the guidelines would be revised to reflect the discussion at that meeting.

ITEMS FOR NOTING

Strategic Plan 2016-2020 – Policy items

The Committee received preliminary reports and drafts of new and amended policy and procedures related to:

- the Board of Interdisciplinary Studies;
- the new Curriculum Framework (which will require amendments to the Coursework Policy 2014 and the Learning and Teaching Policy 2015); and
- the draft Learning and Teaching Procedures 2016.
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Other policy matters

The Committee:

- endorsed a proposal to introduce anonymous marking (identification by SID only) for all assignments and examinations, and noted that related policy amendments will be submitted for approval to a later meeting;
- noted a report on Academic Board policies that still require review, noting the major group of policies relate to scholarships;
- approved the template for faculty reports on cases of academic dishonesty and plagiarism dealt with in 2015, noting that a new system will be implemented from next year; and
- noted the draft Academic Honesty Procedures 2016.

The Committee also noted the report of the Academic Board meeting held on 30 March 2016.

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
Non-Confidential

11.1 Assessment Types Risk Evaluation

Two aspects of risk are associated with plagiarism or academic misconduct of assessments. Firstly, plagiarism or misconduct is unfair to students who make a genuine attempt at the assessment. Therefore minimizing plagiarism and awarding marks only for original work is an inherent requirement for fair assessment. Secondly, there is also a level of risk associated with the educational integrity of the degree and therefore to the institution.

The risk to educational integrity is related to the overall risk of students who, due to plagiarism or academic misconduct in assessments, are able to graduate without actually obtaining the requisite skills and knowledge for the degree that they are awarded. The risk to educational integrity is determined by the likelihood of the misconduct occurring in a particular assessment, and the overall weighting or contribution of the mark for a particular assessment to the final mark for a unit of study. In essence, lower weighted in-semester assessments, which are often also teaching & learning activities in addition to summative assessments, are usually more at risk of academic misconduct or plagiarism, however they constitute a lower overall risk to the educational integrity of a program. Conversely, major assessments such as formal examinations, dissertations or off campus assessments (such as work integrated learning) usually contribute the highest weighting to the overall final mark for each unit of study and/or degree and are usually less likely to result in plagiarism or academic misconduct. However, if this does occur it poses a significant risk to the educational integrity of the degree.

Good assessment practice requires that assessments are regularly reviewed, revised and renewed. In reality, it is noted that in many units of study, the same content is essentially taught each year and therefore the assessment tasks are likely to be similar in nature, even if they are not identical.

As part of reviewing and revising assessments, it is good practice for staff to give consideration to the degree of risk to educational integrity inherent in each assessment type (how likely it is to occur versus the contribution of that particular assessment to the overall mark), and implementing appropriate mitigating measures.

Policy

ACADEMIC HONESTY IN COURSEWORK POLICY 2015

12 Requirements for assessment

The design and development of assessment tasks by unit of study co-ordinators and faculties must include an assessment of the degree of risk to academic integrity inherent in each assessment type.

Procedures

All faculties should develop guidelines to that give consideration to the degree of risk to educational integrity of the assessment types used within their faculty. A recommended process would be

1. UoS co-ordinators complete a template using the Assessment Risk and Mitigation Table and Risk Assessment Matrix, and submit these template(s) to the Learning & Teaching committee for review.

2. In cases where an assessment has a risk that is high or very high, the Learning & Teaching committee may wish to discuss the use of particular assessments with the UoS coordinators and the implementation of mitigating strategies.

3. Learning & Teaching committees should ensure that there is follow up at the end of semester, to confirm the initial risk assessment, the success of mitigating strategies, and discuss what may be implemented in the future if the initial strategy was not successful.

4. Faculties should report any issues that have been identified with particular assessments/assessment types, including any proposed changes and further strategies to mitigate these issues to the Academic Board on a yearly basis.
### Summary of Assessment Types, Risks and Mitigating Strategies

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Risks</th>
<th>Suggested Mitigating Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invigilated Quiz</td>
<td>Identity of student</td>
<td>Identity Check</td>
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<tr>
<td></td>
<td>Non-exam room setting, or poor spacing in room</td>
<td>Multiple versions of same paper</td>
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<td>Multiple quizzes run on different days with similar but not identical</td>
<td>Randomisation of the question order</td>
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<td>questions (may be electronic or paper based)</td>
<td>Try to book bigger room or even 2 rooms to spread class out</td>
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<td></td>
<td>Questions with answers likely to be memorized and shared through social media – ensure no mobile</td>
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<td>phones, difficult to totally mitigate for, content should be retested in formal examination.</td>
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<tr>
<td></td>
<td></td>
<td>Password protected entry to quiz if electronically accessed. Automatic closure of exam after</td>
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<td></td>
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<td>time is completed</td>
</tr>
<tr>
<td>Formal Invigilated Exam</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td></td>
<td>Confidential papers removed from exam room</td>
<td>Maintain strict exam conditions</td>
</tr>
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<td></td>
<td></td>
<td>Don’t use confidential papers if possible</td>
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<tr>
<td></td>
<td></td>
<td>Always change at least some questions</td>
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<tr>
<td></td>
<td>Questions from confidential papers memorized and then reproduced</td>
<td>Don’t use confidential papers if possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Always change at least some questions</td>
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<td></td>
<td></td>
<td>Give sample, practice or past papers/questions</td>
</tr>
<tr>
<td>Invigilated Oral Exam (vivas, OSCEs,</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td>patient examinations)</td>
<td>Reuse of questions</td>
<td>Quarantine students before/after exam until all students with same questions have finished</td>
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<td></td>
<td>Re-test work in a formal (preferably barrier) exam</td>
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<td></td>
<td>Have a test bank of suitable questions/scenarios to reduce the</td>
</tr>
<tr>
<td>Non-Confidential</td>
<td></td>
<td>likelihood of students being given &quot;the same&quot; question.</td>
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<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Non-invigilated Quiz</td>
<td>No assurance of identity of student at all</td>
<td>Impossible to assure identity, therefore ensure that it is a low weighted assessment and re-test work in a formal (preferably barrier) exam. Consider the use of technology such as Examity (?)</td>
</tr>
<tr>
<td></td>
<td>Identity of student completing work</td>
<td>Include an oral component with detailed questions</td>
</tr>
<tr>
<td>Assignment (as above) with scaffolding or periodic submission of sections</td>
<td>Identity of student completing work</td>
<td>Include an oral component with detailed questions</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Identity of student of who prepared presentation and speech?</td>
<td>Include detailed oral questions about topic</td>
</tr>
<tr>
<td>Pre-lab/pre-tutorial work</td>
<td>Identity of student who completed work</td>
<td>Ensure that weighting of pre-class work is low, retest in formal (preferably barrier) exam</td>
</tr>
<tr>
<td>Lab class</td>
<td>Source of results were used for write up</td>
<td>Require students to submit results or product before leaving the class</td>
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<td></td>
<td>Plagiarism of Lab report</td>
<td>Use Turnitin for submitted written work</td>
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<td></td>
<td>If lab is a repeat no assurance of identity of person who obtained results</td>
<td>Include 5 min viva on lab experiment with detailed questions, and/or retest in final barrier exam</td>
</tr>
<tr>
<td>Practical exams</td>
<td>Identity of student</td>
<td>Identity Check</td>
</tr>
<tr>
<td>Non-Confidential</td>
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<tr>
<td><strong>Multiple exams run on different days with similar but not identical questions</strong></td>
<td>Questions with answers likely to be shared through social media – ensure no mobile phones, difficult to totally mitigate for, ensure content is retested in formal barrier examination. Have a test bank of suitable questions/scenarios to reduce the likelihood of students being given “the same” question.</td>
<td></td>
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<tr>
<td><strong>Participation</strong></td>
<td>If repeat class no assurance of identity of person who prepared work.</td>
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<tr>
<td><strong>Placement</strong></td>
<td>Keep weighting low, ensure content is retested in formal barrier examination</td>
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<tr>
<td><strong>Did student attend placement at all?</strong></td>
<td>Visit or Skype call to placement site, at least once during course of placement. Have a mid-way “check” of student. Require student to produce ID card to placement site.</td>
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<tr>
<td><strong>Plagiarism of report or reflective diary used to assess placement</strong></td>
<td>Use Turnitin for submitted work. All assessment pieces with educator signature to be duplicated and forward to University for cross check. Consider electronic submission of placement assessment reports. Keep a bank of authorized signatures for review. Use watermarked documents that allow alterations to be clearly identified.</td>
<td></td>
</tr>
<tr>
<td><strong>Forgery of signature of external educators on assessment reports or competency documents</strong></td>
<td>Identity of who completed report, reflective diary etc. associated with placement. Include short interview about placement activities, include preceptor if possible.</td>
<td></td>
</tr>
<tr>
<td><strong>Live Performances</strong></td>
<td>Identity of student</td>
<td>Identity check</td>
</tr>
</tbody>
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Non-Confidential
UoS Assessment Integrity Risk Assessment and Mitigation Strategy

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Risk</th>
<th>Mitigating Strategy</th>
<th>% Weighting of assessment</th>
<th>Overall Risk (low, medium, high, very high)</th>
</tr>
</thead>
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</table>

Reasons for not using a particular mitigating strategy__________________________________________
__________________________________________
__________________________________________
## Educational Integrity of Assessments Risk Assessment Matrix

<table>
<thead>
<tr>
<th>Potential Significance</th>
<th>Not Significant</th>
<th>Minor</th>
<th>Moderate</th>
<th>Major</th>
<th>Highly Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning &amp; Teaching Activity with low weighted contribution to final mark. Content can be retested in formal exam</td>
<td>Medium</td>
<td>High</td>
<td>Very High</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>Low weighted assessment e.g. short quiz. Content can be retested in formal exam</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>Assessment that contributes to a significant proportion of marks (~30%). Content can be retested in formal exam</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Very High</td>
</tr>
<tr>
<td>Major assessment (~50%) but content can be retested in a formal exam or OSCE.</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Major assessment e.g. final exam Honours thesis, dissertation, test of essential professional skills. Cannot be further examined.</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
</tr>
</tbody>
</table>

### Likelihood

- **Expected to occur regularly**: Almost Certain
- **Expected to occur**: Likely
- **Moderately likely**: Possible
- **Not likely to occur**: Unlikely
- **May happen, but not often**: Rare