NOTICE OF MEETING

Meeting 4/2017 of the Academic Board will be held from 1:00pm – 3:00pm on Tuesday 13 June 2017 in the Professorial Boardroom, Quadrangle. Members who are unable to attend are asked to notify Matthew Charet at the above address. Enquiries concerning this meeting may also be directed to Dr Charet.

The agenda for this meeting is below.

Dr Matthew Charet
Executive Officer to Academic Board

AGENDA

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

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Respect is a core value of the Academic Board
5 REPORT OF THE VICE-CHANCELLOR

Vice-Chancellor & Principal

verbal 2:00pm

6 QUESTION TIME

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

Vice-Chancellor & Principal / Chair

2:15pm

7 REPORT OF THE ADMISSIONS COMMITTEE

Tim Wilkinson 2:25pm

7.1 Architecture, Design & Planning: Master of Urban Design

attached

7.2 Engineering & IT: Graduate Diploma in Health Technology Innovation

attached

7.3 Medicine: Master of Bioethics

attached

7.4 National Expansion of Future Leaders Scheme: Amendment of Coursework Policy 2014

separate attachment

7.5 UAC Schedules

separate attachment

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Wendy Davis 2:30pm

8.1 Dentistry: Bachelor of Oral Health

8.2 Law: Bachelor of Laws

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Michael Kertesz 2:35pm

9.1 Business: Master of Business Administration

9.2 Conservatorium: Master of Music

9.3 Health Sciences: Master of Exercise Physiology

9.4 Health Sciences: Master of Rehabilitation Counselling

9.5 Law: Juris Doctor

9.6 Law: Postgraduate Programs

9.7 Medicine: Master of Brain and Mind Sciences

9.8 Medicine: Master of Medicine

9.9 Identifying, embedding and reporting graduate qualities for the Sydney PhD

10 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Jane Hanrahan 2:40pm

10.1 University of Sydney (Academic Board) Rule 2017

11 GENERAL BUSINESS

Any other business

2:55pm

Respect is a core value of the Academic Board
RECOMMENDATION

That the Academic Board adopt the minutes of the previous meeting held on 2 May 2017 as a true record.

UNCONFIRMED MINUTES

ACADEMIC BOARD

1:00 pm, Tuesday 2 May 2017
Professorial Boardroom, Quadrangle (A14)

Members Present: The Chair (Associate Professor Tony Masters); the Vice-Chancellor (Dr Michael Spence); the Chairs of the Standing Committees (Associate Professor Wendy Davis; Professor Jane Hannahan; Associate Professor Michael Kertesz; Associate Professor Tim Wilkinson); Helen Agus (Science); Associate Professor Judy Anderson (Education & Social Work); Associate Professor Thomas Balle (Pharmacy); Isabella Brook (President, SRC); Associate Professor Tom Buckley (Nursing); Professor Tyrone Carlin (Deputy Vice-Chancellor (Registrar)); Dr Jeanell Carrigan (Conservatorium); Associate Professor Ross Coleman (Director, Graduate Research); Dr Emily Crawford (Law); Dr Frances Di Lauro (Arts & Social Sciences); Associate Professor David Easdown (Science); Professor David Emery (Veterinary Science); Professor Alan Fekete (Engineering & IT); Dr Karin Findeis (SCA); Dr Jinlong Gao (Dentistry); Professor Stephen Garton (Provost and Deputy Vice-Chancellor); Associate Professor James Glister (Law); Associate Professor Mark Gorrell (Medicine); Professor Manuel Graeber (Medicine); Imogen Grant (Nominee, SRC); Associate Professor Thomas Grewal (Pharmacy); Professor Trevor Hambley (Dean, Science); Professor Margaret Harris (Acting Dean, Sydney College of the Arts); Professor Shane Houston (Deputy Vice-Chancellor (Indigenous Strategy & Services); Professor Duncan Ivison (Deputy Vice-Chancellor (Research)); Professor Annamarie Jagose (Dean, Arts & Social Sciences); Dr Nerida Jarkey (Arts & Social Sciences); Professor Archie Johnston (Dean, Engineering & IT); Patty Kamvounias (Business); Associate Professor Annette Katelaris (Medicine); Tilly Lees (Student, Sydney College of the Arts); Associate Professor Chengwang Lei (Engineering & IT); Dean Lovett (Student, Pharmacy); Professor David Lowe (Engineering & IT); Dr Alan Maddox (Conservatorium); Georgia Mantle (Student, Arts & Social Sciences); Lily Matchett (Co-President, SUPRA); Oliver Moore (nominee, SUPRA) (for Alexandra Nixon); Alice Morgan (Student, Conservatorium); Associate Professor John O’Byrne (Science); Dr Rhonda Orr (Health Sciences); Professor Pip Pattison (Deputy Vice-Chancellor (Education)); Associate Professor Maurice Peat (Business); Professor Iqbal Ramzan (Dean, Pharmacy); Professor Kathy Refshauge (Dean, Health Sciences); Joshua Reisler (Student, Law); Associate Professor Jennifer Rowley (Conservatorium); Dr Jenny Saleeba (Science); Dr Carl Schneider (Pharmacy); Oliver Smith (Sydney College of the Arts); Dr Elektra Spandagou (Education & Social Work); Ahmed Bin Suhaib (Co-President, SUPRA); Associate Professor Rebecca Suter (Arts & Social Sciences); Muddasir Tahir (Student, Engineering & IT); Associate Professor Marjorie Valix (Engineering & IT); Professor Donna Waters (Dean, Nursing); Amy Wenham (Student, Nursing & Midwifery); Matthew Wun (Student, Veterinary Science).

Attendees: Associate Professor Jennifer Barrett (Director, Culture Strategy); Kate Calhau (EA to Chair, Academic Board); Dr Matthew Charet (Executive Officer); Kerrie Henderson (University Policy Manager); David Pacey (Secretary to Senate); Siobhan Ryan (Honi Soit).

Apologies: Marco Avena (Student, Science); Anne Bell (Director of University Libraries); Professor Tina Bell (Agriculture); Professor Kathy Belov (Pro-Vice-Chancellor (Global Engagement)); Dr Jacqueline Bloomfield.

Respect is a core value of the Academic Board.
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(Nursing); Associate Professor Alex Chaves (Veterinary Science); Brennan Clody (Student, Architecture, Design & Planning); Associate Professor Rachel Codd (Medicine); Dr Penelope Crossley (Law); Dr Scott Grattan, (Law); Professor Nicole Gurran (Architecture, Design & Planning); Associate Professor Mark Krockenberger (Veterinary Science); Professor Diane Mayer (Head of School & Dean, Education & Social Work); Alexander McCarthy (Student, Medicine); Associate Professor Mark McEntee (Health Sciences); Associate Professor Susan McGrath-Champ (Business); Dr Lenka Munoz (Medicine); Gilbert Ng (Student, Dentistry); Alexandra Nixon (Nominee, SUPRA); Associate Professor Susan Park (Arts & Social Sciences); Professor Chris Peck (Dean, Dentistry); Professor John Redmond (Head of School & Dean, Architecture, Design & Planning); Professor Anna Reid (Acting Dean, Conservatorium); Professor Joellen Riley (Head of School & Dean, Law); Professor Laurent Rivory (Pro-Vice-Chancellor (Strategic Collaborations & Partnerships)); Professor Roger Stancliffe (Health Sciences); Associate Professor Catherine Sutton-Brady (Business); Associate Professor Charlotte Taylor (Science); Professor Rosanne Taylor (Head of School & Dean, Veterinary Science); Professor Claire Wade (Veterinary Science); Associate Professor Graham White (Arts & Social Sciences); Professor Greg Whitwell (Dean, Business).

UNCONFIRMED MINUTES

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

1 WELCOME AND APOLOGIES

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

2 PROCEDURAL MATTERS

2.1 Starring of agenda and adoption of unstarred items

Items 2.3 and 7.1 were starred. The Academic Board resolved as recommended with respect to all unstarred items.

Resolution AB2017/3-1
That the Academic Board resolve as recommended with respect to all unstarred items.

2.2 Minutes of Meeting 2/2017, 28 March 2017

The minutes of the previous meeting were approved as presented.

Resolution AB2017/3-2
That the Academic Board adopt the minutes of the previous meeting held on 28 March 2017, as a true record.

2.3 2017 Membership of the Academic Board

In addition to approving the changes to membership circulated with the agenda, members approved the nomination of Dr Karin Findeis as a staff member of Academic Board from the Sydney College of the Arts.

Resolution AB2017/3-3
That the Academic Board approve the changes to membership of the Board and its committees, as amended.

3 STRATEGIC ITEMS OF BUSINESS

3.1 Academic Board Annual Report 2016

The Chair drew the attention of members to the report and observed that it reflects the breadth and depth of changes that the Academic Board is able to effect. He extended congratulations to the members of the Board and to its committees and their chairs, who shepherded these many proposals through to successful approval.
Members approved the Annual Report 2016, as presented, for presentation to Senate.

Resolution AB2017/3-4
That the Academic Board approve the Academic Board Annual Report 2016, for presentation to Senate.

3.2 Draft University of Sydney (Academic Board) Rule 2017

The Chair advised that presentation of this paper commences the consultation process for the development of a replacement to the current Academic Governance Rule, as was agreed at the previous meeting. A framework is needed within which elections for membership of the Academic Board can take place in Semester 2 and so it is desirable for a final version of this Rule to be presented to Senate in July. It is proposed to separate the procedural elements of the current Governance Rule from the Rule itself, to allow for easier approval of changes to operational matters such as election procedures. The Chair sought the Academic Board’s agreement to the development of procedures as a separate document, which would be circulated for consultation with the new Rule before being brought back to the June meeting of the Academic Board for endorsement to Senate. Members supported this motion.

The Chair invited discussion of the Rule as presented. The wording of clause 2.2(1) was extensively discussed, with concern expressed that the revised wording diminished the authority of the Academic Board to determine policy. The Chair informed members that the existing formulation in the Governance Rule that allows the Board to “determine policy” is tightly constrained and only applies to the development of policy specifically regarding course requirements; the current Rule does not permit the Board to determine policy in any other matter. The Chair further informed members that the actual powers of the Board are delineated in the Academic Delegations Rule (the latest revision of which is due to come into effect on 1 June), which details specific areas in which the Board has authority to determine policy. Ms Henderson supported this and advised that the powers imparted to the Board under the Delegations and the proposed new Rule are much more extensive and clearly defined than presently.

Professor Fekete suggested that the authority of the Board to determine policy should explicitly include the areas of responsibility outlined in clause 2.2(1)(a) through (f) and Ms Henderson suggested that the specific wording of this clause can be adjusted, with two fundamental principles in mind: that decisions need to be made by the delegated authority as specified in the Delegations; and that quality assurance necessitates consultation to ensure that principles and resources are aligned in the development of all policies and procedures. The Chair confirmed that Senate has in the past referred policies back to the developing bodies if Senate was not satisfied that appropriate consultation has taken place, so it is implicit that Senate expects the Academic Board and University Executive to collaborate in the development of relevant policies and procedures. It was also observed that the Chair of Academic Board currently reports to the University Executive and that the Vice-Chancellor reports to the Academic Board and that the development of both policies and standards is a collaborative activity.

Specific comments were made relating to particular sections of the draft Rule. Dr Spandogou observed that the staff balance encapsulated in clause 3.3 did not reflect that agreed to by the working group, as accepted at the previous meeting, and she recommended that this clause be amended to require a minimum 25% of appointments from academic staff of Levels A-C and 25% from Levels D-E. This amendment was supported.

Mr Suhaib observed that the working group had agreed that 50% of student members would be undergraduate and 50% postgraduate, but that clause 3.4(2) calls for the nomination of student members by faculty or University school boards, rather than election. Ms Henderson observed that student members of boards are elected, and that if separate elections were required for each cohort of students in each faculty, the number of elections required to fill these roles would be large. It was also observed that in practice, there is often an insufficient number of nominees to fill available roles by election and that many student members of the Board are appointed by nomination of the Dean; the draft formulation provides a more flexible framework within which positions can be filled with consideration of breadth and equity of representation.

Members discussed the scope of the new Rule, noting, for example, that it did not touch as much on research activities as it does on learning and teaching. Ms Henderson informed the Board that the intention in drafting was largely to reflect the current Governance Rule (minus...
ambiguities), but that additional areas can be added to the Rule if appropriate.

The inclusion of Schedule 1 was noted as a means of accommodating the organisational changes which are being progressively implemented, and it was suggested that the addition of explanatory text to reflect the details of the transition would provide helpful context. The deletion of attendance requirements from an earlier draft at clause 3.8(d) was also discussed, with the possibility raised of retaining this provision to ensure that members remain active and engaged. The possibility was also raised of providing financial incentives for student representatives.

The Academic Board agreed to the development of separate procedures to accompany the Academic Board Rule, and noted that a revised proposal would be brought to a future meeting following appropriate consultation. Members were asked to circulate the draft to their colleagues, with feedback to be returned to the Chair and Ms Henderson.

Resolution AB2017/3-5
That the Academic Board discuss the draft University of Sydney (Academic Board) Rule 2017.

4 REPORT OF THE CHAIR

4.1 Report of the Chair

The Chair advised that he had little to report as he has been on leave since shortly after the previous meeting.

Resolution AB2017/3-6
That the Academic Board note the Report of the Chair, including matters considered by Senate at its 24 March 2017 meeting.

4.2 Student Members’ Report

The presidents of the student societies and student members of the Board addressed the Board.

Ms Brook provided an update on the provision of academic advice to students and informed members that she had met with the Deputy Vice-Chancellor (Education) to discuss the concerns raised at previous meetings of the Academic Board relating to the student experience. A need has been identified for communication and support. Ms Brook also expressed disappointment with the Federal Budget cuts to education funding, especially the proposed changes to the HECS repayment threshold, and encouraged members to oppose the proposed cuts.

Mr Suhaib supported Ms Brook’s opposition to the budget, and also expressed concern regarding the appearance around campus of ‘fascist’ stickers and encouraged the Vice-Chancellor to reiterate his public statement that the University opposes “hate and violence”. The Provost informed members that the dissemination of such material is neither appropriate nor supported by the University, and that the police have been informed.

Ms Matchett advised members of an open letter written to the Vice-Chancellor in 2016 encouraging the University to implement an online mandatory consent module, to be completed by all enrolled students. A working group is developing a proposal for consideration by the Academic Board to enact this, with the observation made that a similar program has been implemented at the University of Newcastle and the Australian National University. Mr Wun suggested that it is not the place of the University to mandate such training, and the Chair asked that further discussion of the merits of the idea await the presentation of a proposal to a future meeting. The Provost advised that sexual assault is not acceptable under any circumstances and that the University is developing strategies to address it, but is conscious of possible unintended consequences of intervention and so is undertaking consultation to ensure a positive outcome.

Resolution AB2017/3-7
That the Academic Board note the report of the student members of the Academic Board.

4.3 Honours and Distinctions

Members noted the honours and distinctions circulated with the agenda, and were also advised that the University’s Jessup Moot team has won the international competition for a record fifth time, becoming the first team ever to do so.
Resolution AB2017/3-8
That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients.

Action 1/2017: Write to recipients congratulating them on their honours and distinctions. Responsible: Chair of Academic Board. Timing: Immediately following meeting.

REPORT OF THE VICE-CHANCELLOR

After informing members that the Vice-Chancellor had been unexpectedly delayed due to media interest in the University's response to the Federal Budget (announced the previous evening), the Provost provided members with a summary of the discussion at the 24-25 March Senate meeting and Retreat. Members were advised that Senate approved the revised Risk Management Policy and the updated draft Risk Management Framework; the section of the 2016 Annual Report and the 2016 Annual Financial Statements that is required by statute; amendments to the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016; amendments to the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016; the membership of the Alumni Council; the awarding of a number of honorary awards; and the appointment of five Senate Fellows to the role of Pro-Chancellor. In addition, Senate received and noted a report on the current key policy, funding and government relations issues including the Education Investment Fund and Medical Research Future Fund; the 2017 Year in Preview that included the development of Faculty strategic plans and the University's Western Sydney strategy; the Strategic Indicators for the University's Strategic Plan and how the University was progressing against the KPIs; a report on the 2017 admissions round; a report on the Undergraduate Experience and the development of Experiential Learning; the improvements in the QS Rankings; the University's compliance with the Voluntary Code of Best Practice for the Governance of Australian Universities; information regarding good leadership and governance; the development of the new Campus Improvement Program (CIP 2); and the progress of the Enterprise Agreement.

The Vice-Chancellor joined the meeting and spoke to the implications of the Federal Budget on the University. He observed that the budget is “a disaster averted and an opportunity missed”. The budget increases costs to students and does not deliver benefits to the sector and therefore is not in the best interests of the development of a “knowledge economy”. The University had previously supported fee deregulation because it offered an opportunity to invest in a range of bursaries and sponsored accommodation to address cost-of-living challenges for students. The current budget just cuts funds to University without enabling Universities to increase support for students. The University, however, maintains its commitment to supporting students through subsidised accommodation under the current budget. The Vice-Chancellor advised members that the constant erosion of funding to the sector over many years has led to the University being more reliant on international student income than it would like to be, and that the University has had some success in diversifying the subjects of destination for international students. It needs to further address diversification of countries of origin in order to mitigate the risk inherent in this position.

In discussion, it was suggested that the University should model the equity effects of changes to student fees and repayment thresholds to determine possible areas for action. Professor Refshauge asked whether the Group of Eight (Go8) or Universities Australia are developing a joint strategy to address the budget, and the Vice-Chancellor advised that the University’s response aligns with that of other Go8 institutions. The media are also seeking response from the University, which provides an opportunity for us to influence the discussion. The University is seen as a reasonable voice in the debate and has been placing emphasis on what the tertiary sector contributes to the national and global community. Ms Brook observed that student feedback indicates a great deal of uncertainty regarding the future, and expressed concern that the increase in fees is not going to be accompanied by any betterment of the student experience, noting also that proposed cuts to penalty rates will affect students.

Resolution AB2017/3-9
That the Academic Board note the report of the Vice-Chancellor and Principal, including matters considered by Senate at its 24 March 2017 meeting.

QUESTION TIME

The requirement for academic staff to provide replacement examination papers at the same time as main examination papers was raised, with the observation made that replacement examinations may not be
needed and if they are, tailoring the examination to those who need to take it is only possible once the need for a replacement is known; it was asserted that requiring simultaneous submission is therefore not useful. This matter was taken on notice, with a request for explanation to be forwarded to the Deputy Vice-Chancellor (Registrar).

Ms Ryan asked whether consideration has been given to diverting funds from executive salaries to cover the funding shortfalls in the Federal Budget, and was advised by the Vice-Chancellor that the University has contractual obligations to staff that need to be honoured. The Vice-Chancellor also suggested that the matter of executive salaries has been raised in the media to distract attention from the very real impact on increased fees on students. He assured members that the University will investigate mitigation options once further details of the budget are available.

Associate Professor Gorrell requested an update on the development of the University’s Western Sydney strategy, specifically relating to the University’s land holdings in the vicinity of the proposed new airport at Badgerys Creek. The Vice-Chancellor advised that two related conversations are currently underway, the first regarding the identification of initiatives to build on our expanding presence at Westmead, and the second regarding the University’s Western Sydney strategy more broadly. A number of scenarios are being investigated, and it is anticipated that an agreed strategy for both Westmead and Western Sydney will be determined in the second half of 2017.

Ms Mantle voiced student concerns regarding the centralisation of student administration services and asked whether any data is available as to how the process has affected staff and students. The Provost informed members that there was extensive consultation with faculty staff before changes were implemented to minimise impact, and that there is evidence to suggest that there are areas in which significant improvements have been enabled by centralisation, including quicker response times and greater consistency of advice and process. There is also anecdotal evidence that suggests that a number of issues are falling through the cracks and the Provost has flagged the need for a Post-Implementation Review (PIR) to be overseen by the Student Administration Services (SAS) Project Control Board to identify what is and is not working and what might need to be adjusted at either a central or faculty level. Feedback from members was requested regarding the transition to central student administration, to be forwarded to the Registrar and Deputy Registrar in the first instance.

The Faculty Operating Model was also briefly discussed, with the Provost observing that there are no target savings in mind more an intention to improve the effectiveness of service delivery and a lowering of the impost of administration more generally across the institution. This might include, for example, investment in additional resources to improve academic outcomes and quality.

**Action 2/2017:** Provide rationale for the requirement that main and supplementary examinations be submitted simultaneously. **Responsible:** Deputy Vice-Chancellor (Registrar). **Timing:** Before Semester 2 2017.

**Resolution AB2017/3-10**
That the Academic Board note the responses provided to questions raised.

7 **REPORT OF THE ADMISSIONS COMMITTEE**

**Resolution AB2017/3-11**
That the Academic Board note the report of the Admissions Committee meeting held on 18 April 2017.

7.1 **Medicine: Doctor of Medicine**

This proposal was starred by Associate Professor Wilkinson, who advised that a number of cosmetic changes have been flagged by the Office of General Counsel, primarily references to policy and irregularity of numbering, which do not change the intent of the proposal. Associate Professor Wilkinson asked the Board to approve the proposal subject to resolution of an agreed wording for these changes. The agreed wording would be circulated to members for approval prior to the proposal being reported to Senate.

**Resolution AB2017/3-12**
That the Academic Board approve the proposal from Sydney Medical School to amend the Doctor of Medicine and approve the amendment of course resolutions arising from the proposal, as amended, with effect from 1 January 2018.
Non-Confidential

Action 3/2017: Resolutions to be amended in consultation with OGC and circulated to the Academic Board for noting. Responsible: Executive Officer, Faculty and OGC. Timing: Before presentation to Senate.

Action 4/2017: Note the Academic Board’s approval to amend the Doctor of Medicine and update the course resolutions in CMS. Responsible: Dean and Faculty Manager, Faculty of Medicine. Timing: Following Action 3/2017.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

The 11 April meeting of the Undergraduate Studies Committee was cancelled.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2017/3-13
That the Academic Board note the report of the Graduate Studies Committee held on 11 April 2017.

9.1 Report of HDR Scholarships Sub-Committee
This proposal was approved as presented.

Resolution AB2017/3-14
That the Academic Board approve the delayed implementation until Semester 2 2017 of scholarship allocations based on strategic alignment, as approved by the Academic Board at its meeting of 2 November 2016.


9.2 Law: Juris Doctor
This proposal was approved as presented.

Resolution AB2017/3-15
That the Academic Board approve the proposal from Sydney Law School to amend the Juris Doctor and approve the amendment of the course resolutions arising from this proposal, with immediate effect.

Action 6/2017: Note the Academic Board’s approval to amend the Juris Doctor and update the course resolutions in CMS. Responsible: Head of School & Dean and School General Manager, Sydney Law School. Timing: Immediately.

9.3 Medicine: Master of Medicine (Internal Medicine)
This proposal was approved as presented.

Resolution AB2017/3-16
That the Academic Board approve the change in INTM5008 Basic Cardiology from a 3 credit point unit of study to a 6 credit point unit of study and approve changes to the table of units of study arising from this proposal, with effect from Semester 2, 2017.

Action 7/2017: Note the Academic Board’s approval to amend the Master of Medicine (Internal Medicine) and update the table of units of study in CMS. Responsible: Dean and Faculty Manager, Faculty of Medicine. Timing: Immediately.

9.4 Medicine: Master of Medicine (HIV, STIs and Sexual Health)
This proposal was approved as presented.

Resolution AB2017/3-17
That the Academic Board:

(1) approve the proposal from Sydney Medical School to amend the Master of Medicine/Master of Science in Medicine to change of name of the current Master of Medicine/Master of
Non-Confidential

Submission To: Academic Board
Date: 13 June 2017
Item No: 2.2

Science in Medicine stream in ‘HIV, STIs and Sexual Health’ to ‘Sexual and Reproductive Health’;
(2) approve the reconfigured Pathway structure within this Stream, including a new Reproductive Health and Fertility Pathway;
(3) approve the deletion of the stream ‘Maternal, Fetal & Reproductive Medicine’ from the Master of Medicine and Master of Science in Medicine;
(4) recommend that the Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Sydney Medical School; and
(5) approve changes to Course Resolutions and Unit of Study Tables arising from this proposal with effect from 1 January 2018.

**Action 8/2017:** Note the Academic Board’s approval to amend the Master of Medicine/Master of Science in Medicine (HIV, STIs and Sexual Health) and amend the course resolutions and table of units of study in CMS. **Responsible:** Dean and Faculty Manager, Faculty of Medicine. **Timing:** Immediately.

**Action 9/2017:** Recommend that the Senate endorse the Academic Board’s approval to amend the Master of Medicine/Master of Science in Medicine (HIV, STIs and Sexual Health) and delete the Master of Medicine/Master of Science in Medicine (Maternal, Fetal & Reproductive Medicine) and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Medicine. **Responsible:** Chair of Academic Board. **Timing:** Next meeting of Senate.

9.5 **Medicine: Master of Surgery**

This proposal was approved as presented.

**Resolution AB2017/3-18**
That the Academic Board approve the proposal from the Sydney Medical School to amend the Master of Surgery and approve the amendment of the unit of study tables arising from this proposal, with effect for Semester 2, 2017.

**Action 10/2017:** Note the Academic Board’s approval to amend the Master of Surgery and update the table of units of study in CMS. **Responsible:** Dean and Faculty Manager, Faculty of Medicine. **Timing:** Immediately.

9.6 **Amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015**

This proposal was approved as presented.

**Resolution AB2017/3-19**
That the Academic Board approve the amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015, with effect from 16 May 2017.

**Action 11/2017:** Note the Academic Board’s approval to amend the Progress Planning and Review for Higher Degree by Research Students Policy 2015, with effect from 16 May 2017. **Responsible:** Director of Graduate Research. **Timing:** Immediately.

**Action 12/2017:** Promulgate amended policy. **Responsible:** Executive Officer. **Timing:** Immediately.

9.7 **Accountability changes within the Supervision of Higher Degree by Research Students Policy 2013**

This proposal was approved as presented.

**Resolution AB2017/3-20**
That the Academic Board approve the amendment of the Supervision of Higher Degree by Research Students Policy 2013, with effect from 16 May 2017.

**Action 13/2017:** Note the Academic Board’s approval to amend the Supervision of Higher Degree by Research Students Policy 2013, with effect from 16 May 2017. **Responsible:** Director
10 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2017/3-21
That the Academic Board note the report of the Academic Standards and Policy Committee held on 18 April 2017.

10.1 Educational Integrity Reports 2016

This report was noted and the recommendation was approved as presented.

Resolution AB2017/3-22
The Academic Board constitute a working group comprised of faculty Educational Integrity Coordinators and supported by the Office of Educational Integrity to develop University-wide guidelines for the determination of Educational Integrity outcomes and penalties.

Action 15/2017: Establish working group to develop University-wide guidelines for the determination of Educational Integrity outcomes and penalties. Responsible: Office of Educational Integrity. Timing: As soon as possible.

11 GENERAL BUSINESS

11.1 Preparing More Indigenous Teachers at the University of Sydney Taskforce 2016 Report

This report was noted as presented.

Resolution AB2017/3-23
That the Academic Board note the Preparing More Indigenous Teachers at the University of Sydney Taskforce 2016 Report, as presented.

11.2 Dentistry: New Unit of Study

This proposal was approved as presented.

Resolution AB2017/3-24
That the Academic Board approve the introduction of a 3 credit point unit of study in the Faculty of Dentistry, as presented.

Action 16/2017: Note the Academic Board’s approval to introduce a 3 credit point unit of study in the Faculty of Dentistry and take administrative action as required. Responsible: Dean and Faculty Manager, Faculty of Dentistry. Timing: Immediately.

11.3 Membership of the Central Promotions Committees 2017

This paper was noted as presented.

Resolution AB2017/3-25
That the Academic Board note the membership of the Central Promotions Committees 2017, as presented.

11.4 Any other business

The Chair informed members that from the next meeting, items will need to be starred in advance of the meeting with a summary of the issues that necessitate starring, to enable formulation of meaningful responses to any issues raised. This enacts a recommendation made in the Report of the Review of the Academic Board and agreed to at the 28 March meeting.

There being no other business, the meeting closed at 2:55pm.

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

That the Academic Board approve the changes to membership of the Board and its committees, as presented.

### MEMBERSHIP OF ACADEMIC BOARD

The Academic Board is asked to approve the following changes to membership:

- Associate Professor Tania Gerzina (Faculty of Dentistry) has advised of her resignation from the Academic Board and from the Academic Standards and Policy Committee; a replacement is currently being sought.

### MEMBERSHIP OF THE UNDERGRADUATE STUDIES COMMITTEE

The Academic Board is asked to approve the following changes to membership of the Undergraduate Studies Committee:

- Dr Lisa Conlon is appointed as the representative from Sydney Nursing School.
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<table>
<thead>
<tr>
<th>Author</th>
<th>Tristan Enright, Manager, Educational Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Assoc Prof Peter McCallum, Co-Chair, Assessment Working Group</td>
</tr>
<tr>
<td>Paper title</td>
<td>WORKING PAPER 1: THEORETICAL FOUNDATIONS OF A COMMON APPROACH TO ASSESSMENT</td>
</tr>
<tr>
<td>Purpose</td>
<td>To outline the theoretical basis of the measurement model underpinning, and process proposed for constructing, University-level rubrics for assessing students’ attainment of the graduate qualities.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

*That the Academic Board discuss the working paper, Theoretical foundations of a common approach to assessment (Attachment 1), as prepared by the Educational Measurement and Assessment Hub for the Assessment Working Group.*

**EXECUTIVE SUMMARY**

A joint Working Party convened by the Chair of the Academic Board and the Deputy Vice Chancellor Education was established in February 2017 to carry forward the initiatives on assessment in the University of Sydney Strategic Plan 2016 – 20. The Working Party is collaborating with an expert group from the Faculty of Education to develop discussion papers and an approach to: assessing the graduate qualities; approaches to using assessment plans in curriculum components (major, minor, program, stream and degree level) to improve feedback to staff and students on learning; reducing the volume of summative assessment, developing models for integrative assessment across units, levels and disciplines, and considering University-wide approaches to the assessment of project units (Attachment 2). The Working Party will aim to develop a University-wide approach to these issues by November 2017.

Professor Jim Tognolini of the Educational Measurement and Assessment Hub has developed a paper to promote University-wide discussion on a common theoretical approach to assessment, that would guide the University’s undertakings on assessment in the Strategic Plan. It is proposed that this framework inform the development of a common suite of rubrics to be used in the measurement of students’ attainment of the graduate qualities across the University’s undergraduate degrees. It will also provide a foundation for development in the other work streams and will also ensure the coherence of the common approach to assessment that the Working Group will eventually propose.

An outline of this framework is provided in the attached working paper, *Theoretical foundations of a common approach to assessment* (Attachment 1). This paper clarifies key concepts related to assessment and measuring student learning, and articulates the relationship between measurement instruments and the assessment tasks developed to assess student learning. The paper then goes on to outline the nature of analytic marking rubrics, the process by which these could be constructed within the University, and the importance of trialling and validating the effectiveness of such rubrics ahead of University-wide implementation.

**BACKGROUND**

The *University of Sydney 2016-20 Strategic Plan* commits the University to significantly rethinking aspects of its educational approach relating to the assessment of students’ attainment of the University’s new graduate qualities. Beyond measuring student attainment of the graduate qualities, the *Strategic Plan* also commits the University community to consider ways to increase the use of authentic, problem-based and collaborative assessment while reducing its overall volume and improving feedback to staff and students. Under the new
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curriculum framework, moreover, faculties and their academic sub-units will need to carefully plan the insertion and integration of authentic educational experiences and assessment tasks across units of study and course components (i.e., minors, majors and programs) to facilitate student development of the graduate qualities.

To initiate the work required to achieve these aims, an Assessment Working Group was established by the Academic Board and Deputy Vice-Chancellor (Education), with expert advice being sought from the Educational Measurement and Assessment Hub in the University of Sydney School of Education and Social Work. By November 2017, the Working Group aims to develop and seek Academic Board approval for a common approach to assessment and assessing students’ attainment of the graduate qualities.

To do so, the Working Group has structured the project around three interconnected streams, involving:
1. the development a common approach for assessing students’ attainment of the graduate qualities;
2. the development of one or more models to guide the development of the assessment in the disciplinary and interdisciplinary project units at the 3000- and 4000-level under the new curriculum framework; and
3. the development of a framework for guiding the faculty development of integrated assessment plans across course components.

Professor Jim Tognolini of the Educational Measurement and Assessment Hub has developed a theoretically informed approach for guiding the work to be undertaken in each of these streams. While this framework will primarily inform the development of a common suite of rubrics to be used in the measurement of students’ attainment of the graduate qualities across the University’s undergraduate degrees, its foundational place in the other work streams will also ensure the coherence of the common approach to assessment that the Working Group will eventually propose.

The attached paper, *Theoretical foundations of a common approach to assessment* (Attachment 1), provides an outline of this framework, clarifies key concepts related to assessment and measuring student learning, and establishes the relationship between measurement instruments and the assessment tasks developed to assess student learning. The paper then goes on to articulate the nature of analytic marking rubrics, the process by which these could be constructed within the University, and explains the importance of trialling such rubrics as a means of validating their effectiveness.

**ATTACHMENTS**


Attachment 2 – *Strategic review of Assessment*
Theoretical foundations of a common approach to assessment

Assessment Working Group Working Paper 1

Introduction

The purpose of this paper is to outline some steps that should be taken to maximise the chances of producing comparable assessments across the University as it moves towards:

1. developing a University-wide approach (e.g. via shared rubrics) for assessment of graduate qualities to be used by staff and students with a focus on capstone and project units;
2. developing aligned assessment plans at the level of course component to ensure effective placing of authentic assessment experiences, educational integrity and achievement of learning outcomes at the appropriate level;
3. considering policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars;
4. recommending optimal processes for effective assessment practice in collaborative and project learning settings;
5. reviewing policy for streamlining and reducing summative assessment at the unit of study level, making increased use of low credit value and optional no-value formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole.

In introducing the reforms outlined above into an organisation as diverse as the University it is imperative that there be an overarching assessment theory that enables the various stakeholders (faculties and schools) to build their own assessments and measures while retaining the capacity to report against university wide standards.

Consequently, the first stage in the process involves articulating a theory of assessment predicated upon giving marks more common meaning by referencing them to standards and on a measurement model that will underpin the development of rubrics, interdisciplinary project assessment, the construction of “developmental curricula”, etc.

The basic elements of standards-referenced systems

A standards-referenced system is a model for giving meaning to achievement by referencing it to student learning or standards. This effectively shifts the focus in assessment from notions of rank ordering students (comparing their performance to each other) to those of monitoring growth or progress and measurement along a developmental continuum. It requires the articulation of what is meant by growth in a subject or construct. Rather than just a mark in an examination the system provides students with a description of the types of knowledge and skills that they have acquired in a subject at the end of a course.

When talking about assessment it is important to have a common understanding of some of the key terms: assessment, testing, evaluation and measurement. Inside and outside of education circles these terms are often used in overlapping and inconsistent ways.

Assessment involves professional judgment about student performance with respect to a continuum of development and is based upon the image formed of the student by the collection of evidence.

Assessment is an inclusive term, which refers to all those processes used to collect information and make judgments about student achievement. Within each knowledge domain, teaching experience and subject expertise helps develop the image of achievement embodied in the standards. Testing is just
one way of collecting information about students. As a formal process, it is a structured form of assessment collected according to specified procedures (question types, answer formats, etc.).

Evaluation is when performance data is summarised by assigning a grade, comment or a mark and a judgement is made regarding the value of the image (it is good or bad; it is worth an A; it is a high distinction; etc.). Finally, measurement is the process of assigning a number to the performance to represent position with respect to the developmental continuum underlying the performance and indicates how much of the property (construct) being assessed is present.

Standards-referenced systems generally comprise a curriculum (syllabus or framework) that describes through its statement of aims, objectives, learning outcomes and content, what is developed and to be understood in an area of learning. Teaching and learning is based on the curriculum. The most important sources of information for the design of assessments and judging attainment of curriculum standards are the learning outcomes and content.

Performance (achievement) standards are explicit statements of student performance that describe the levels of achievement along the developmental path within the learning area. The outcomes are developed to enable the students to achieve the performance standards and as such, show growth in relation to the construct being assessed. The performance of students as reflected through the assessment tasks (both formative and summative) is then referenced to these standards.

In the case of the University of Sydney, the graduate qualities (outcomes):
1. describe what characterises learning within the University and the generic curriculum offerings, and must be developed with these outcomes in mind; and
2. should be organised in a way that enables student achievement relative to the graduate qualities to be taught and measured.

When constructing assessment tasks the marking rubrics (and options in the case of multiple choice items) should reflect the theory. In a standards-referenced system, tasks (items or questions) should be set in a way that provides evidence of where the students are located along the developmental continuum. If this is done then every response can be interpreted in terms of location (and hence ability, knowledge and skills) and should give an indication of what needs to be done to improve learning.

Some basic task development requirements would include making sure that:
- the items and tasks (e.g. tests, assignments, practical work, and projects) are aligned to the content standards (outcomes) articulated in the syllabus;
- the items, and tasks that are developed enable students at different stages in their learning to demonstrate what they know and can do; and,
- a range of different tasks is used to generate a reliable and valid estimate of the student’s location along the developmental continuum.  

The contemporary interest in reporting against educational ‘benchmarks’ is based on standards referencing. Standards are defined in terms of more global descriptions of achievement and provide valuable information about the relative progress of student performance with respect to knowledge and skill development.

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1 A developmental continuum attempts to capture in words what it means to make progress or to improve in an area of learning or domain of knowledge. The further to the right along a developmental continuum, the more knowledge and higher order levels of cognition and affectivity related to the construct are present.
The developmental continuum

Figure 1 gives a schematic representation of a developmental continuum. GQ1 to GQ6 represent the graduate qualities, which at the University of Sydney are:

<table>
<thead>
<tr>
<th>GQ</th>
<th>Graduated quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>GQ1</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>GQ2</td>
<td>Broader skills</td>
</tr>
<tr>
<td></td>
<td>(a) Critical thinking and problem solving</td>
</tr>
<tr>
<td></td>
<td>(b) Communication (oral and written)</td>
</tr>
<tr>
<td></td>
<td>(c) Information/digital literacy</td>
</tr>
<tr>
<td></td>
<td>(d) Inventiveness</td>
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<tr>
<td>GQ3</td>
<td>Cultural competence</td>
</tr>
<tr>
<td>GQ4</td>
<td>Interdisciplinary effectiveness</td>
</tr>
<tr>
<td>GQ5</td>
<td>Integrated professional, ethical and professional identity</td>
</tr>
<tr>
<td>GQ6</td>
<td>Influence</td>
</tr>
</tbody>
</table>

The Levels (1, 2, 3, etc.) represent increasing quantities of the various graduate qualities, and are descriptions of what it is students must know, be able to do and “value” to achieve the level. The descriptions are cumulative in the sense that to achieve Level 3, students have Level 2 PLUS some MORE of the property, construct or graduate quality, etc. These descriptions are referred to as the performance standards. It is a requirement of the measurement theory that underpins this approach that the Levels are cumulative.

**Figure 1:** Schematic representation of growth of the Graduate Qualities where increasing levels show increasing higher order of cognition and “affectivity”

The number of Levels can vary across Graduate Qualities and is determined by how many different categories (levels) can be explicitly described in a way that enables the assessors to be able to distinguish between levels of performance within the graduate quality. The aggregate of the performances across the Graduate Qualities comprises “university learning”.

One of the key challenges is to be able to write the performance standards clearly and meaningfully for the students, lecturers and community; each of whom will use them in different ways.
The requirements of the performance standards

The performance standards for the Graduate Qualities should:
- describe performance expectations and proficiency levels in the context of a clear conceptual framework, and be built on sound models of student learning (developmental continuum) and affective domain development;
- be clear, detailed, and complete; reasonable in scope; and both rigorous and well-grounded in the knowledge and affective domains;
- be elaborated so that curriculum, teaching and assessment are all aligned; and
- facilitate the development of curriculum (and associated assessments) that include the Graduate Qualities within all programs across the university.

Figure 1 is indicative of a university-level analytic marking rubric and the requirements of the performance standards are the same as those of marking rubrics used in assessment at the task level within a unit of study.

Analytic marking rubrics

Analytic marking rubrics provide a guide to marking all types of performance based on how the students perform on the separate criteria (graduate qualities in this case) related to the task. In the case of the graduate qualities, the qualities themselves are the criteria for the analytic rubric.\(^2\)

The main advantage of analytic marking rubrics is that they convert performance into a score and in the case of a measurement model, a location on a scale. A second advantage is that they enable everyone (students, lecturers and community) to see what is required of them to achieve the various levels of performance on each of the criteria that comprise the task.

The main disadvantage is that they are more difficult to write because there are more criteria. A second disadvantage is that consistency among the different markers is generally quite low.

It must be stressed that in most, if not all programs, student tasks are already assessed using analytic or holistic rubrics. There is however some variation in the extent to which these rubrics are articulated and the extent to which they meet the developmental requirements of a measurement model that enables them to be effectively evaluated.

One of the first challenges, at the university level, is to develop in a consensus manner rubrics (standards) for each of the graduate qualities that meet the requirements outlined above (Appendices 2 and 3 show the basic process to be used for building rubrics). These rubrics together will define the broader learning that characterises the University of Sydney. They will also be the basis for program level graduate quality rubrics that can be written to reflect the various disciplines within the program, but still enable the reliable reporting of performance against the University standards on each of the graduate qualities.

Within each program, Capstone Units and Project Units will also need to show how the content of the unit enables reporting of performance against the program and university wide rubrics.

Building the university level rubrics for the graduate qualities

In 2017, the intention is to start the process of building rubrics for the graduate qualities. While the process is relatively generic, establishing rubrics for each graduate quality may be tackled in a slightly different way.

For example, in the case of critical thinking (where there has been a significant number of generic and discipline specific rubrics produced) the intention is to carry out a literature review to produce a range of possible rubrics at the university level; and, a similar review to generate examples of rubrics that meet the measurement quality criteria at several discipline-specific levels.

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\(^2\) See Appendix 1 as an example of a critical thinking rubric sourced from the University of Rhode Island.
One of the key foci with this approach is to address the research issue associated with the extent to which it is possible to measure critical thinking within a discipline and still make an on-balanced judgement against the more generic critical thinking rubric for the purposes of reporting at a university level.

The intention is to develop, by the end of 2017, the critical thinking rubrics, conduct some initial work on equating the discipline-specific and generic rubrics, and design a strategy for validating the rubrics. In 2018, validation work on the rubrics will be carried out and then the critical thinking rubric will be trialled in 2019. The validation work may involve producing and trialling standardised measures of critical thinking for validating the rubrics, building a scale and auditing the results across years.

A second example that uses a slightly different process is developing a rubric for cultural competence. There are several groups currently building rubrics for cultural competence. The intention is to work with these groups to produce a combined rubric or set of rubrics that meet the needs of the various groups and at the same time meets the measurement requirements outlined above.

The plan is to develop the rubrics and design a strategy for validating them by the end of 2017. One of the focal points for this process is considering how, from a measurement perspective, various aspects (e.g. cultural competence associated with indigenous, SES, disability) of cultural competence can be brought together on a single scale. In 2018, further validation work will be conducted and the rubric trialled in 2019.

The third graduate quality for consideration in 2017 is "influence". The rubric to assess and measure influence is different to the other two. It requires a lot of conceptual work to define the construct and, once it is defined, it requires a significant amount of work to develop a measurement framework which takes the components of influence and defines growth or progression along the developmental scale. Once this is done, it requires a validation study to be carried out. This study would be carried out in 2018 and 2019.

Similar strategies are currently being developed for building all the graduate qualities at the university level.

**Measurement of student performance against rubrics**

Building the rubrics with the intention of measuring student performance is the first stage of the measurement process. However, once the rubrics are built and validated they must be used to measure student performance.

Once again, this process can be carried out in different ways at different levels within the University. At the University level, it would be possible to add some statements related to those qualities that address "values" to the Course Experience Questionnaire and ask graduates to indicate the extent to which they agree or disagree with the statement. This would give some baseline data and would enable cross-temporal comparisons at a macro level. The self-report measure used here has the same limitations as most self-report measures and as such it would be just one piece of information that would be used to generate some evidence that the University is having an impact on the graduate quality being assessed. Cultural competence is one graduate quality that lends itself to such an assessment.

Scenarios have been used in higher education internationally to assess critical thinking. A similar assessment could be carried out at the university level on a sample of graduate students to provide some baseline data on performance on the graduate quality of critical thinking. Repetition of such an assessment with different samples across years would give some evidence as to the impact that the University is having on this graduate quality. The reliability and validity of such assessments would need to be determined. It is one approach in which the University can get an indication as to the impact of the efforts to incorporate the graduate qualities into the University programs.

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3 See Appendices 2 and 3 for indicative rubric models.
In both these cases there would need to be standard setting exercises carried out to establish cut scores on the assessments that align to the performance standards of the University Graduate Quality rubrics and reporting would be done against the rubrics.

Perhaps the best way to ultimately measure performance of students against the University rubrics is to aggregate up the assessments against the discipline specific rubrics from the unit level to the program level and finally to the University level (see Figure 2). This is the most direct method of assessing performance against the Graduate Qualities and is based on the informed professional judgement of the lecturers themselves.

**Figure 2: Schematic representation of an articulated university framework**
It may take some time as apart from building the rubrics at the different levels, there is a need to provide professional development for the lecturers who will have to assess against the rubrics in a comparable and fair way. This will also involve supporting the lecturers in developing assessment tasks that enable the students to demonstrate performance on the rubrics across the length of the program.

It may be possible in the meantime to take a sample of Capstone Units and Project Units and support these in an intensive way to generate some measures that will give some baseline data for comparative purposes from 2019 onwards.

**Conclusion**

Many universities have identified graduate qualities in their strategic plans. Unlike the University of Sydney, few have committed to measuring performance against these qualities. The reality is that if there is no attempt to measure impact, then the chances of the graduate qualities being meaningfully embedded within the learning environment of the students is doubtful.

In undertaking to measure student performance on these graduate qualities, the University has committed itself to the bold task of not only making sure that the measures that are used to report performance against the graduate qualities are as valid and reliable as possible, but also that the graduate qualities themselves are incorporated into the curriculum and assessments of the units that are used to transition knowledge, skills and behaviours to its students.

To be successful it requires the support of the academic staff. In addition, the process needs to be founded on a sound measurement model that will maximise the chances of students being assessed on qualities that are critical to success in the 21st century in a fair and consistent way. The same measurement principles can also be used to provide optimal processes for effective assessment practice in collaborative and project learning settings; and, streamline and reduce summative assessment at the unit of study level.
## Appendix 1: Example of a Critical Thinking Rubric from the University of Rhodes Island

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Analysis and Evaluation</strong></td>
<td>Unclear on the goals of the analysis. Does not understand the purpose of the information provided. Limited consideration of sources to draw conclusions.</td>
<td>Analyses and assesses the situation with limited awareness of the goals of the analysis. Assumes information is valid. Considers only few perspectives drawn from the book, class discussion, and own experiences to draw conclusions.</td>
<td>Analyses and assesses the situation with awareness of the goals of the analysis. Seeks out information. Considers some diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.</td>
<td>Analyses and assesses the situation with a clear awareness of what needs to be accomplished. Views information critically. Considers multiple diverse perspectives drawn from the book, class discussion, and own experiences to draw conclusions.</td>
</tr>
<tr>
<td><strong>2. Information</strong></td>
<td>Relies on insufficient, irrelevant, or unreliable information. Fails to identify or hastily dismisses strong, relevant counter-arguments. Confuses information and inferences drawn from that information.</td>
<td>Gathers some credible information, but not enough; some information may be irrelevant. Omits significant information, including some strong counter-arguments. Sometimes confuses information and the inferences drawn from it.</td>
<td>Gathers sufficient credible, and relevant information. Includes some information from opposing views. Distinguishes between information and inferences drawn from it.</td>
<td>Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. Includes information that opposes as well as supports the argued position. Distinguishes between information and inferences drawn from that information.</td>
</tr>
<tr>
<td><strong>3. Problem/Opportunity Definition</strong></td>
<td>Seems to be confused on the problem and fails to identify and summarize the problem/opportunity. Unsuccessful in justifying why the suggested technology is the ideal medium for solving the problem.</td>
<td>Problem/opportunity is identified but is not clear and summarization lacks focus. Partially successful in justifying why the suggested technology is the ideal medium for solving the problem.</td>
<td>Problem/opportunity is identified but is somewhat clear and summarization is basic. Mostly successful in justifying why the suggested technology is the ideal medium for solving the problem.</td>
<td>Clearly identifies and summarises the problem/opportunity. Explains why the suggested technology is the ideal medium for solving this problem.</td>
</tr>
<tr>
<td><strong>4. Objective Definition</strong></td>
<td>Most business objectives do not address the problem/opportunity.</td>
<td>Develops business objectives that partially address the problem/opportunity.</td>
<td>Considers and evaluates ideas and incorporates them in developing business objectives that mostly address the problem/opportunity.</td>
<td>Considers and evaluates ideas and incorporates them in developing clear and measurable business objectives aligned with the problem/opportunity.</td>
</tr>
<tr>
<td>Item 3.1 Assessment Forum - Page 11</td>
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<table>
<thead>
<tr>
<th>5. Analyse problems using methodology and terminology</th>
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</thead>
<tbody>
<tr>
<td>Does not identify most or any issues in a particular fact situation and fails to use appropriate methodology and terminology.</td>
<td>Correctly identify and analyse some issues in a particular fact situation using appropriate methodology and terminology.</td>
<td>Correctly identify and analyse many issues in a particular fact situation using appropriate methodology and terminology.</td>
<td>Correctly analyse all or most issues in a particular fact situation using appropriate methodology and terminology.</td>
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</table>

<table>
<thead>
<tr>
<th>6. Implications, Consequences</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignores significant implications and consequences of reasoning.</td>
<td>Has trouble identifying significant implications and consequences; identifies improbable implications.</td>
<td>Identifies significant implications and consequences and distinguishes probable from improbable implications, but not with the same insight and precision as a &quot;4&quot;.</td>
<td>Identifies the most significant implications and consequences of the reasoning (whether positive and/or negative). Distinguishes probable from improbable implications.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Solution Design Choice</th>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Presented design lacks any original and innovative approaches. Few of the business objectives are addressed in the solution design.</td>
<td>Selects solution designs which demonstrate mostly traditional solutions. Solution design addresses some of the business objectives</td>
<td>Selects solution designs which demonstrates many original and innovative concepts mixed with traditional solutions. Solution design addresses most of the business objectives.</td>
<td>Develops original and innovative approaches to solve the problem or capitalize on an opportunity aligning the design with the business objectives.</td>
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</table>

<table>
<thead>
<tr>
<th>Optional</th>
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<table>
<thead>
<tr>
<th>Purpose</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not clearly understand the purpose of the assignment</td>
<td>Is not completely clear about the purpose of the assignment</td>
<td>Demonstrates an understanding of the assignment's purpose</td>
<td>Demonstrates a clear understanding of the assignment's purpose</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to identify assumptions. Makes invalid assumptions.</td>
<td>Fails to identify assumptions, or fails to explain them, or the assumptions identified are irrelevant, not clearly stated, and/or invalid.</td>
<td>Identifies assumptions. Makes valid Assumptions</td>
<td>Accurately identifies assumptions (things taken for granted). Makes assumptions that are consistent, reasonable, valid.</td>
<td></td>
</tr>
</tbody>
</table>

Source: The University of Rhode Island
## Appendix 2: Basic shell for building a Critical Thinking Rubric for Sydney University

<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Problematisation</td>
<td>Articulation of challenges involved in relation to ideas or topics investigated.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Inference</td>
<td>The processes to reach a conclusion on the basis of reasoning from evidence</td>
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</tr>
<tr>
<td>3. Analysis</td>
<td>The separating of any material or abstract ideas into its constituent elements. This process as a method of studying the nature of something or of determining its essential features and their relations.</td>
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</tr>
<tr>
<td>4. Synthesis</td>
<td>The combining of the constituent elements of separate material or ideas into a single, unified, complex whole.</td>
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<tr>
<td>5. Evidence</td>
<td>Selecting and using information to support one’s views</td>
<td></td>
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</tr>
<tr>
<td>6. Evaluation</td>
<td>A systematic determination of the merit, worth and significance of the object or ideas being studied using criteria governed by a set of standards</td>
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<td>7. Conclusion and Decision making</td>
<td>A judgment or decision reached by reasoning.</td>
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## Appendix 3: Basic shell for building a Critical Thinking Rubric for Sydney University with Performance Indicators for Components

<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
<th>Dimensions</th>
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</thead>
</table>
| **Problematisation** | Articulation of challenges involved in relation to ideas or topics investigated. | ➢ Identifying issues.  
➢ Reflect on the nature of the issue.  
➢ Motivation to identify issues.  
➢ Questioning skills (reading and searching) for problematisation. |
| **Inference** | The processes to reach a conclusion on the basis of reasoning from evidence | ➢ Use logic and association to link knowledge and understanding.  
➢ Reflect and self-monitoring on how knowledge and understanding can be linked.  
➢ Use personal and others’ experience to link knowledge and understanding.  
➢ Use visualization tools to analyse inference |
| **Analysis** | The separating of any material or abstract ideas into its constituent elements. A method of studying the nature of something or of determining its essential features and their relations. | ➢ Systematically examine own and others’ assumptions, methodologies, and statements.  
➢ Reflect and self-monitoring on how own and others’ assumptions, methodologies, and statements are logically stated.  
➢ Attitudes towards examination of each component of argumentation or statements to make a sense.  
➢ Quantitative or/and qualitative skills. |
| **Synthesis** | The combining of the constituent elements of separate material or ideas into a single, unified, complex whole. | ➢ Create and connect complex ideas using imagery, analogies and symbolism  
➢ Reflect and self-monitoring on how well connect complex ideas.  
➢ Open-mindedness to seek alternative ideas and adapt better ones from other perspectives.  
➢ Use visualization tools to show how complex ideas are connected. |
| **Evidence** | Selecting and using information to support one’s views | ➢ Give reasons to support own thinking or refute others’ statements.  
➢ Reflect and self-monitoring on balance rational and irrational components of a complex or ambiguous problems to evaluate evidence.  
➢ Enthusiasm toward scientific argumentation or inquiry, which are different from assertion.  
➢ Search, selection and source evaluation skills |
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<tr>
<th>Components</th>
<th>Definitions</th>
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</table>
| Judging or Evaluation | A systematic determination of the merit, worth and significance of the object or ideas being studied using criteria governed by a set of standards | ➢ Make judgments about the value of ideas or materials in terms of the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified.  
➢ Reflect and self-monitoring on assessment of risks and the processes of evaluation.  
➢ Consideration of social perspectives on feasibility, risk, cost and time  
➢ Skills to weigh one argument with another. |
| Conclusion or Decision | A judgment or decision reached by reasoning. | ➢ Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action  
➢ Reflect and self-monitoring on the processes of selection of the best or feasible idea for a course of action.  
➢ Motivation to select the best ideas to give feasible solution to the issues or problems.  
➢ Leadership skills in critical thinking |
Strategic review of assessment.

Summary
A joint Academic Board-DVC Education Assessment Working Party is proposed to carry forward the initiatives on assessment in the University of Sydney Strategic Plan 2016 – 20. The Working Party would collaborate with an expert group from the Faculty of Education to develop discussion papers and an approach to assessing the graduate qualities. It will also develop approaches to using assessment plans at the major, minor, program, stream and degree level with a view to providing improved feedback to staff and students on learning, reducing the volume of summative assessment, developing models for integrative assessment across units, levels and disciplines, and considering University-wide approaches to the assessment of project units, with a particular focus on issues arising from interdisciplinary work. The Working Party will aim to develop a University-wide approach to these issues by December 2017. An Appendix provides background on current policy and the requirements of the Standards Framework.

Introduction
The Strategic Plan commits the University to significantly rethinking aspects of its educational approach relating to assessment, including measuring graduate qualities, increasing authentic assessment, problem-based learning and

Nineteenth century professors would see many similarities between their assessments and today’s university assessment. Over the next decade we will witness the greatest revolution in the role of assessment in tertiary education – it will move from a device to sum up what we think students need to know, to providing feedback into the teaching and learning cycle; it will involve more than surface and greater emphases on deeper knowledge and understanding; it will involve peer assessment and computerised scoring; it will involve aspects of Second Life and interactivity; it will see more use of computerised adaptive testing; and the quality of these assessments will be set higher, the qualities will be more public, and students will be the major beneficiaries of this revolution. The revolution will encompass “feedback from assessment” and the development of visible learning and visible teaching.

interactive and collaborative learning, reducing assessment volume, improving feedback to staff and students and aligning and integrating assessment across units, levels and disciplines. In particular the Strategy aims to:

- measure the attainment of graduate qualities by students (Strategic Plan (SP) 4.4, p. 37);
- increase authentic and integrative assessment in each major, program and stream ((Building a Culture of Educational Excellence (BCEE) 23, SP 4.1, p. 34);
- reduce the volume of summative assessment (SP 5.2, p. 39) and improve feedback to students and staff through increased low-stakes and no-stakes formative assessment;
- Design experiences that promote the alignment of learning and assessment at multiple levels (task, unit, major, degree) and across disciplines (SP 5.1, p. 38);
- consider mechanisms for assessment across multiple units, between disciplines and in interdisciplinary projects;
- assure the integrity of assessment as an integral component of the graduate qualities (SP, 5.2, 39, BCEE, p. 4, 16)

Through the Strategic Plan discussion paper, Building a Culture of Educational Excellence, the planning process emphasised feedback, both to teachers and to students, as a crucial domain for the educational strategy (BCEE, p. 15). As John Hattie demonstrates in the article cited above and elsewhere, using assessment data as feedback to teachers and faculties actually has a greater positive effect on learning than feedback to students, though both are highly beneficial to learning. In a synthesis of studies measuring the effect of strategies, policies, initiatives and innovations on student learning, Hattie ranked feedback to teachers as the second most significant of all influences on learning, and feedback to students as the fifth most significant.[Hattie 2009].

Among the challenges for the University community that flow from the Education Strategic Plan are:

- How can we measure the extent to which the Graduate Qualities are being achieved by students?
- How can we better coordinate assessment at levels higher than the unit of study (for example at minor, major, program and stream level) to monitor achievement of learning outcomes at that level, while simultaneously reducing that aspect of the volume of assessment that impacts negatively on students and inhibits learning effectiveness?
- As we develop assessment plans at the major or program level, can we facilitate assessment across different units, different levels and different disciplines?
- Can we improve the feedback that both staff and students get on student learning without increasing the burden for students and staff, through more sophisticated and technologically assisted use of formative assessment and analytics?
• In the development of project-based learning and interdisciplinary units, can we develop agreed models for measuring interdisciplinary learning so that the learning is effectively validated and moderated?
• More broadly, can we devise useful models of assessment in project units that will assist staff in incorporating projects into majors and other components and ensure comparability of standards across units and disciplines?

To promote institutional discussion of these issues, an Assessment Working Party jointly convened by the DVC Education and the Chair of the Academic Board with the objectives set out below is proposed. The Assessment Working Party would develop proposals to address the assessment challenges in the Strategic Plan and consult with the Degree Advisory Working Group (DAWG), the UE Education Committee and relevant committees of the Academic Board. The project would also involve consultation with faculties and a forum or forums as appropriate. The Working Party would be assisted by an educational measurement group from the Education and Social University School led by Professor James Tognolini to provide specialist input into the development and validation of a University-wide rubric for the measurement of graduate qualities.

The Assessment Working Party
Suggested Aims:
1. Develop a University-wide approach (e.g. via shared rubrics) for assessment of graduate qualities to be used by staff and students with a focus on capstone and project units;
2. Develop aligned assessment plans at the level of course component to ensure effective placing of authentic assessment experiences, educational integrity and achievement of learning outcomes at the appropriate level;
3. Consider policy and course management options for integrative assessment across units of study and disciplines and in interdisciplinary units embedded in majors, projects and the Sydney Research Seminars;
4. Recommend optimal processes for effective assessment practice in collaborative and project learning settings;
5. Review policy for streamlining and reducing summative assessment at unit of study level, making increased use of low credit value and optional no-value formative assessment, and of learning analytics to provide feedback on learning to students and staff and on the learning process as a whole.

Provisional Timeframe:
1. February: form Assessment Working Group and educational measurement group.
2. Initial consultation with Degree Advisory Working Group (23 February), UE Education (13 February), ASPC (14 February).
3. March- April: Working Group develops responses to terms of reference in consultation with DAWG
4. Early May: University forum on Assessment
5. June: Report including proposed approach to development of rubrics for assessing graduate qualities considered and approved as appropriate by Undergraduate Degree Working Parties, UE Ed (5 June), UE (29 June) and ASPC (11 July)

6. July: Policy development

7. July-November: Development of one or more pilot rubrics for the assessment of graduate qualities

8. August: draft policy considered by UE Ed (7 August), Undergraduate degree Working Parties (10 August)

9. To end of August – Policy revision managed by Policy Development Unit

10. Final Policy approval: UE Ed (11 Sep), ASPC (26 Sep), UE 21 Sept, AB 10 October

11. December: Approval of rubrics for trial use in 2018

Issues

Measuring the achievement of Graduate Qualities

The value of attempting to assess achievement of the University’s graduate qualities is twofold: we create a feedback mechanism for our educational efforts to develop the graduate qualities, and we provide an assessment of value to students (and likely to prospective employers as well) that helps students to direct their further learning. As Gibbs (2010) has recently observed, ‘capstone’ level dissertations or project reports offer an important resource for assessment of the quality of broad, program-level educational outcomes because they typically require application of the higher level, integrative skills reflected in program-level outcomes.

A project sponsored by the Association of American Colleges and Universities\(^1\) has demonstrated the feasibility of developing rubrics to support the assessment of these higher level outcomes. The project has led to the creation of the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics. The rubrics were developed by academics working across a number of US institutions and are intended to assess broad program-level learning outcomes such as inquiry and analysis, problem solving, critical thinking, creative thinking, ethical reasoning, information literacy, teamwork and integrative learning. As reported by the National Academies of Sciences, Engineering and Medicine (2016), an early finding from use of these rubrics has been that some of the skills, such as communication and use of evidence, actually require much greater development within the curriculum. This finding demonstrates the valuable contribution that the assessment of broader skills can make to curriculum design.

The challenge for the University is therefore to assess whether a similar approach might be used for the assessment of Sydney’s graduate qualities, and to assess the validity of any such approach. Although some projects have explored

\(^1\) See [https://www.aacu.org/value/rubrics](https://www.aacu.org/value/rubrics).
the development of specific assessment of higher level outcomes, these are generally seen to be expensive and difficult to sustain. Examples include: the OECD’s Assessment of Higher Education Learning Outcomes (AHELO) Project, which appears to have foundered; the OECD Program for the International Assessment of Adult Competencies (PIAAC), which, through an international survey, measures cognitive and workplace skills necessary for societal participation and economic prosperity); and the Collegiate Learning Assessment (CLA) for measurement of broad skills such as critical thinking and problem solving (e.g. see Arun and Roksa, 2011, 2014). It is possible that some of these latter approaches might be used on an ad hoc basis to assess the validity of the more feasible rubrics-based approach.

There is also value in exploring the use of ePortfolios to collate evidence of graduate qualities at the program level and, indeed, in considering whether these might be the subject of assessment through some of the to-be-developed rubrics.

An important topic for discussion will be the role that any such assessments play in students' final grades.

**Assessment Plans**

In order to achieve the best alignment between learning outcomes and assessment at the level of unit of study, curriculum component (minor, major, program, stream) and degree, we need to consider whether the atomization of assessment tasks within individual units of study level adequately achieves the goals of advancing and measuring learning and providing feedback. This is particularly an issue with respect to learning outcomes involving the synthesis of knowledge and skills across units of study, different levels and from different disciplines. To do this, the Working Party is asked to look at creating a framework for assessment plans which would achieve measurement of high level outcomes, facilitate feedback to staff and students on learning at the level of the degree and the curriculum component as well as the unit, reducing the burden of assessment on students and on staff while enhancing feedback. The creation of assessment plans will be integral to the other initiatives of the working party, notably the assessment of graduate qualities, the adoption of integrative assessment across units and disciplines, project learning, and reducing the volume of summative assessment.

Assessment plans will also provide a strategic and coordinated way of ensuring educational integrity and undertaking risk assessment of integrity as specified in the Learning and Teaching Project policy (section 20 (3)).

**Assessment in interactive, collaborative and project learning settings**

*Collaborative and interactive learning*

Since the 2016-2020 Strategic Plan has prioritised interactive and collaborative learning designs, it is appropriate to focus on effective assessment strategies for these designs.
In the case of interactive learning, where a student’s next learning activity might depend on their response to a prior activity such as a diagnostic assessment task, there are opportunities to consider adaptive assessment strategies, even if only for formative use.

In the case of collaborative learning, where students undertake learning activities and interim or final assessments jointly, the well-canvassed problems that can occur with group work, such as free-riding, conflict, or undue competition, can arise. It will therefore be important to develop strategies for assessing collaborative tasks in ways that fairly reflect individual student effort, reward collaborative behavior, deal with conflict should it arise, and avoid problems of free-riding or competition.

*Project-based learning*

Project-based learning and an increasing emphasis on authentic problems and interdisciplinary learning are a significant aspect of the undergraduate curriculum framework developed as part of the Education k. As a result these capstone units provide an excellent opportunity for assessment of the University’s graduate qualities.

Project-based learning can be characterized as a student-focused pedagogical approach involving both the acquisition and application of knowledge and skills through the exploration of an authentic task or real-world problem. Its methods include formulating problems, refining questions, group and interdisciplinary discussion, primary and secondary research, data collection and analysis, the formulation and testing of hypotheses and the creation and/or application of solutions. Outcomes may be a paper, presentation or product. Repko identifies four common outcomes of interdisciplinary learning identified by researchers: the ability to develop and apply perspective-taking techniques, the ability to develop structural knowledge of problems appropriate to interdisciplinary inquiry, the ability to integrate conflicting insights, and the ability to produce a cognitive advancement or interdisciplinary understanding of a problems (Repko 2008).

Since project-based learning will often involve groups of students from different disciplines, enrolled in different degrees and different curriculum components, project-based learning outcomes will need to be negotiated between disciplines and these outcomes will often include interdisciplinary effectiveness, critical thinking and other graduate qualities. A separate project within the Education unit is developing a common management model for project units addressing the questions of student selection, a platform for coordinating the enrolment of students from different faculties in faculty-based units in interdisciplinary projects, unit of study coordination, and access to expertise. A crucial element in developing this model will be the development of common approaches to learning outcomes and assessment in order to facilitate the easy development of projects as opportunities arise. Similarly a move towards greater use of authentic assessment will require careful design to avoid problems noted by some in transferring conventional assessment approaches to authentic learning.
(for example, Wilson 2015). An important issue is the validation and moderation of grades across disciplines. Among the issues to be considered might be:

- Whether there is benefit in agreeing a set of shared learning outcomes to be achieved by all students in all project-based learning units, while also retaining additional distinctive learning outcomes?
- Whether there is value in agreeing a common assessment matrix for project-based learning?
- How interdisciplinary learning can be assessed without unduly increasing overall burden on staff time?
- How interdisciplinary assessments can be appropriated moderated and validated against disciplinary standards?
- How projects can be designed to avoid the problems with group-work of identified by students?

In this connection, Hattie draws attention to the need to provide learning intentions as well as learning outcomes. "The use of scoring rubrics, worked examples, mastery learning, reciprocal teaching, and model answers provided to the student PRIOR to submission of work makes a major difference to the students’ learning; if these things do not occur, students must best guess what you want! Why not tell them the levels and degrees of what success looks like and see if they can attain this?" (Hattie 2009:11)

Reducing the volume of assessment

The negative impact on learning of an overburdened assessment regime is documented in several studies and these findings align with observations made by student groups at the University of Sydney. Arguing for more streamlined assessment to improve learning, Hornby outlined a range of negative consequences of overstretched assessment: slow feedback, little meaningful feedback, little formative feedback for students to learn from mistakes, repeated assessment of the same outcomes without rationale, lack of correlation between credit point weighting and student and staff workload, lack of alignment of assessment between units, and assessment “bunching” (Hornby 2003). Even when assessment is well aligned with learning outcomes, unduly heavy, stress-inducing assessment workloads are associated with surface learning. More concerning, Chris Rust cites a range of studies over two and a half decades that indicate an increase in surface learning as students progress through university degree programs (Watkins and Hattie 1985, Gow and Kember 1990, Mackay and Kember 1997, Zhang and Watkins 2001, Arum and Roksa 2011 cited in Rust 2013). An excessive burden of assessment also has a negative impact on the ability of staff to manage the time that they devote to education and research in the way they find most productive.

With the development of assessment plans, as described above, there is an opportunity to identify unnecessary duplication and lacunae in outcomes assessment, and ensure that the balance of tasks gives appropriate priority to the learning outcomes most valued by students, staff and employers. Within this
process it will, in many cases, be possible to reduce the volume of summative assessment and increase low-value or no-value formative assessment that provides feedback on learning to staff and students. A well-structured sequence of formative assessment tasks over a major, minor, program or stream, and effective use of learning analytics combined with appropriately spaced milestone and capstone measurements of learning outcomes and authentic assessment tasks has the potential to reduce the assessment burden in a way that created more time for deep and complex learning, while providing better assurance that learning goals had been met.

**Appendix**

1. **Current Policy**

The University undertook a review of assessment in 2010 resulting in the development of new Assessment Policy 2011 and Assessment Procedure 2011 (the policy was subsequently incorporated into the Coursework Policy 2014). The Policy articulated four principles for assessment as set out below and committed the

<table>
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<tr>
<td>1.1 Assessment practices align with goals, context, learning activities and learning outcomes.</td>
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<tr>
<td>1.2 A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
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<tr>
<td>1.3 Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
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<td>1.4 Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.</td>
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<tr>
<th>2. Assessment practices must be clearly communicated to students and staff</th>
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<tr>
<td>2.1 Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.</td>
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<tr>
<td>2.2 Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.</td>
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<td>2.3 Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.</td>
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<td>2.4 The process of marking and of combining individual task marks is explicitly explained in the unit outline.</td>
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<th>3. Assessment practices must be valid and fair</th>
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<tr>
<td>3.1 Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
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<tr>
<td>3.2 Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.</td>
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</table>
| 3.2 Assessment will be evaluated solely on the basis of students’
achievement against criteria and standards specified to align with learning outcomes.

3.4 Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.

4. Assessment practices must be continuously improved and updated

4.1 Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.
4.2 Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.
4.3 Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

Since adoption, two elements of the policy have received particular attention. Principle 3.2 committed the University to single standards-based assessment regime in place of the previous policy which permitted either standards-based or norm-referenced assessment. Principle 1.2 has been interpreted by some, notably SUPRA, as effectively proscribing, or at least sharply curtailing assessment tasks that constitute 100% of the final mark.

In 2014, the Institute for Teaching and Learning organized a Sydney Teaching Colloquium: Is our assessment up to standard?

As summarized in the Strategy Discussion Paper *Building a culture of educational excellence* the colloquium “highlighted the need to:

- Reduce the volume of summative assessment;
- Increase effective low-stakes formative assessment;
- Increase access to optional no-stakes formative assessment;
- Increase the use of more authentic assessment; and
- Consider mechanisms for enabling integrated assessment across multiple units of study.”\(^2\)

2. Higher Education Standards

The *Higher Education Standards Framework (Threshold Standards) 2015*\(^3\) require that the University be able to demonstrate that methods of assessment are consistent with stated learning outcomes and are able to demonstrate that the outcomes have been demonstrated by students, with grades reflecting level of attainment. Whether assessed at unit or course level, students must demonstrate that course-level learning outcomes have been met. While achievement of the objectives of the Assessment Project and the Strategic Plan will ensure this, more effective alignment and integration of assessment and learning objectives through the use of assessment plans at the unit of study level

\(^2\) *Building a culture of educational excellence, Strategic Planning for 2016-20: Discussion Paper no. 3. The University of Sydney. August 2015*, p. 23

\(^3\) *Higher Education Standards Framework (Threshold Standards) 2015*, 1.4 'Learning outcomes and assessment', especially 1.4.1, 1.4.3 and 1.4.4.
will greatly assist faculties and student maintain assessment regimes that are focused on the strategic goals of reducing assessment volume, increasing authentic assessment, and maintaining its formative function of providing feedback.

Bibliography


RECOMMENDATION:

That the Academic Board note the proposed amendments to the University of Sydney (Governance of Faculties and University Schools) Rule 2016 that will be submitted to the 5 July Senate meeting for adoption.

1. BACKGROUND

One of the key goals of the Strategic Plan 2016-20 is to provide a simplified, consistent and coherent framework for governance across the University.

The new University of Sydney (Governance of Faculties and University Schools) Rule 2016 (which commenced on 1 January 2017) has established a consistent and coherent governance framework for the University's academic units, each of which previously operated under its own separate and distinct constitution.

2. WHY ARE WE PROPOSING AMENDMENTS TO THE RULE?

We sought and received feedback on the operation of the new Rule from faculties and University schools during the implementation process that began in January 2017.

In response to this feedback, we are proposing amendments to the Rule that will provide flexibility in the number of elected academic staff members of faculty boards; remove some anomalies and transitional arrangements that are out of date; clarify where there is ambiguity and make the practical changes necessary to enable a smooth and cost-effective elections process, while also ensuring alignment with the draft University of Sydney (Academic Board) Rule (2017) and the proposed Elections Procedures currently being drafted.

3. KEY AMENDMENTS PROPOSED

Key amendments proposed to the Rule include:

a) **Flexibility in the number of academic staff members on faculty boards.**
   It is proposed that instead of 30 elected academic staff members on a faculty board, there will be no less than 25 elected academic staff members, and no more than 20% of the faculty’s full-time equivalent academic staff.

b) **Adding Heads of Discipline as ex-officio members on faculty boards**
   The proposed change reflects the important leadership role that Heads of Discipline hold within faculties.
c) Removing the requirement to establish a Postgraduate Research Education Committee
This was an historical carry over from previous governance documents. The feedback received from faculties and University schools was that it was no longer appropriate to retain the requirement for only this committee, and no other, to be established.

d) Agenda should be circulated one week prior to meetings
There was some confusion about whether ‘notice of a meeting’ is synonymous with requiring a full agenda to go out two weeks prior to a meeting. The amendment clarifies this, by providing that the notice of a meeting (stating the nature of business to be conducted) must be given two weeks prior to a meeting, while a full agenda should be circulated one week prior.

e) Eligibility of temporary staff members to vote in or be eligible for elections to a faculty board
Based on feedback, it is proposed that to be eligible to vote in or to be eligible for election to a faculty board, a temporary staff member will, at the time of announcement of the election, need to hold a current employment contract of two years or more (regardless of the time remaining in the contract). This will also be reflected in the supporting Election Procedures document.

f) Eligibility of temporary staff members to be members of a University school board
It is similarly proposed that temporary staff members will be required to hold a current employment contract of two years or more (regardless of the time remaining in the contract) in order to be members of a University school board. Elections are not required in the case of University school boards.

g) Changes required to facilitate the elections process

Procedures
- The notice of election will be 28 days before the commencement of voting, which is an accurate reflection of the timeframe required for the electoral process.

- The Returning Officer (Secretary to Senate) will be responsible for determining election procedures and also empowered to determine procedures regulating the campaigning behaviour of election participants.

- Candidates will be required to self-nominate, and the current requirement for two nominators has been removed.

Allocated student positions and removal of reference to ‘other student cohorts’
It is proposed that the faculty board or University school board will allocate a specified number of elected student positions from undergraduate, postgraduate coursework and HDR cohorts for membership of faculties, University schools, faculty boards or University school boards.

It is also necessary to remove reference to ‘other student cohorts’ in the Rule as the variability of this category adds uncertainty and complexity in planning for elections, as well as potentially increasing the number and expense of elections required.

In the interests of simplifying the electoral process and better accommodating students who are enrolled in vertically integrated award courses, it is proposed under section 9.6 to call for the creation of a single electorate for the conduct of student elections. Clauses 3.4(2), 3.7(4), 4.4(2), 5.4(2) and 5.7(2) establish the allocation of specified numbers of student positions for undergraduate, postgraduate coursework and higher degree by research students, which it is proposed to fill via a single election process in which all students in a given faculty or University school will be invited to participate.

Between 4-6 student representatives to be selected (not elected) to schools within a faculty in a manner determined by the Head of School
Section 4.4 required 4-6 student representatives to be elected to a school within a faculty by the students of that school (with the school designating the prescribed number for specific cohorts). Science, FASS and Engineering are the only faculties with schools.
While these requirements were intended to facilitate transparency and consistency with other electoral processes under the Rule, feedback has made clear that they are also very complex and onerous, and will significantly increase the volume of elections to be conducted in semester two, 2017. In some faculties, for example, students do not identify directly with a single school. Thus elections would need to be at a departmental level, where they exist, which would be a major exercise. In addition, the current requirement for designated student cohort representation at school could level potentially result in a very large number of elections. Finally, there is a strong likelihood of casual vacancies if students do not re-enrol within the relevant school.

To simplify the process and minimise the number of elections, it is proposed that between 4-6 student representatives be selected (not elected) to schools within a faculty in a manner determined by the Head of School. The Head of School will allocate at least one of the student member positions for the each cohort of undergraduate students, postgraduate coursework students and HDR students. Students being supervised by a member of the school or taking units of study administered by the school are eligible for selection. Student members may also be members of the faculty, faculty board or both.

h) Enabling faculty and University school board decisions to be made by circulation
It is proposed that, in exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost), a faculty or University school board may make decisions by circulation. No resolutions or recommendations may be approved by circulation unless the majority of the required quorum for the transaction of business is in favour of it.

i) Updating of outdated transitional arrangements
There are also some minor changes proposed which remove transitional arrangements that are no longer required now that faculties and University schools have established the administrative and academic decision-making bodies required under the Rule.
UNIVERSITY OF SYDNEY (GOVERNANCE OF FACULTIES AND UNIVERSITY SCHOOLS) RULE 2016

The Senate, as the governing authority of the University of Sydney, by resolution adopts the following Rule under subsection 37(1) of the University of Sydney Act 1989 (as amended) for the purposes of the University of Sydney By-law 1999.

Adopted on: 12 December 2016
Amended on: [INSERT DATE]
Effective from: 1 January 2017

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Amendment history

PART 1 - PRELIMINARY

1.1 Name of Rule

This is the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

1.2 Commencement

(1) This Rule commences on 1 January 2017.

1.3 Application

(1) Parts 2, 7, 9, 10 and 12 of this Rule apply to all faculties and University schools.

(2) Part 5 of this Rule applies to all University schools.

(3) Parts 3, 4 and 8 of this Rule apply to all faculties other than:

   (a) the Faculty of Dentistry;

   (b) the Faculty of Medicine;

   (c) the Faculty of Nursing and Midwifery; and

   (d) the Faculty of Pharmacy.

(4) Part 6 of this Rule applies to:

   (a) the Faculty of Dentistry;

   (b) the Faculty of Medicine;
(c) the Faculty of Nursing and Midwifery; and
(d) the Faculty of Pharmacy.

(5) Part 11 of this Rule applies to:
(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences;
(e) the Faculty of Science; and
(f) the University schools.

1.4 Statement of intent

(1) This Rule stipulates the requirements for operational governance within faculties and University schools.

(2) This Rule binds:
(a) Deans, Heads of School, Heads of School and Deans (University schools);
(b) Deputy Deans, Deputy Head of School and Deputy Deans (University schools), Associate Deans; and
(c) all members of faculty, school and University school committees, including faculty boards, University school boards, executive committees, leadership groups, sub-committees, working parties and advisory committees.

1.5 Interpretation

(1) In this Rule:
academic affairs means the teaching and research activities of a faculty or University school, including award courses, honours, higher degrees by research, quality improvement and educational integrity.

academic staff member means a person who has been employed by the University as a member of its academic staff, and who is not a member of the University's professional staff.

administrative and operational affairs means financial, human resources, fundraising, marketing, communications and other activities relating to the administration and operation of a faculty or University school.

allocated position means a position allocated to be filled by a member of a particular group, as provided in sections 3.4, 3.7(2), 3.7(4), 4.4(2), 5.4 and 5.7(2).

award course means a course approved by the Academic Board and endorsed by the Senate on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate.
constitution means a faculty constitution approved by the Senate.

Dean means the Dean of the relevant faculty, appointed in accordance with relevant University policy and procedures.

department means an intellectual community within a faculty, responsible for research leadership and unit of study development within an internationally recognised field of inquiry.

discipline means an intellectual community within a faculty, responsible for curriculum development and research endeavour within an internationally recognised field of inquiry. In this Rule, this term does not refer to sub-units within schools, even if named or described as disciplines.

executive committee means an executive committee established by either a Dean or a Head of School and Dean (University school) in accordance with section 3.10 or 5.10 of this Rule, to deal with administrative (including financial) matters.

faculty means a faculty constituted in accordance with this Rule or, in the case of the Faculty of Dentistry, the Faculty of Medicine, the Faculty of Nursing and Midwifery and the Faculty of Pharmacy, in accordance with its constitution.

faculty board means a board established in accordance with section 3.7 of this Rule, to address academic matters.

Head of Department means the head of a department within a faculty governed by Part 6 of this Rule, appointed in accordance with relevant University policy and procedures.

Head of School means the head of a school within a faculty, including a Head of School and Dean, appointed in accordance with relevant University policy and procedures.

Head of School and Dean (University school) means a Head of School and Dean of a University school, appointed in accordance with relevant University policy and procedures.

interdisciplinary means involving more than one faculty or University school.

leadership group means a group established by a Dean, or Head of School and Dean (University school), in accordance with section 3.13 or 5.13 of this Rule.

Liberal Studies bachelor degree has the meaning given to it in the Coursework Policy 2014.

Open Learning Environment has the meaning given to it in the Coursework Policy 2014.

professional staff member means a person who has been employed by the University as a member of its professional staff, and who is not a member of the University’s academic staff.
Returning Officer means the Secretary to Senate, or their nominee.

school means a school within a faculty established and constituted in accordance with this Rule.

student means a person who is currently admitted to candidature in an award course of the University.

temporary staff member means an academic staff member or a professional staff member who has been employed by the University in a fixed term or contract position, but not a casual position.

Note: Not all temporary staff members are eligible to vote in faculty board elections or to become members of a faculty board of a University school board. See sections 3.7(2)(b); 3.7(3), 5.7(1)(b), 5.7.1(c) and 8.6(2)

University Executive means the committee of that name, which comprises members of the University’s senior leadership team.

University school means a University school that is not within a faculty and is constituted in accordance with Part 5 of this Rule.

University school board means a board established in accordance with section 5.7 of this Rule, to address academic matters.

(2) A heading to a Part or Schedule is a provision of this Rule. Other headings are not provisions of this Rule, but the number of a section or subsection is a provision of this Rule even if it is in a heading.

(3) A note, marginal note, footnote or endnote is not a provision of this Rule.

(4) A reference to a rule (other than this Rule) or policy is a reference to the rule or policy as amended or replaced by the University from time to time.

PART 2 – ESTABLISHMENT OF FACULTIES AND UNIVERSITY SCHOOLS

2.1 Application

This Part applies to all:

(a) faculties; and

(b) University schools.

2.2 Establishment of faculties

(1) There will be the following faculties, however named:

(a) the Faculty of Arts and Social Sciences;

(b) the Faculty of Business;

(c) the Faculty of Engineering and Information Technologies; and
(d) the Faculty of Science.

(2) Subject to subsection (3), there will be the following health faculties, however named:

(a) the Faculty of Dentistry;
(b) the Faculty of Health Sciences;
(c) the Faculty of Medicine;
(d) the Faculty of Nursing and Midwifery; and
(e) the Faculty of Pharmacy.

(3) The health faculties will, on a future date to be determined by the Vice-Chancellor, be consolidated into one faculty.

2.3 Establishment of University schools

There will be the following University schools, however named:

(a) the University of Sydney School of Architecture, Design and Planning;
(b) the Sydney Conservatorium of Music; and
(c) the University of Sydney Law School.

PART 3 - FACULTIES

3.1 Application

This Part applies to:

(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences; and
(e) the Faculty of Science.

3.2 Faculty leadership

(1) Each faculty will have:

(a) a Dean;
(b) up to two Deputy Deans;
(c) a number of core Associate Deans each aligned with one of the portfolio committees of the University Executive and with responsibilities outlined in the terms of reference for that committee; and
(d) a Faculty General Manager.
(2) Each faculty may have one or more optional Associate Deans, as approved by the Provost on the recommendation of the Dean.

(3) Faculties may create faculty leadership positions other than those prescribed in subsections (1) and (2) with the approval of the Provost.

3.3 Faculty governance

(1) The academic affairs of each faculty will be governed by:
(a) the faculty;
(b) the faculty board; and
(c) sub-committees, working parties and advisory committees established by the faculty board in accordance with subsection 3.8(6).

(2) The administrative and operational affairs of each faculty will be governed by:
(a) the Dean’s executive committee; and
(b) the leadership group.

3.4 Membership of faculties

(1) Each faculty will comprise:
(a) all full-time and part-time permanent and temporary members of the academic and professional staff of the faculty; and
(b) at least 10 members elected by the students of the faculty in accordance with this Rule.

(2) The faculty board will allocate a specified number of elected student positions for each of the following groups:
(a) undergraduate students;
(b) postgraduate coursework students; and
(c) higher degree by research students.

3.5 Responsibilities and functions of faculties

(1) The faculty will receive and consider reports on academic matters from the faculty board at least once per semester.

(2) The faculty may make such recommendations to the faculty board as it thinks fit, in respect of the affairs and concerns of the faculty.

3.6 Faculty meetings

(1) The Dean or their nominee will convene and chair a meeting of the faculty at least once per semester.
(2) The Dean or their nominee will convene and chair such other meetings of the faculty as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) faculty board.

(3) The Dean or their nominee will, at least two weeks before the date fixed for the holding of a faculty meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 40 members of the faculty, or one eighth of the membership (calculated to the nearest whole number), will constitute a quorum for the transaction of business at a faculty meeting.

(5) No business may be transacted at a meeting of the faculty unless a quorum is present.

(6) A recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(7) Every member will have one vote on a show of hands and on a poll.

(8) A recommendation will be carried if a majority of the votes cast on the recommendation are in favour of it.

(9) If the number of votes is equal, the Chair will have the casting vote.

(10) A meeting of the faculty may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

### 3.7 Membership of faculty boards

(1) Each faculty board will comprise:
   (a) the ex-officio members:
      (i) the Dean or their nominee, who will perform the role of Chair;
      (ii) the Deputy Dean(s);
      (iii) the Associate Dean(s);
      (iv) the Heads of School (where relevant)
      (v) the heads of disciplines (where relevant);
      (vi) the Faculty General Manager;
      (vii) the Provost or their nominee;
   (b) the elected academic staff members;
   (c) the elected professional staff members; and
   (d) the elected student members.

(2) The total number of elected academic staff members must be no less than 25 members of the faculty, and no more than the number equivalent to 20% of the faculty's full-time equivalent academic staff.
(a) In faculties containing schools or disciplines, the faculty board will allocate a specified number of elected academic staff positions to each school or discipline, provided that there must be at least one elected academic staff member position per school or discipline.

(b) Elected academic staff members will be elected by the full-time and part-time permanent and temporary members of the academic staff of the faculty in accordance with this Rule.

There will be seven professional staff members elected by the full-time and part-time permanent and temporary members of the professional staff of the faculty in accordance with this Rule.

Note: See section 8.6.(2) in relation to temporary staff voting entitlements. Temporary staff members are only be eligible to vote in or become members of a faculty board if they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run), as at the date on which notice of the election is given.

(4) There will be at least four and no more than eight student members of the faculty board elected in accordance with this Rule.

(a) Individuals elected as student members may also be members of the faculty.

(b) The faculty board will allocate a specified number of elected student positions for each of the following groups:
   (i) undergraduate students;
   (ii) postgraduate coursework students; and
   (iii) higher degree by research students.

3.8 Responsibilities and functions of the faculty board

(1) Subject to the requirements of applicable University rules, policies and procedures, the faculty board will oversee the academic affairs of the faculty.

(2) A reference in rules, policies or procedures to a decision of a faculty is a reference to a decision of the faculty board, unless otherwise specified.

(3) The faculty board will exercise its responsibilities and functions subject to:
   (a) the authority of the Senate and the Academic Board; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.

(4) The faculty board will:
   (a) make recommendations to the Academic Board on proposals for new award courses;
   (b) make recommendations to the Academic Board on revisions to award courses;
   (c) make resolutions for the coursework award courses offered by the faculty including, as appropriate:
      (i) admission;
      (ii) enrolment restrictions;
      (iii) time limits;
(iv) suspension, discontinuation and lapse of candidature;
(v) recognition of prior learning;
(vi) attendance;
(vii) cross-institutional study;
(viii) international exchange;
(ix) assessment;
(x) late submission of assessments;
(xi) satisfactory progress;
(xii) admission to honours; and
(xiii) the award of honours and the levels at which honours is awarded;
(d) make resolutions for each degree, diploma and certificate offered by the faculty including, as appropriate:
(i) admission;
(ii) attendance;
(iii) majors;
(iv) recognition of prior learning;
(v) progression;
(vi) requirements for the award;
(vii) requirements for the award of honours;
(viii) award of the degree; and
(ix) award of honours;
(e) monitor and maintain quality, standards and excellence in education and research;
(f) report to the faculty at least once per semester;
(g) consider and report to the faculty on recommendations made by the faculty;
(h) report to the Academic Board at least once per year on quality and educational integrity standards; and
(i) consider and report on all matters referred to it by the Senate, the Vice-Chancellor or the Academic Board.

(5) The faculty board may, of its own motion, report to the Academic Board on all matters relating to research, studies, lectures, examinations, degrees, diplomas and certificates offered by the faculty.

(6) The faculty board may establish sub-committees, working parties and advisory committees to:
(a) facilitate the conduct of its business; and
(b) make recommendations to the faculty board for decision.

(7) A sub-committee, working party or advisory committee established in accordance with subsection (6) must not make decisions on behalf of the faculty board.
3.9 Faculty board meetings

(1) The Dean or their nominee will convene and Chair a meeting of the faculty board at least twice a year.

(2) The Dean or their nominee will convene and Chair such other faculty board meetings as they consider necessary or as required by the:

(a) Vice-Chancellor;
(b) Provost; or
(c) faculty.

(3) The Dean or their nominee will, at least two weeks before the date fixed for the holding of a faculty board meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(a) A full agenda should be circulated at least one week before the meeting.

(4) Fifty per cent of members will constitute a quorum for the transaction of business at a faculty board meeting.

(5) No business may be transacted at a faculty board meeting unless a quorum is present.

(6) A faculty board meeting may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate. A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(7) Every member will have one vote on a show of hands and on a poll.

(8) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(9) If the number of votes is equal, the Chair will have the casting vote.

(10) In exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost), the faculty board may make decisions by circulation.

(11) The Chair may, subject to section 3.9(12) and 3.9(13), determine the appropriate processes for decision by circulation.

(12) Any item of business for decision by circulation must be circulated to all members of the faculty board.

(13) No resolutions or recommendations may be approved by circulation unless the majority of the required quorum for the transaction of business is in favour of it.

3.10 Membership of the Dean’s executive committee

The Dean will appoint members to the Dean’s executive committee, as appropriate.

3.11 Responsibilities and functions of the Dean’s executive committee

The Dean’s executive committee will advise the Dean on the strategic and administrative affairs of the faculty.
3.12 Meetings of the Dean's executive committee
The Dean or their nominee will convene and chair meetings of the Dean’s executive committee as required.

3.13 Membership of the leadership group
(1) The Dean will appoint members to the leadership group, in consultation with the Provost.
(2) The leadership group should include:
   (a) Deputy Deans;
   (b) Associate Deans;
   (c) Heads of School (where applicable);
   (d) heads of discipline (where applicable);
   (e) heads of central units, as appropriate; and
   (f) the Faculty General Manager.

3.14 Responsibilities and functions of the leadership group
The leadership group will collaborate and provide strategic advice to the Dean’s executive committee.

3.15 Meetings of the leadership group
The Dean or their nominee will convene and chair meetings of the leadership group as required.

3.16 Responsibilities and functions of Deans
(1) The Dean may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.
(2) Deans will be responsible for strategic leadership and planning, including:
   (a) planning, setting and communicating the vision of the faculty;
   (b) leading and demonstrating the values of the faculty, particularly in relation to culture and people, and enabling the desired culture;
   (c) with input from the leadership group, setting, communicating and achieving the overarching faculty strategic plan and goals;
   (d) participating in and communicating to faculty staff whole of University decision making, at the faculty level;
   (e) having input into and communicating to faculty staff the University’s strategic plan and governance;
   (f) leading Deputy Deans, Associate Deans, and Heads of Schools or Disciplines and the Faculty General Manager; and
(g) managing key stakeholders and communications to relevant University entities; and
(h) monitoring and maintaining quality, standards and excellence in education and research.

(3) Deans will be responsible for academic leadership, including:
(a) aligning strategic curriculum design with the faculty mission and distinctiveness;
(b) pursuing and managing strategically aligned funding and grants opportunities;
(c) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students;
(d) overseeing the faculty’s research profile, including reporting requirements; and
(e) strategic oversight of talent management, including recruitment, monitoring, promotion, performance management, retention and remuneration.

(4) Deans will be responsible for financial management, including:
(a) overseeing, proposing and controlling budget expenditure;
(b) leading development of the financial strategy and framework for the faculty; and
(c) with the leadership group, ensuring that financial units are working as efficiently as possible.

(5) Deans will be responsible for operational management, including:
(a) working with the leadership group to oversee all aspects of faculty operations;
(b) providing support to Heads of School to ensure that they have appropriate resources and established processes to implement efficient operations;
(c) as appropriate, ensuring coherence and consistency of operational frameworks within and between faculties;
(d) overseeing school resource management, including ensuring consistency of systems, processes and practices;
(e) overseeing coherence and consistency of operational processes with other faculties and University schools; and
(f) developing and overseeing work health and safety strategies.

(6) Deans will be responsible for people leadership and management, including:
(a) providing people leadership and management to all staff, including culture, mission, workforce planning, work load allocation and compliance; and
(b) developing strategies to attract and retain outstanding talent and integrating University-wide workforce strategies into the faculty.

(7) Deans will be responsible for external community engagement, including:
(a) identifying development opportunities;
(b) ensuring and enabling a coherent fundraising strategy;
(c) promoting large scale external engagement with the profession or sector, particularly at the global level;

(d) enabling processes and systems to support delivery;

(e) overseeing engagement with accreditation and professional bodies; and

(f) overseeing continuing and deep engagement with the alumni community.

3.17 Responsibilities and functions of Deputy Deans

(1) Deputy Deans will contribute to strategic leadership and planning by:

(a) contributing to the development and implementation of the faculty strategy;

(b) performing the role of the Dean when they are absent;

(c) participating in whole of University decision making;

(d) having input into and communicating to staff the University strategic plan and governance; and

(e) monitoring and maintaining quality, standards and excellence in education and research.

(2) Deputy Deans will contribute to academic leadership by providing strategic input into the academic management of the faculty.

(3) Deputy Deans will contribute to financial management by:

(a) contributing to the development of the faculty budget and financial strategy; and

(b) providing input into management of financial matters for the faculty.

(4) Deputy Deans will contribute to operational management by:

(a) providing strategic input into the operational management of the faculty; and

(b) as appropriate, ensuring coherence and consistency of operational frameworks within and between faculties.

(5) Deputy Deans will contribute to people leadership and management as appropriate within the faculty.

(6) Deputy Deans will contribute to external community engagement by providing complementary support and expertise to the Dean.

3.18 Responsibilities and functions of Associate Deans

(1) Associate Deans will contribute to strategic leadership and planning by:

(a) contributing to planning, setting, communicating and achieving the faculty strategic plan and goals, aligned with overall University strategies;

(b) providing a strategic conduit and feedback loop between the faculty and its portfolio aligned Deputy Vice-Chancellor and University Executive Committee;

(c) working to harness ideas and activities, to support the academic distinctiveness of the faculty;

(d) ensuring consistency with central portfolio services;
(e) modelling and leading with behaviours that enable a culture where people, diverse ideas and collaboration are valued and thrive; and

(f) monitoring and maintaining quality, standards and excellence in education and research.

(2) Associate Deans will contribute to academic leadership by:

(a) leading the implementation relevant to the portfolio of agreed strategies across all academic units with the faculty, in the context of its academic distinctiveness;

(b) contributing to the development and promotion of quality research and teaching strategies and practices that will attract and retain excellent researchers and research students;

(c) participating in decisions on behalf of the faculty at their respective University Executive committee;

(d) consulting across all academic units within the faculty to provide feedback at the University Executive committee level prior to decision making, and then communicating within and across the faculty to ensure effective implementation and delivery;

(e) communicating and managing interdependencies with other Associate Dean positions within the faculty, to ensure opportunities and efficiencies are identified and leveraged in strategies, operational processes, communication and promotion practices; and

(f) implementing University policy in relation to their portfolio.

(3) Associate Deans will contribute to financial management by:

(a) contributing to the establishment of the faculty’s strategic financial goals and operational financial management practices to contribute to financial sustainability; and

(b) working as part of the academic and operational leadership team to ensure efficiency and effectiveness of financial management practices.

(4) Associate Deans will contribute to operational management by:

(a) supporting the smooth operation of the faculty;

(b) identifying portfolio related infrastructure requirements and resourcing needs; and

(c) meeting governance and compliance requirements in relation to their portfolio.

(5) Associate Deans will contribute to people leadership and management by:

(a) contributing to people leadership practices and processes to deliver a positive working culture in which people can develop their best potential and helping deliver the faculty’s strategies and goals; and

(b) contributing to people management and engagement practices to support a workplace culture in which diversity of thought and contribution, collaboration, excellence and achieving outcomes are encouraged, enabled and valued.

(6) Associate Deans will contribute to external community engagement by:
(a) contributing in the relevant area of expertise to the faculty’s strategies in relation to alumni, fundraising, and community and industry engagement being cohesive and aligned with overall University strategies;

(b) identifying strategic opportunities within external communities, so that the faculty has a strong and effective external engagement profile at the national and global level; and

(c) managing external accreditation processes as relevant to the portfolio.

PART 4 – SCHOOLS (WITHIN A FACULTY)

4.1 Application

This Part applies to any school within:

(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences; and
(e) the Faculty of Science.

4.2 Establishment of schools

Schools will be established by the Vice-Chancellor, on the recommendation of the Provost.

4.3 School leadership

(1) Each school will have:
   (a) a Head of School; and
   (b) a School Manager.

(2) Each school may also have a Deputy Head of School.

(3) Schools may create leadership positions other than those prescribed in subsections (1) and (2) with the approval of the Dean and the Provost.

4.4 Membership of schools

(1) Each school will comprise:
   (a) all full-time and part-time permanent and temporary members of the academic and professional staff of the school; and
   (b) between four and six student members selected in a manner to be determined by the Head of School.
(2) The Head of School will allocate at least one of the student member positions for each of the following groups:
   (a) undergraduate students;
   (b) postgraduate coursework students; and
   (c) higher degree by research students.

(3) Students being supervised by a member of the school or taking units of study administered by the school are eligible for selection.

(4) Student members may also be members of the faculty or faculty board, or both.

(5) The Head of School will report at least once every two years to the faculty on the processes that have been adopted for the selection of student members of the school.

4.5 Responsibilities and functions of schools

(1) Schools operate under the supervision of a Head of School and are part of a faculty.

(2) Schools will exercise their responsibilities and functions subject to:
   (a) the authority of the Senate, the Academic Board and the relevant faculty; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.

(3) Schools will:
   (a) encourage and facilitate teaching, scholarship and research; and
   (b) coordinate the teaching and examination duties of staff; for the units of study and award courses that they oversee.

(4) Schools may establish sub-committees, working parties and advisory committees to facilitate the conduct of their business.

4.6 School meetings

(1) The Head of School or their nominee will convene and chair a meeting of the school at least twice a year.

(2) The Head of School or their nominee will convene and chair such other meetings of the school as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) Dean.

(3) The Head of School or their nominee will, at least two weeks before the date fixed for the holding of a school meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.
(4) The lesser of any 20 members of the school, or one eighth of the membership of the school (calculated to the nearest whole number) will constitute a quorum for the transaction of business at a school meeting.

(5) No business may be transacted at a school meeting unless a quorum is present.

(6) A meeting of the school may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(7) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

4.7 Responsibilities and functions of Heads of School

(1) Heads of School will contribute to strategic leadership and planning by:
   (a) contributing to the development of the overall faculty strategy;
   (b) developing and deploying strategies at school level in line with faculty strategy;
   (c) planning and leading curriculum initiatives and delivery;
   (d) being a member of the leadership team and participating in faculty committees;
   (e) chairing any school leadership team;
   (f) participating in and communicating to school staff whole of University decision making, at school level; and
   (g) monitoring and maintaining quality, standards and excellence in education and research.

(2) Heads of School will contribute to academic leadership by:
   (a) being responsible for curriculum (teaching and learning) delivery;
   (b) for professional schools, ensuring accreditation standards are maintained;
   (c) providing leadership in all academic fields of endeavour of the school;
   (d) ensuring the faculty research strategy is resourced and achieved at school level;
   (e) managing talent at the school level within priorities, processes and strategies set by the faculty; and
   (f) liaising with the Deputy Vice-Chancellor portfolios in relation to delivery of relevant strategies.

(3) Heads of School will contribute to financial management by:
   (a) as a member of the leadership team, contributing to the development of the overall faculty budget and financial strategy;
   (b) implementing the financial strategy at the school level;
(c) being accountable for financial management of the school and for achieving financial targets; and
(d) making decisions at the school level.

(4) Heads of School will contribute to operational management by:
(a) ensuring that there are appropriate resources and University-consistent processes for effective operational management;
(b) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the school;
(c) managing resources appropriately, including ensuring consistency of systems, processes and practices;
(d) ensuring coherence and consistency of operational processes within the faculty; and
(e) overseeing and managing work health and safety strategies.

(5) Heads of School will contribute to people leadership and management by:
(a) attracting and recruiting outstanding talent and making appointment decisions for the school, within the overall faculty strategy;
(b) determining whether there is a need to appoint a Deputy Head of School and, if required, establishing the position requirements;
(c) providing leadership through mentoring and nurturing of talent and ensuring staff development opportunities (professional and academic) are part of the school culture;
(d) being responsible for performance management and development; and
(e) managing work health and safety compliance and protocols.

(6) Heads of School will contribute to external community engagement by:
(a) supporting the Dean in implementing external engagement strategies;
(b) identifying strategic opportunities within external communities;
(c) for professional schools, ensuring deep engagement with accreditation, professional bodies, industry and the sector; and
(d) together with the Dean and the leadership team, ensuring continuing and deep engagement with the alumni community.

PART 5 – UNIVERSITY SCHOOLS

5.1 Application
This Part applies to all University schools.

5.2 University school leadership
(1) Each University school will have:
(a) a Head of School and Dean;
(b) up to two Deputy Heads of School and Deputy Deans;
(c) a number of core Associate Deans each aligned with one of the portfolio committees of the University Executive and with responsibilities outlined in the terms of reference for that committee; and
(d) a School General Manager.

(2) Each University school may have one or more optional Associate Deans, as approved by the Provost on the recommendation of the Head of School and Dean.

(3) University schools may create leadership positions other than those prescribed in subsections (1) and (2) with the approval of the Provost.

5.3 University school governance

(1) The academic affairs of each University school will be governed by:
   (a) the University school;
   (b) the University school board; and
   (c) sub-committees, working parties and advisory committees established by the University school in accordance with subsection 5.8(6).

(2) The administrative and operational affairs of each University school will be governed by:
   (a) the Head of School and Dean’s executive committee; and
   (b) the leadership group.

5.4 Membership of University schools

(1) Each University school will comprise:
   (a) all full-time and part-time permanent and temporary members of the academic and professional staff of the University school; and
   (b) at least four members elected by the students of the University school in accordance with this Rule.

(2) The University school board will allocate a specified number of elected student positions for each of the following groups:
   (a) undergraduate students;
   (b) postgraduate coursework students; and
   (c) higher degree by research students.

5.5 Responsibilities and functions of University schools

(1) The University school will receive and consider reports on academic matters from the University school board at least once per semester.

(2) The University school may make such recommendations to the University school board as it thinks fit, in respect of the affairs and concerns of the University school.
5.6 University school meetings

(1) The Head of School and Dean or their nominee will convene and chair a University school meeting at least once per semester.

(2) The Head of School and Dean or their nominee will convene and chair such other meetings of the University school as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) University school board.

(3) The Head of School and Dean or their nominee will, at least two weeks before the date fixed for the holding of a University school meeting, give notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 20 members of the University school, or one eighth of the membership (calculated to the nearest whole number), will constitute a quorum for the transaction of business at a University school meeting.

(5) No business may be transacted at a meeting of the University school unless a quorum is present.

(6) A recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(7) Every member will have one vote on a show of hands and on a poll.

(8) A recommendation will be carried if a majority of the votes cast on the recommendation are in favour of it.

(9) If the number of votes is equal, the Chair will have the casting vote.

(10) A University school meeting may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

5.7 Membership of University school boards

(1) Each University school board will comprise:
   (a) the ex-officio members:
      (i) the Head of School and Dean or their nominee, who will perform the role of Chair;
      (ii) the Deputy Head of School and Deputy Dean(s);
      (iii) the Associate Dean(s);
      (iv) the School General Manager;
      (v) the Provost or their nominee;
   (b) all full-time and part-time permanent and temporary members of the academic staff of the University school;
   (c) between one and four permanent or temporary members of the professional staff of the University school, who will be appointed by the Head of School and Dean;
Note for (b) and (c) above: Membership of temporary academic staff on University school boards is restricted to those academic staff who hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run).

Membership of temporary professional staff on University school boards is restricted to those professional staff who, as at the date of appointment to the University school board, hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract still has to run).

(d) between two and five elected student members, who may also be members of the University school.

(2) The University school board will allocate a specified number of elected student positions for each of the following groups:

(a) undergraduate students;
(b) postgraduate coursework students; and
(c) higher degree by research students.

(3) Student members will be elected by the students of the University school in accordance with this Rule.

### 5.8 Responsibilities and functions of University school boards

(1) The University school board will oversee the academic affairs of the University school.

(2) A reference in rules, policies or procedures to a decision of a University school is a reference to a decision of the University school board, unless otherwise specified.

(3) The University school board will exercise its responsibilities and functions subject to:

(a) the authority of the Senate and the Academic Board; and
(b) the Act, the By-law, and relevant rules, policies and procedures.

(4) Subject to the requirements of applicable University rules, policies and procedures, the University school board will:

(a) make recommendations to the Academic Board on proposals for new award courses;
(b) make recommendations to the Academic Board on revisions to award courses;
(c) make resolutions for the coursework award courses offered by the University school including, as appropriate:

(i) admission;
(ii) enrolment restrictions;
(iii) time limits;
(iv) suspension, discontinuation and lapse of candidature;
(v) recognition of prior learning;
(vi) attendance;
(vii) cross-institutional study;
(viii) international exchange;
(ix) assessment;
(x) late submission of assessments;
(xi) satisfactory progress;
(xii) admission to honours; and
(xiii) the award of honours and the levels at which honours is awarded;
(d) make resolutions for each degree, diploma and certificate offered by the University school including, as appropriate:
(i) admission;
(ii) attendance;
(iii) majors;
(iv) recognition of prior learning;
(v) progression;
(vi) requirements for the award;
(vii) requirements for the award of honours;
(viii) award of the degree; and
(ix) award of honours;
(e) monitor and maintain quality, standards and excellence in education and research;
(f) report to the University school at least once per semester;
(g) consider and report to the University school on recommendations made by the University school;
(h) report to the Academic Board at least once per year on quality and educational integrity standards; and
(i) consider and report on all matters referred to it by the Vice-Chancellor, the Provost or the Academic Board.

(5) The University school board may, of its own motion, report to the Academic Board on all matters relating to research, studies, lectures, examinations, degrees, diplomas and certificates offered by the University school.

(6) The University school board may establish sub-committees, working parties and advisory committees to:
(a) facilitate the conduct of its business; and
(b) make recommendations to the University school board for decision.

(7) A sub-committee, working party or advisory committee established in accordance with subsection (6) must not make decisions on behalf of the University school board.

5.9 University school board meetings

(1) The Head of School and Dean or their nominee will convene and chair a meeting of the University school board at least twice a year.
(2) The Head of School and Dean or their nominee will convene and chair such other meetings of the University school board as they consider necessary or as required by the:

(a) Vice-Chancellor; or
(b) Provost.

(3) The Head of School and Dean or their nominee will, at least two weeks before the date fixed for the holding of a University school board meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(a) A full agenda should be circulated at least one week before the meeting.

(4) The lesser of any 20 members of the University school board, or one eighth of the membership (calculated to the nearest whole number) will constitute a quorum for the transaction of business at a University school board meeting.

(5) No business may be transacted at a meeting of a University school board unless a quorum is present.

(6) A meeting of the University school board may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(7) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

(11) In exceptional circumstances (as determined by the Chair, the Vice-Chancellor or the Provost), the University school board may make decisions by circulation.

(12) The Chair may, subject to section 5.9(13) and 5.9(14), determine the appropriate processes for decision by circulation.

(13) Any item of business for decision by circulation must be circulated to all members of the University school board.

(14) No resolutions or recommendations may be approved by circulation unless the majority of the required quorum for the transaction of business is in favour of it.

### 5.10 Membership of the Head of School and Dean’s executive committee

The Head of School and Dean will appoint members to the executive committee.

### 5.11 Responsibilities and functions of the Head of School and Dean’s executive committee

The Head of School and Dean’s executive committee will advise the Head of School and Dean on the strategic and administrative affairs of the faculty.
5.12 Meetings of the Head of School and Dean’s executive committee

The Head of School and Dean or their nominee will convene and chair meetings of the executive committee as required.

5.13 Membership of the leadership group

(1) The Head of School and Dean will appoint members to the leadership group, in consultation with the Provost.

(2) The leadership group should include:
   (a) the Deputy Head of School and Deputy Dean(s);
   (b) Associate Deans;
   (c) heads of central units, as appropriate; and
   (d) the School General Manager.

5.14 Responsibilities and functions of the leadership group

The leadership group will collaborate and provide strategic advice to the Head of School and Dean’s executive committee.

5.15 Meetings of the leadership group

The Head of School and Dean or their nominee will convene and chair meetings of the leadership group as required.

5.16 Responsibilities and functions of Heads of School and Deans of University schools

(1) Heads of School and Deans will contribute to strategic leadership and planning by:
   (a) planning, setting and communicating the vision of the University school;
   (b) leading and living the values of the University school, particularly in relation to culture and people, and enabling the desired culture;
   (c) with input from the leadership team, setting, communicating and achieving the University school strategic plan and goals aligned with overall University strategies;
   (d) chairing the leadership team;
   (e) planning and leading curriculum initiatives and delivery;
   (f) participating in and communicating to University school staff whole of University decision making, at the University school level;
   (g) leading the Deputy Head and Deputy Dean(s) and Associate Deans and School General Manager; and
   (h) monitoring and maintaining quality, standards and excellence in education and research.
(2) Heads of School and Deans will contribute to academic leadership by:

(a) aligning strategic curriculum design with the University school mission;
(b) pursuing and managing strategically aligned funding and grants opportunities;
(c) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students;
(d) overseeing the research profile, including reporting requirements;
(e) managing curriculum (teaching and learning) delivery;
(f) for professional University schools, ensuring accreditation standards are maintained;
(g) providing leadership in all academic fields of endeavour of the University school;
(h) ensuring the University school’s research strategy is resourced and achieved;
(i) managing talent, including recruitment, monitoring, promotion, performance management, retention and remuneration; and
(j) liaising with the Deputy Vice-Chancellor portfolios in relation to delivery of relevant stages.

(3) Heads of School and Deans will contribute to financial management by:

(a) proposing and controlling budget expenditure;
(b) leading development of the financial strategy and framework for the University school;
(c) with the leadership team, ensuring that the University school is working as efficiently as possible; and
(d) being accountable for financial management of the University school and for achieving financial targets.

(4) Heads of School and Deans will contribute to operational management by:

(a) overseeing and managing all aspects of the University school's operations;
(b) ensuring there are appropriate resources and University-consistent processes for effective operational management;
(c) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the University school;
(d) managing resources appropriately, including ensuring consistency of systems, processes and practices usage and application;
(e) ensuring coherence and consistency of operational processes with other faculties and University schools; and
(f) developing, overseeing and managing work health and safety strategies.

(5) Heads of School and Deans will contribute to people leadership and management by:

(a) establishing the position requirements for the Deputy Head of School and Deputy Dean;
(b) providing people leadership and management to all staff, including culture, mission, workforce planning, work load allocation and compliance;
(c) developing strategies to attract and retain outstanding talent and integrating University-wide workforce strategies into the University school;
(d) making appointment decisions for the University school;
(e) providing leadership through mentoring and nurturing of talent and ensuring staff development opportunities (professional and academic) are part of the University school culture; and
(f) developing strategies and managing work health and safety compliance and protocols.

(6) Heads of School and Deans will contribute to external community engagement by:
(a) identifying development opportunities;
(b) ensuring and enabling a coherent fundraising strategy;
(c) promoting external engagement with the profession or sector, particularly at the global level;
(d) enabling processes and systems to support delivery;
(e) ensuring deep engagement with accreditation and professional bodies; and
(f) ensuring continuing and deep engagement with the alumni community.

5.17 Responsibilities and functions of Associate Deans

(1) Associate Deans will contribute to strategic leadership and planning by:
(a) contributing to planning, setting, communicating and achieving the University school strategic plan and goals, aligned with overall University strategies;
(b) providing a strategic conduit and feedback loop between the University school and its portfolio aligned Deputy Vice-Chancellor and University Executive committee;
(c) working to harness ideas and activities, to support the academic distinctiveness of the University school;
(d) ensuring consistency with central portfolio services;
(e) modelling and leading with behaviours that enable a culture where people, diverse ideas and collaboration are valued and thrive; and
(f) monitoring and maintaining quality, standards and excellence in education and research.

(2) Associate Deans will contribute to academic leadership by:
(a) leading the implementation relevant to the portfolio of agreed strategies across all academic units with the University school, in the context of its academic distinctiveness;
(b) contributing to the development and promotion of quality research and teaching strategies and practices that will attract and retain excellent researchers and research students;
(c) participating in decisions on behalf of the University school at their respective University Executive committee;
(d) consulting across all academic units within the University school to provide feedback at the University Executive committee level prior to decision making, and then communicating within and across the University school to ensure effective implementation and delivery;

(e) communicating and managing interdependencies with other Associate Dean positions within the University school, to ensure opportunities and efficiencies are identified and leveraged in strategies, operational processes, communication and promotion practices; and

(f) implementing University policy in relation to their portfolio.

(3) Associate Deans will contribute to financial management by:

(a) contributing to the establishment of the University school's strategic financial goals and operational financial management practices to contribute to financial sustainability; and

(b) working as part of the academic and operational leadership team to ensure efficiency and effectiveness of financial management practices.

(4) Associate Deans will contribute to operational management by:

(a) supporting the smooth operation of the University school;

(b) identifying portfolio related infrastructure requirements and resourcing needs; and

(c) meeting governance and compliance requirements in relation to their portfolio.

(5) Associate Deans will contribute to people leadership and management by:

(a) contributing to people leadership practices and processes to deliver a positive working culture in which people can develop their best potential and helping deliver the University school’s strategies and goals; and

(b) contributing to people management and engagement practices to support a workplace culture in which diversity of thought and contribution, collaboration, excellence and achieving outcomes are encouraged, enabled and valued.

(6) Associate Deans will contribute to external community engagement by:

(a) contributing in the relevant area of expertise to the University school's strategies in relation to alumni, fundraising, and community and industry engagement being cohesive and aligned with overall University strategies;

(b) identifying strategic opportunities within external communities, so that the University school has a strong and effective external engagement profile at the national and global level; and

(c) managing external accreditation processes as relevant to the portfolio.

PART 6 – HEALTH FACULTIES (OTHER THAN THE FACULTY OF HEALTH SCIENCES)

6.1 Application

This Part applies to:
(a) the Faculty of Dentistry;
(b) the Faculty of Medicine;
(c) the Faculty of Nursing and Midwifery;
(d) the Faculty of Pharmacy; and
(e) schools and departments within the faculties at paragraphs (a) to (d).

6.2 Membership of health faculties (other than the Faculty of Health Sciences)

(1) Each faculty will comprise:
(a) the full-time and part-time permanent members of the academic staff of schools and departments in the faculty; and
(b) such other persons or classes of persons as are prescribed in:
   (i) its constitution;
   (ii) this section.

(2) There will be five student members of the Faculty of Dentistry:
(a) the President of the Sydney University Dental Undergraduates' Association, provided that they are enrolled in a degree or diploma of the faculty;
(b) one elected undergraduate student, who must be enrolled in a degree of the faculty; and
(c) three elected postgraduate students, who must be enrolled in a degree or graduate diploma of the faculty, of whom two will normally be enrolled in the Doctor of Dental Medicine.

(3) There will be seven student members of the Faculty of Medicine:
(a) the Senior Graduate President of the University of Sydney Medical Society, provided that they are enrolled in the degrees of Bachelor of Medicine and Bachelor of Surgery or the Doctor of Medicine;
(b) the President of the Faculty of Medicine Postgraduate Society, provided that they are enrolled in a postgraduate degree of the faculty; and
(c) five elected students, who must be enrolled in a degree or graduate diploma of the faculty, of whom three will normally be enrolled in the Doctor of Medicine.

(4) There will be five elected students of the Faculty of Nursing and Midwifery:
(a) three undergraduate students, who must be enrolled in an undergraduate degree of the faculty; and
(b) two postgraduate students, who must be enrolled as candidates for a postgraduate degree or diploma of the faculty.

(5) There will be four elected students of the Faculty of Pharmacy:
(a) two students who are enrolled in the Bachelor of Pharmacy; and
(b) two students who are enrolled in a postgraduate degree or diploma of the faculty.
6.3 Responsibilities and functions of health faculties (other than the Faculty of Health Sciences)

(1) Faculties will exercise their responsibilities and functions subject to:
   (a) the authority of the Senate and the Academic Board; and
   (b) the Act, the By-law, and relevant rules, policies and procedures.

(2) Subject to the requirements of University rules, policies and procedures, faculties will:
   (a) make recommendations to the Academic Board on proposals for new award courses;
   (b) make recommendations to the Academic Board on revisions to award courses;
   (c) make resolutions for the coursework award courses offered by the faculty including, as appropriate:
      (i) admission;
      (ii) enrolment restrictions;
      (iii) time limits;
      (iv) suspension, discontinuation and lapse of candidature;
      (v) recognition of prior learning;
      (vi) attendance;
      (vii) cross-institutional study;
      (viii) international exchange;
      (ix) assessment;
      (x) late submission of assessments;
      (xi) satisfactory progress;
      (xii) admission to honours; and
      (xiii) the award of honours and the levels at which honours is awarded;
   (d) make resolutions for each degree, diploma and certificate offered by the faculty including, as appropriate:
      (i) admission;
      (ii) attendance;
      (iii) majors;
      (iv) recognition of prior learning;
      (v) progression;
      (vi) requirements for the award;
      (vii) requirements for the award of honours;
      (viii) award of the degree; and
      (ix) award of honours;
(e) monitor and maintain quality, standards and excellence in education and research;

(f) report to the Academic Board at least once per year on quality and educational integrity standards; and

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

(3) The faculty may, of its own motion, report to the Academic Board on all matters relating to research, studies, lectures, examinations, degrees, diplomas and certificates offered by the faculty.

(4) The faculty may establish sub-committees, working parties and advisory committees to:

(a) facilitate the conduct of its business; and

(b) make recommendations to the faculty for decision.

6.4 Meetings of health faculties (other than the Faculty of Health Sciences)

(1) The Dean or their nominee will convene and chair a meeting of the faculty at least once per semester.

(2) The Dean or their nominee will convene and chair such other meetings of the faculty:

(a) as they consider necessary;

(b) as required by the Vice-Chancellor or Provost; or

(c) as requested by five or more of the faculty members, in writing to the Provost.

(3) The Dean or their nominee will, at least two weeks before the date fixed for the holding of a faculty meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(4) The lesser of any 40 members of the faculty, or one eighth of the membership (calculated to the nearest whole number), will constitute a quorum for the transaction of business at a faculty meeting.

(5) No business may be transacted at a meeting of the faculty unless a quorum is present.

(6) A recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(7) Every member will have one vote on a show of hands and on a poll.

(8) A recommendation will be carried if a majority of the votes cast on the recommendation are in favour of it.

(9) If the number of votes is equal, the Chair will have the casting vote.

(10) A meeting of the faculty may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.
6.5 Joint board of postgraduate studies for Dentistry, Medicine Nursing and Midwifery, and Pharmacy

(1) There will be a joint board of postgraduate studies for any or all of the faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy.

(2) The joint board will comprise the nominees of the faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy, as determined by each faculty, in consultation with the Provost.

(3) The Chair of the joint board will be appointed by the Provost, in consultation with the Deans of the faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy.

(4) The joint board will exercise the responsibilities of the faculties of:

   (a) Dentistry and Medicine, in respect of postgraduate degrees (other than the Doctor of Medicine and Doctor of Dental Medicine), diplomas and certificates; and

   (b) Nursing and Midwifery, and Pharmacy, in respect of higher degrees by research.

(5) The joint board will exercise such other responsibilities and functions in respect of postgraduate degrees, diplomas and certificates as the faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy may determine.

(6) The faculties of Dentistry, Medicine, Nursing and Midwifery, and Pharmacy may establish postgraduate course advisory committees for any or all of the courses in their faculty, as they consider appropriate.

(7) The joint board will seek the advice of relevant postgraduate course advisory committees before making recommendations about curriculum matters to the relevant faculty.

6.6 Membership of schools and departments

Each school or department will comprise:

   (a) such members of the academic staff; and

   (b) such other persons or classes of persons;

as are appointed to it by the Dean on the recommendation of the faculty.

6.7 Responsibilities and functions of schools and departments

(1) Schools and departments operate under the supervision of a Head of School or Head of Department and are part of a faculty.

(2) Schools and departments will exercise their responsibilities and functions subject to:

   (a) the authority of the Senate, the Academic Board and the relevant faculty; and

   (b) the Act, the By-law, and relevant rules, policies and procedures.

(3) Schools and departments will:
(a) encourage and facilitate teaching, scholarship and research; and
(b) coordinate the teaching and examination duties of staff;
for the units of study and award courses that they oversee.

6.8 School and departmental boards

(1) Each school and department will have a board, which will comprise:
   (a) the full-time and part-time members of the academic staff of the school or
department; and
   (b) at least one student of the school or department:
      (i) who is not a member of the full-time teaching staff of the school or
department;
      (ii) who is enrolled in a degree or diploma offered by the school or
department;
      (iii) to be selected in a manner determined by the academic staff of the
school or department; and
   (c) subject to this section, such additional members as are approved by the
faculty on the recommendation of the academic staff acting through the
Head of School or Head of Department, to be selected from:
      (i) other members of staff;
      (ii) honorary appointees; and
      (iii) undergraduate or postgraduate students.

(2) Any additional members appointed in accordance with paragraph 1(c):
   (a) will hold office for a specified period of time, not exceeding two years; and
   (b) must not exceed one quarter of the total number of teaching staff of the
school or department at the time the appointments are made.

(3) A school or department with one to five members may provide for one additional
member of the school board.

(4) A school or department with six to nine members may provide for up to two
additional members of the school board.

(5) If the faculty does not approve a recommendation for the appointment of additional
members to the board, the recommendation will be referred to the Academic Board
for determination.

(6) The academic staff, acting through the Head of School or Head of Department, will
report at least once every two years to the faculty on the processes that have been
adopted for the selection of student members of the board.

6.9 Responsibilities and functions of school boards and
departmental boards

A school or departmental board:
(a) will consider and make representations on any matters referred to it by the Head of School or Head of Department;
(b) may make representations on any matter relating to the school or department to:
(i) the Head of School or Head of Department; and
(ii) in consultation with the Head of School or Department, the faculty, the Vice-Chancellor and other appropriate officers of the University.

6.10 School board and departmental board meetings

(1) Each school board and departmental board will meet at least once per semester.
(2) The Head of School or Head of Department or their nominee will convene and chair such other meetings of the school board or departmental board:
   (a) as required by the Vice-Chancellor; or
   (b) as requested by the lesser of any three members of the school or department, or three quarters of the membership (calculated to the nearest whole number), in writing to the Head of School or Head of Department.
(3) The Head of School or Head of Department must give notice to the members of the time and place of the meeting.
(4) Any three members will constitute a quorum for the transaction of business at a school board or departmental board meeting.
(5) Every member will have one vote on a show of hands and on a poll.
(6) A recommendation will be carried if a majority of the votes cast on the recommendation are in favour of it.
(7) If the number of votes is equal, the Chair will have the casting vote.

6.11 Responsibilities of Heads of School and Heads of Departments

(1) Heads of School and Heads of Department report to the Dean of the relevant faculty.
(2) Heads of School and Heads of Department will:
   (a) submit to the faculty proposals for award courses and examinations in the school or department;
   (b) organise the teaching and examination of award courses within the school or department;
   (c) consult from time to time with students on courses of study, teaching and examination within the school or department, and report annually to the faculty on these arrangements;
   (d) consult with and inform members of the school or departmental board on matters of policy and administration at least once per semester;
   (e) allocate administrative duties within the school or department;
   (f) allocate and supervise the expenditure of funds allocated to the school or department; and
(g) undertake such other responsibilities relating to the work of the school or department as required by:

(i) the Dean;
(ii) the faculty; or
(iii) the Vice-Chancellor.

PART 7 – BOARD OF INTERDISCIPLINARY STUDIES

7.1 Application

This Part applies to all:

(a) faculties; and
(b) University schools.

7.2 Membership of the Board of Interdisciplinary Studies

(1) There will be a Board of Interdisciplinary Studies.

(2) The Board of Interdisciplinary Studies will consist of:

(a) the Provost and Deputy Vice-Chancellor or their nominee, who will perform the role of Chair;
(b) the Deputy Vice-Chancellor Education or their nominee;
(c) the Deans or Heads of School and Deans or their nominees of faculties and University schools that offer Liberal Studies degrees;
(d) the Deans or Heads of School and Deans or their nominees of two other faculties or University schools that offer majors, minors or units of study in the Bachelor of Advanced Studies;
(e) the course coordinator(s) of the cross-faculty and University school degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies;
(f) the directors or their nominees of the:
   (i) Charles Perkins Centre;
   (ii) China Studies Centre; and
   (iii) Sydney Southeast Asia Centre;
(g) the Director of the Centre for Continuing Education;
(h) the Head of the Open Learning Environment;
(i) the Chair of the Non-Award Sub-Committee of the Board of Interdisciplinary Studies, as set out in section 7.5;
(j) not more than two students enrolled in interdisciplinary degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies, appointed by the Academic Board on the nomination of the Chair of the
(k) co-opted members appointed by resolution of the Board of Interdisciplinary Studies.

(3) The members appointed in accordance with subsections (2)(d), (j) and (k) will hold office for a period of two years from 1 January of the year following their appointment.

(4) Members will be eligible for reappointment.

(5) A person will cease to be a member if he or she ceases to hold the title or qualifications in respect of which he or she was eligible to be a member.

(6) If a vacancy occurs in the office of a member appointed in accordance with subsections (2)(d), (j) and (k):
   (a) the vacancy may be filled in the same manner as the appointment; and
   (b) the person appointed to fill the vacancy will hold office for the balance of the term of the person being replaced.

(7) The members of the Board of Interdisciplinary Studies may elect a Deputy Chair from among its members.

(8) The Deputy Chair will, in the event of the absence or inability of the Provost to perform that role, assume the powers and duties of the Chair.

### 7.3 Board of Interdisciplinary Studies meetings

(1) The Chair or their nominee will convene a meeting of the Board of Interdisciplinary Studies at least twice per year.

(2) The Chair or their nominee will convene such other meetings of the Board of Interdisciplinary Studies as he or she considers necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Academic Board; or
   (c) Senate.

(3) The Chair or their nominee will, at least two weeks before the date fixed for the holding of a Board of Interdisciplinary Studies meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.
   (a) A full agenda should be circulated at least one week before the meeting.

(4) Six members will constitute a quorum for the transaction of business at a Board of Interdisciplinary Studies meeting.

(5) No business may be transacted at a meeting of the Board of Interdisciplinary Studies unless a quorum is present.

(6) A meeting of the Board of Interdisciplinary Studies may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(7) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.
(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes is equal, the Chair will have the casting vote.

7.4 Responsibilities and functions of the Board of Interdisciplinary Studies

(1) The Board of Interdisciplinary Studies will exercise its responsibilities and functions subject to:

(a) the authority of the Senate and the Academic Board; and
(b) the Act, the By-law, and relevant rules, policies and procedures.

(2) The Board of Interdisciplinary Studies will provide interdisciplinary supervision of the award of the interdisciplinary qualifications listed in the resolutions of Senate relating to degrees, diplomas and certificates of the Board of Interdisciplinary studies (‘Senate resolutions’), and will:

(a) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in the interdisciplinary degrees, diplomas and certificates;
(b) where stated in the degree resolutions, admit to and determine candidature for the interdisciplinary degrees, diplomas and certificates;
(c) admit to candidature, and appoint supervisors and examiners of candidates for higher degrees by research listed in the Senate resolutions;
(d) ensure that:
   (i) course and candidature management; and
   (ii) student support and advice;

   are appropriately provided through one or more of the participating faculties and University school;

(e) make recommendations to the Academic Board on matters relating to the interdisciplinary degrees, diplomas and certificates; and
(f) consider and report on all matters referred to it by Senate, the Academic Board or Vice-Chancellor.

(3) In relation to the Bachelor of Advanced Studies, the Board of Interdisciplinary Studies will:

(a) make resolutions for the degree;
(b) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in the degree by augmenting the faculty and University school based supervision of their constituent academic components wherever interdisciplinary consideration is required;
(c) approve, on the advice of the relevant faculty or University school and subject to relevant policy, the listing of units of study, majors and minors available for credit in the degree;
(d) approve the listing of units of study in the Open Learning Environment;

(e) approve the units of study offered in the Open Learning Environment by the Centre for Continuing Education;

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

(g) ensure that appropriate course and candidature management, student support and advice is provided to students enrolled in the degree, through the office of the relevant faculty or University school or academic units; and

(h) make recommendations to the Academic Board on:
   (i) the curriculum;
   (ii) course resolutions; and
   (iii) any other matter relating to the degree;

(4) In relation to other interdisciplinary qualifications, the Board of Interdisciplinary Studies will:

(a) approve, on the advice of the relevant faculty or University school and subject to relevant policy, the listing of units of study, majors and minors to be made available in the shared pool for all Liberal Studies bachelor degrees; and

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

(5) The Board of Interdisciplinary Studies may:

(a) establish sub-committees to facilitate the conduct of its business; and

(b) delegate to those sub-committees the authority to make recommendations to the Academic Board, as prescribed in subsection 3(h).

### 7.5 Non-Award Sub-Committee

(1) There will be a Non-Award Sub-Committee of the Board of Interdisciplinary Studies.

(2) The Non-Award Sub-Committee will consist of:

(a) a Chair, who will be elected by the members of the Non-Award Sub-Committee;

(b) the Deans or their nominees of every faculty and University school that offers inter-disciplinary non-award courses; and

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

(3) The Non-Award Sub-Committee will:

(a) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in:
   (i) inter-disciplinary non-award courses; and
   (ii) other non-award courses not under the governance of a faculty or University school.
(b) report to the Deputy Vice-Chancellor (Education) on the quality and strategic fit of interdisciplinary non-award courses.

(4) The Chair of the Non-Award Sub-Committee will represent the sub-committee on the Board of Interdisciplinary Studies.

PART 8 – STAFF ELECTIONS TO FACULTY BOARDS

8.1 Application

This Part applies to:

(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences; and
(e) the Faculty of Science.

8.2 Timing of elections

(1) The election of staff members for each faculty board will be held in Semester 2 of every second year.
(2) Notice of the election will be given no later than 28 days before the commencement of voting.

8.3 Term of office

(1) The term of office of a staff member elected to a faculty board will be two years, commencing on 1 January of the year following the election.
(2) Staff members will be eligible for reappointment or re-election.
(3) A staff member will cease to hold office if they cease to be:
   (a) a member of the faculty; or
   (b) a permanent or temporary member of the academic or professional staff of the University.

8.4 Nominations

(1) Staff who wish to stand as candidates for election as members of a faculty board must nominate themselves in accordance with the relevant University procedures.
(2) If insufficient nominations are received to fill staff member positions on the faculty board, whether allocated positions or other positions:
   (a) the candidates nominated will be taken to be elected; and
(b) the Dean will consult with the remaining academic or professional staff members, and appoint academic staff members or professional staff members, as required to fill the vacancies.

(3) If the number of nominations received is equal to the number of vacancies to be filled, the persons nominated will be taken to be elected.

(4) If the number of nominations exceeds the number of vacancies to be filled, a ballot will be held.

8.5 Filling casual vacancies

(1) A casual vacancy will be caused by the resignation, disqualification or death of an elected staff member.

(2) Where possible, a casual vacancy will be filled by the staff member who, in the immediately preceding election, polled the next highest number of votes to the staff member to be replaced.

(3) Otherwise, the Dean will consult with the remaining academic or professional staff members, and appoint an academic staff member or professional staff member, as required to fill the vacancy.

8.6 Electorates

(1) The electorate for the election of:
   (a) academic staff members will comprise all full-time and part-time permanent and temporary academic staff of the faculty;
   (b) professional staff members will comprise all full-time and part-time permanent and temporary professional staff of the faculty;

   as at the date on which notice of the election is given.

(2) Temporary staff members may vote in an election only if, as at the date on which notice of the election is given, they hold a current employment contract with a term of two years or longer (regardless of the amount of time the contract has still to run).

PART 9 – STUDENT ELECTIONS

9.1 Application

This part applies to all:

   (a) faculties;
   (b) faculty boards;
   (c) University schools;
   (d) University school boards;
9.2 Timing of elections

(1) The election of student members for each faculty, faculty board, University school and University school board, as applicable, will be held in Semester 2 of each year.

(2) Notice of the election will be given no later than 28 days before the commencement of voting.

9.3 Term of office

(1) The term of office of a student elected to a faculty, faculty board, University school or University school board, as applicable, will be one year, commencing on 1 January of the year following the election.

(2) Student members will be eligible for reappointment or re-election.

(3) A student member will cease to hold office if the student:
   (a) ceases to be enrolled in a course offered by the faculty, or University school, as applicable; or
   (b) becomes a permanent or temporary member of the academic or professional staff of the faculty or University school, as applicable.

9.4 Nominations

(1) Students who wish to stand as candidates for election as members of a faculty, faculty board, University school or University school board must nominate themselves in accordance with the relevant University procedures.

(2) If insufficient nominations are received to fill all student positions (whether allocated positions or other positions):
   (a) the candidates nominated will be taken to be elected; and
   (b) the Dean or Head of School and Dean (as appropriate) will consult with any other student members and the leaders of any relevant student representative body and appoint student members, as required to fill the vacancy.

(3) If the number of nominations received is equal to the number of vacancies to be filled, the persons nominated will be taken to be elected.

(4) If the number of nominations exceeds the number of vacancies to be filled, a ballot will be held.

9.5 Filling casual vacancies

(1) A casual vacancy will be caused by the resignation, disqualification or death of an elected student member.

(2) Where possible, a casual vacancy will be filled by the student who, in the immediately preceding election, polled the next highest number of votes to the student member to be replaced.

(3) Otherwise, the Chair will:
(a) consult with the remaining student members and the leaders of any relevant student representative body, and appoint a student member as required to fill the vacancy; or

(b) direct that a by-election be held.

9.6 Electorates

The electorate for the election of student members will comprise all full-time and part-time students enrolled in an undergraduate or postgraduate award course offered by the faculty or University school.

PART 10 – STUDENT PARTICIPATION IN MEETINGS

10.1 Application

This Part applies to all:

(a) faculties;
(b) schools;
(c) departments; and
(d) University school.

10.2 Faculty and University school meetings

(1) A person who is a student in a faculty or University school must not:

(a) be present at or participate in any discussion at a meeting of the faculty, faculty board, University school, or any faculty or University school committee;

(b) access any confidential material, including material produced for the purpose of examination or assessment; or

(c) participate in any decision; relating to their own candidature.

(2) A person, other than a member of the academic staff, who is a student in a faculty or University school must not:

(a) be present at or participate in any discussion at a meeting of the faculty, faculty board, University school or any faculty or University school committee;

(b) access any confidential material, including material produced for the purpose of examination or assessment; or

(c) participate in any decision; relating to any other student’s candidature.
10.3 School and department meetings

(1) A person who is a candidate for a degree, diploma or certificate of the University must not:

(a) be present at or participate in any discussion at a meeting of the school or department;

(b) access any confidential material, including material produced for the purpose of examination or assessment; or

(c) participate in any decision; relating to their own candidature.

(2) A person, other than a member of the academic staff, who is a candidate for a degree, diploma or certificate of the University must not:

(a) be present at or participate in any discussion at a meeting of the school or department;

(b) access any confidential material, including material produced for the purpose of examination or assessment; or

(c) participate in any decision; relating to any other student’s candidature for a degree, diploma or certificate that is the same as or considered to be of a standing equivalent to or higher than the degree, diploma or certificate for which the person is a candidate.

PART 11 – PROCEDURES

11.1 Elections

The Returning Officer may determine procedures for the conduct of elections under this Rule.

11.2 Behaviour of election participants

(1) The Returning Officer may determine conduct rules regulating the behaviour of candidates for, and other participants in, elections under this Rule.

(2) A breach of any such conduct rules may constitute, as appropriate, a breach of the Code of Conduct for Students or Code of Conduct – Staff and Affiliates.

PART 12 – TRANSITIONAL PROVISIONS

12.1 Application

This Part applies to:

(a) the Faculty of Arts and Social Sciences;
(b) the Faculty of Business;
(c) the Faculty of Engineering and Information Technologies;
(d) the Faculty of Health Sciences;
(e) the Faculty of Science; and
(f) the University schools.

12.2 Staff elections

The Dean will appoint academic staff and professional staff to serve as members of the faculty board from the date of commencement of this Rule until 31 December 2017.

12.3 Student elections

(1) From the date of commencement of this Rule until 1 January 2018, students who were elected as members of a faculty in accordance with the Senate resolution Governance of Faculties, Colleges, College Boards, Boards of Studies, Departments, Schools and Committees:

(a) will automatically become members of the relevant corresponding faculty or University school;
(b) will, if they become members of:
   (i) the Faculty of Business;
   (ii) the Faculty of Engineering and Information Technologies;
   (iii) the Faculty of Health Sciences;
   (iv) the Faculty of Science; or
   (v) a University school;

   automatically become members of the relevant corresponding faculty board or University school board;

(c) will, if they become members of the Faculty of Arts and Social Sciences, be eligible for election to the faculty board in accordance with this section.

(2) There will be eight student members on the Faculty of Arts and Social Sciences board for 2017.

PART 13 - RESCISSIONS AND REPLACEMENTS

13.1 Application

This Part applies to all:

(a) faculties; and
(b) University schools.
13.2 Rescissions and replacements

(1) Subject to subsection (3), from the date of commencement of this Rule, any reference to a faculty constitution in any other rule, policy, procedures, guidelines or local provisions document, other than the constitutions for the Faculty of Dentistry, the Faculty of Medicine, the Faculty of Nursing and Midwifery, and the Faculty of Pharmacy, is to be read as a reference:

(a) in the case of a faculty, to Part 2 of this Rule; and
(b) in the case of a University school, to Part 4 of this Rule.

(2) Subject to subsection (3), and except to the extent that they apply to the Sydney College of the Arts, this Rule replaces the following, which are rescinded as from the date of commencement of this document:

(a) University of Sydney (Authority within Academic Units) Rule 2003;
(b) Senate resolution Appointment and Roles of Pro-Deans, Deputy Deans, Associate Deans and Sub-Deans, which commenced on 25 November 2008;
(c) Senate resolution Governance of Faculties, Colleges, College Boards, Boards of Studies, Departments, Schools and Committees, which was last amended on 4 February 2014;
(d) the constitutions of Faculties, Colleges and Boards of Studies as at 1 January 2016, other than the constitutions for:
   (i) the Faculty of Dentistry;
   (ii) the Faculty of Medicine;
   (iii) the Faculty of Nursing and Midwifery; and
   (iv) the Faculty of Pharmacy.

(3) The provisions of the documents listed in subsection 12.2(2) that apply to the Sydney College of the Arts on the day prior to the date of commencement of this Rule will continue to apply to the Sydney College of the Arts until the date determined by Vice-Chancellor in accordance with section 14 the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016.

Note: Consistently with the Vice-Chancellor’s determination, the constitution of the Sydney College of the Arts is rescinded as from 1 July 2017.

NOTES

University of Sydney (Governance of Faculties and University Schools) Rule 2016

Date adopted: 12 December 2016
Date commenced: 1 January 2017
Administrator: Deputy Vice-Chancellor and Provost
Review date: 12 December 2021
Rescinded documents:

University of Sydney (Authority within Academic Units) Rule 2003;
Senate resolution Appointment and Roles of Pro-Deans, Deputy Deans, Associate Deans and Sub-Deans, which commenced on 25 November 2008;

Senate resolution Governance of Faculties, Colleges, College Boards, Boards of Studies, Departments, Schools and Committees, which was last amended on 4 February 2014;

The constitutions of Faculties, Colleges and Boards of Studies as at 1 January 2016, other than the constitutions for:

- the Faculty of Dentistry;
- the Faculty of Medicine;
- the Faculty of Nursing and Midwifery; and
- the Faculty of Pharmacy.

The constitution of the Sydney College of the Arts, as from 1 July 2017.

Related documents:  
- University of Sydney (Coursework) Rule 2014  
- Coursework Policy 2014  
- Learning and Teaching Policy 2015  
- Learning and Teaching Procedures 2016

AMENDMENT HISTORY

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<td>General Report of the Chair</td>
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<td>Purpose</td>
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RECOMMENDATION

That the Academic Board note the General Report of the Chair.

1. ACADEMIC BOARD REPRESENTATION

The Board is asked to note the following activities at which the Chair has represented the Board:

Thursday 4 May 2017
- Attended the Celebrating Success – HDR Scholarship Recipients Morning Tea

Thursday 11 May 2017
- Presided at two graduation ceremonies for the University of Sydney Business School

Thursday 18 May 2017
- Attended the Learning From Country book launch

Thursday 19 May 2017
- Attended the launch of undergraduate science at the University of Sydney’s Westmead precinct

Tuesday 23 May 2017
- Presented at the “Academic Promotions: Briefing Session for all Promotion Committee Members”

Thursday 25 May 2017
- Presided at two graduation ceremonies for the University of Sydney Business School
- Attended the St Andrew’s College Annual University and Schools Dinner

Monday 29 May 2017
- Attended the Reconciliation Week Flag Raising Ceremony
- Attended the St Andrew’s College Sesquicentenary Lecture and Dinner

Wednesday 31 May 2017
- Attended a preliminary meeting for the Academic Board review of the Conservatorium of Music

Friday 2 June 2017
- Hosted the June meeting of the NSW Committee of Chairs of Academic Boards/Senates at the University of Sydney

Tuesday 6 June 2017
- Participated in a selection panel for the AUUT Awards

Friday 9 June 2017
- Attended the Vice-Chancellor’s Concert at the Sydney Conservatorium of Music
RECOMMENDATION

That the Academic Board note the report from meeting 2017/01 and 2017/02 of the Culture Taskforce, held on 23 March and 20 April 2017 respectively.

MEETING OF 23 MARCH 2017

The Culture Taskforce:

- received a Welcome and Introduction to the Culture Taskforce and the Culture Strategy
- discussed its role as both a taskforce and a project control board for projects funded to support the Culture Strategy
- discussed its specific role advising on strategies 6, 7, and 8 of the University’s 2016-20 Strategic Plan and its broader engagement with the University’s culture
- engaged in preliminary discussions concerning the set-up of working groups to carry out specific tasks related to the work of the Culture Strategy.

MEETING OF 20 APRIL 2017

The Culture Taskforce:

- received a welcome address from the Vice-Chancellor where he reiterated the role of the Taskforce, including its role as a ‘think tank’
- revised its Terms of Reference to include its advisory role to the Vice-Chancellor, as attached
- discussed the monthly Culture Strategy Snapshot, which includes updates on the Culture Strategy initiatives
- established working groups for the execution of specific projects, namely, additional KPIs for the Culture Strategy and the development of the Culture Survey, Disagreeing Well and Academic Freedom, the CALD Women’s Leadership, and Professional Academic Staff relations

Associate Professor Jennifer Barrett
Chair, Joint UE – AB Culture Taskforce
## TERMS OF REFERENCE

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>CULTURE TASKFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE</strong></td>
<td>The Culture Taskforce is responsible for driving, building momentum and overseeing the Culture Strategy within the University Strategic Plan 2016-2020.</td>
</tr>
<tr>
<td><strong>PURPOSE</strong></td>
<td>Reporting to the Vice-Chancellor via the Strategy Governance Board, the Academic Board and the University Executive, the Culture Taskforce will champion and advise on the best way to effect cultural change in the institution. The Culture Taskforce will provide overall governance of the implementation of a group of related initiatives. The Taskforce is responsible for managing the approach, scope, progress, benefits, risks, issues and timelines. (The key day-to-day decision making responsibilities are delegated to the Executive Owners and their teams).</td>
</tr>
</tbody>
</table>

### TERMS OF REFERENCE

**Create the Cultural Vision**
- Articulate and promote a bold vision for the culture of 2020 and beyond.
- Define tangible objectives and institutional initiatives to meet the needs of the Culture Strategy.
- Design a five-year framework to meet objectives.

**Measure and monitor**
- Create and develop a series of indicators that will identify cultural progress, areas of excellence that can be shared with the broader University and areas where improvements should be supported.
- Serve as a forum where case studies can be considered to reflect on the progress of cultural change.
- Initiate deep dives, audits, incentives and other levers to tackle problem areas.

**Serve as a central forum**
- Harmonize, coordinate and bring together different University communities that have a duty to contribute to the culture strategy.
- Align the priorities of different stakeholders within the University.
- Lessen the impact of institutional siloes, promotes institutional-wide initiatives and collaboration amongst culture stakeholders.
- Oversee organization of events to publicize and promote the new culture.
- Celebrate the positive aspects of our existing culture.

**Drive and oversee culture initiatives in 2016-2020 Strategic Plan**
- Accountable for the successful delivery of all culture initiatives within the 2016-
<table>
<thead>
<tr>
<th><strong>2020 strategic plan.</strong></th>
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<tbody>
<tr>
<td>- Support, advise and influence research and education strategic implementation to ensure the sustainable adoption of a ‘culture of excellence’.</td>
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<tr>
<td>- Makes recommendations to the Vice-Chancellor in regards to the approval and authorization of projects funded that drive progress towards the culture initiatives.</td>
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<tr>
<td>- Manage the funding within the envelope approved to deliver the Culture Strategy.</td>
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<tr>
<td>- Influence and approve the content, direction and approach of all initiatives within the Culture Strategy.</td>
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<td>- Responsible for the continued promotion of the university’s values.</td>
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<tr>
<td>- Identify and tackle counterproductive work behaviors that hamper and impede culture change and development.</td>
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<tr>
<td>- Actively advocate for the culture strategy.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>CHAIR</strong></th>
<th>Director, Culture Strategy</th>
</tr>
</thead>
</table>

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<tr>
<th><strong>MEMBERSHIP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>University Executive representation (3 Members)</td>
</tr>
<tr>
<td>Academic Board representation (3 Members)</td>
</tr>
<tr>
<td>Academic Board student representation (2 Members)</td>
</tr>
<tr>
<td>University Community representation (6 Members self nominated from the University community).</td>
</tr>
</tbody>
</table>

The membership of the Culture Taskforce will be reviewed annually.

**As required**

Project leads supporting the Culture Strategy will be invited to attend as required: including those from the National Centre for Culture Competence, Talent and Organisational Development, Diversity and Inclusion, Education and Research portfolios.

<table>
<thead>
<tr>
<th><strong>SECRETARIAT</strong></th>
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<tbody>
<tr>
<td>The Taskforce is supported by the University Secretariat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MEETING FREQUENCY</strong></th>
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<tbody>
<tr>
<td>The Culture Taskforce meets monthly. Working groups may be formed on a task/project basis. Some matters may be determined by circulation.</td>
</tr>
<tr>
<td>We will endeavor to schedule meetings around carer arrangements and religious holidays.</td>
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<tr>
<th><strong>MINUTES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisions and action items</td>
</tr>
<tr>
<td>Reports will be sent to the Strategy Governance Board, the University Executive, and the Academic Board at regular intervals.</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>DURATION</strong></th>
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<tbody>
<tr>
<td>The Culture Taskforce will operate until 2020, for the duration of the University of Sydney 2016-20 Strategic Plan.</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet (Executive Officer to Academic Board)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>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>
</tr>
</tbody>
</table>

**RECOMMENDATION**

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

**HONOURS AND DISTINCTIONS**

- **Attila Balogh**, Business School
  Appointed as an Associate Fellow of the Higher Education Academy.

- **Dr Amani Bell**, Educational Innovation
  Appointed as a Senior Fellow of the Higher Education Academy.

- **Professor Rick Benitez**, Faculty of Arts and Social Sciences
  Appointed as a Principal Fellow of the Higher Education Academy.

- **Professor Janette Bobis**, Faculty of Arts and Social Sciences
  Appointed as a Senior Fellow of the Higher Education Academy.

- **Giuseppe Carabetta**, Business School
  Appointed as a Senior Fellow of the Higher Education Academy.

- **Associate Professor Wendy Davis**, School of Architecture, Design and Planning
  Appointed as a Senior Fellow of the Higher Education Academy.

- **Dr Graham Hendry**, Educational Innovation
  Appointed as a Senior Fellow of the Higher Education Academy.

- **Professor Edward (Eddie) Holmes**, Sydney Medical School
  Appointed as a Fellow of the Royal Society for his study of the origin, evolution and molecular epidemiology of important human pathogens.

- **Dr Alison Kuiper**, Faculty of Arts and Social Sciences (Honorary)
  Appointed as a Senior Fellow of the Higher Education Academy.

- **Dr Evans Lagudah**, Faculty of Science
  Elected to the Australian Academy of Science.

- **Evelyn Lai**, Business School
  Appointed as an Associate Fellow of the Higher Education Academy.

- **Antoni Lee**, Faculty of Arts and Social Sciences
  Appointed as an Associate Fellow of the Higher Education Academy.

- **Professor Michelle Lincoln**, Faculty of Health Sciences
Non-Confidential
Appointed as a Principal Fellow of the Higher Education Academy.

Professor David Lowe, Faculty of Engineering and Information Technologies
Appointed as a Principal Fellow of the Higher Education Academy.

Robyn Martin, Business School
Appointed as an Associate Fellow of the Higher Education Academy.

Associate Professor Mark McEntee, Faculty of Health Sciences
Appointed as a Senior Fellow of the Higher Education Academy.

Dr Fiona McFarlane, Faculty of Arts and Social Sciences
Winner of the International Dylan Thomas Prize.

Associate Professor Rebekah Moles, Faculty of Pharmacy
Appointed as a Senior Fellow of the Higher Education Academy.

Professor Dietmar Müller, Faculty of Science
Elected to the Australian Academy of Science.

Megan Nash, Faculty of Arts and Social Sciences
Appointed as an Associate Fellow of the Higher Education Academy.

Alexander Page, Faculty of Arts and Social Sciences
Appointed as an Associate Fellow of the Higher Education Academy.

Associate Professor Abelardo Pardo, Faculty of Engineering and Information Technologies
Appointed as a Senior Fellow of the Higher Education Academy.

Dr Tai Peseta, Faculty of Arts and Social Sciences (Honorary)
Appointed as a Senior Fellow of the Higher Education Academy.

Professor Pauline Ross, Faculty of Science
Appointed as a Principal Fellow of the Higher Education Academy.

Professor Manjula Sharma, Faculty of Science
Appointed as a Principal Fellow of the Higher Education Academy.

Dr Carolyn Stott, Faculty of Arts and Social Sciences
Appointed as a Senior Fellow of the Higher Education Academy.

Professor Branka Vucetic, Faculty of Engineering and Information Technologies
Elected to the Australian Academy of Science.

Dr Alice Williamson, Faculty of Science
Appointed as an Associate Fellow of the Higher Education Academy.
RECOMMENDATION

That the Academic Board note the report of the meeting of the Admissions Committee held on 30 May 2017 and

(1) approve the proposal from the Sydney School of Architecture, Design & Planning to amend the Graduate Diploma in Urban Design and Master of Urban Design and approve the amendment of course resolutions arising from this proposal, with effect from 1 July 2017;

(2) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Graduate Diploma in Health Technology Innovation and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2018;

(3) approve the proposal from Sydney Medical School to increase IELTS score requirements for the Master of Bioethics, Graduate Diploma in Bioethics and Graduate Certificate in Bioethics and approve the amendment of the Schedule of English Language Requirements – Postgraduate, as referenced in the Coursework Policy 2014, with effect from 1 January 2018;

(4) approve the amendment of the Coursework Policy 2014, with effect from 27 June 2017; and

(5) approve the adoption or rejection of UAC schedules for applicants with overseas qualifications, as presented, with immediate effect.

ITEMS FOR APPROVAL

7.1 Architecture, Design & Planning: Master of Urban Design

This proposal seeks to amend the admission requirements for the Graduate Diploma in Urban Design and Master of Urban Design to increase the size of the program and academic quality while ensuring that the school meets international standards required from masters graduates in urban design.

7.2 Engineering & IT: Graduate Diploma in Health Technology Innovation

It is proposed to amend the entry requirements for the Graduate Diploma in Health Technology Innovation to clarify that a credit average in a bachelor's degree or equivalent is necessary for entry into this degree, and that relevant work experience and achievement in health technology may be considered where this is not the case.

7.3 Medicine: Master of Bioethics

It is proposed to increase the IELTS standard required for admission to the Master of Bioethics, Graduate Diploma in Bioethics and Graduate Certificate in Bioethics to help promote successful completion of these programs by students from non-English speaking backgrounds. The Program Director and Unit of Study Coordinators are concerned that students who enter these programs with lower English-language attainment scores currently struggle with the course material, which is text-rich and requires well-developed skills of written English expression. This change will also bring the above programs into line with other programs within Sydney Medical School.
Non-Confidential

7.4 National Expansion of Future Leaders Scheme: Amendment of Coursework Policy 2014

It is proposed to expand the Future Leaders Scheme ("FLS") to year 12 dux students and school captains from the Australian Capital Territory from 2017 onwards, and the remaining states in Australia, with a further expansion to remaining Australian states and territories from 2018 onwards. This expansion necessitates an amendment to the Coursework Policy 2014, as presented.

7.5 UAC Schedules

Each year the Universities Admissions Centre undertakes analysis of a number of the schedules used to assess applicants with overseas qualifications and recommends a number of changes and new schedules where appropriate. This proposal outlines the University's response to this analysis and makes recommendations as to the adoption of UAC's recommendations.

OTHER BUSINESS

The Admissions Committee also:

- received and noted the report of the Academic Board meeting held on 2 May 2017; and
- noted the Report on Admissions for Semester 1, 2017 presented by the Deputy Vice-Chancellor (Registrar).

Full agenda papers are available from the Admissions Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/admissions/2017/20170530-Admissions-Agenda-Pack.pdf.
Graduate Certificate in Urban Design
Graduate Diploma in Urban Design
Master of Urban Design

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

Course Resolutions

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCURBDES-01</td>
<td>Graduate Certificate in Urban Design</td>
</tr>
<tr>
<td>GNURBDES-04</td>
<td>Graduate Diploma in Urban Design</td>
</tr>
<tr>
<td>MAURBDES-04</td>
<td>Master of Urban Design</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

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

4 Embedded courses in this sequence

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

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

5 Admission to candidature

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

(1) Admission to the Graduate Certificate in Urban Design requires an undergraduate degree and/or relevant work experience.

(2) Admission to the Graduate Diploma in Urban Design and Master of Urban Design requires an undergraduate degree in architecture, landscape architecture, urban planning, town planning, urbanism, geography or a related field with a WAM of at least 65 or completion of the requirements of the embedded Graduate Certificate with a WAM of at least 65.

(3) Based on the applicant's undergraduate performance, the Program Director reserves the right to require a portfolio of work indicating relevant design interests and capabilities for admission to the Graduate Diploma and Masters also requires evidence of professional experience in urban design, architecture, planning, landscape architecture or a related industry; or completion of a field study relating to urban design, appropriately documented to the satisfaction of the program director.

(4) In exceptional circumstances, the Dean may admit applicants without these qualifications but whose evidence of experience and achievement is deemed by the Dean to be equivalent.

6 Requirements for award

(1) The units of study that may be taken for these awards are set out in Table G.

(2) To qualify for the award of the Graduate Certificate in Urban Design, a candidate must complete 24 credit points, including:
   (a) minimum 18 credit points of core units of study; and
   (b) maximum 6 credit points of elective units of study.

(3) To qualify for the award of the Graduate Diploma in Urban Design, a candidate must complete 48 credit points, including:
   (a) minimum 36 credit points of core units of study, which must include ARCH9001 Urban Design Studio A; and
   (b) maximum 12 credit points of elective units of study.

(4) To qualify for the award of the Master of Urban Design, a candidate must complete 72 credit points, including:
   (a) minimum 54 credit points of core units of study; and
   (b) maximum 18 credit points of elective units of study.

(5) Core units completed in excess of the minimum requirements may count as elective units of study.

7 Course transfer

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

(2) Only the longest award completed will be awarded.
8 Transitional provisions

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

(2) Candidates who commenced prior to 1 January, 2016 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2019. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
Graduate Diploma in Health Technology Innovation

Master of Health Technology Innovation

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>GNHLTCIN</td>
<td>Graduate Diploma in Health Technology Innovation</td>
</tr>
<tr>
<td>MAHLTCIN</td>
<td>Master of Health Technology Innovation</td>
</tr>
</tbody>
</table>

2 Attendance pattern

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

3 Master's type

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

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
    (a) the Graduate Diploma in Health Technology Innovation
    (b) the Master of Health Technology Innovation

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

5 Cross-faculty management

(1) The Faculty of Engineering & IT is the administering faculty for the course. Candidates in this degree program will be under the general supervision of Faculty of Engineering and Information Technologies.

(2) The Director of Education Program Development, Charles Perkins Centre, exercises authority in any matter concerned with the cross-faculty course not otherwise dealt with in these resolutions, in consultation with the Deans of the participating faculties.

6 Admission to candidature

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

(2) Admission to the Master of Health Technology Innovation requires:
    (a) a minimum of a bachelor's degree from the University of Sydney or qualifications deemed by the faculty to be equivalent, with a minimum credit average; or
    (b) completion of the requirements of the embedded graduate diploma, with a minimum credit average.

(3) Admission to the Graduate Diploma in Health Technology Innovation requires:
    (a) A minimum of a bachelor's degree from the University of Sydney, or qualifications deemed by the faculty to be equivalent, with a minimum credit average.

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

7 Requirements for award

(1) The units of study that may be taken for the course/s are set out in the table of units of study for the Master of Health Technology Innovation.

(2) To qualify for the award of the Graduate Diploma in Health Technology Innovation a candidate must complete 60 credit points including:
    (a) a minimum of 12 credit points of the Core units of study; and
    (b) a minimum of 12 credit points of the Specialist units of study; and
    (c) a maximum of 12 credit points of the Foundation units of study. Candidates will be required to select units which complement their prior background and qualifications (subject to assessment by the Academic Director).

(3) To qualify for the award of the Master of Health Technology Innovation a candidate must complete 96 credit points including:
    (a) 24 credit points of the Core units of study; and
    (b) a minimum of 24 credit points of the Specialist units of study; and
    (c) a minimum of 12 credit points of the Project units of study; and
    (d) a maximum of 24 credit points of the Foundation units of study. Candidates will be required to select units which complement their prior background and qualifications (subject to assessment by the Academic Director).

(4) If a reduction in the volume of learning is given then the candidate is able to apply for an exemption for some course requirements, if evidence can be provided of prior learning (subject to assessment by the Academic Director):
    (a) Candidates will be required to apply any reduced volume of learning awarded to the Foundation or Specialist units of study based on their prior background and qualifications.
    (b) The candidate will then be required to complete the required volume of learning based on the remaining course requirements.
Progression Rules

(1) A candidate for the Master of Health Technology Innovation must complete 24 credit points from Core, Specialist or Foundation units of study before taking any Health Technology Innovation Capstone Project units. Candidates who do not achieve a Credit average may have their eligibility for the Capstone Project subject to review by the Academic Director.

(2) With the permission from the Dean or nominee, a candidate for the Master of Health Technology Innovation who completed 24 credit points from Core, Specialist or Foundation units of study with at least Distinction average marks may take Health Technology Innovation Dissertation Project units.

(3) Admission to the Project units of study is subject to availability of supervision and to the approval of the Academic Director.

Suspension of candidature

A student may seek written permission from the Dean to suspend candidature in the course. Suspension may be granted for a maximum of one year.

Cross-institutional study

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

Course transfer

A candidate for the master's degree may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

Credit for previous study (for non-confferred qualifications only)

(1) The following Coursework Rules (for non-confferred qualifications) replace the Faculty Coursework Rules for “Credit for previous study” within the “Resolutions of the Faculty (of Engineering and Information Technologies)” for the Master of Health Technology Innovation:

(a) where postgraduate study has been undertaken at the University of Sydney in one of the embedded courses of the Master of Health Technology Innovation and no award has been conferred, credit may be transferred in full if the units of study are recognised as part of the Master of Health Technology Innovation (subject to credit limits in the table of units of study: Master of Health Technology Innovation), provided the study has been undertaken within the previous three years and subject to approval of the Academic Director. In addition, a credit transfer for the purposes of a course upgrade will require either:

(i) fulfilment of the admission requirements for the “Admission to Candidature” for the Master of Health Technology Innovation including at least a credit average from the prior qualification used for admission; or
(ii) completion of a minimum of 24 credit points of the currently enrolled course with at least a credit average;

(b) where study has been undertaken at postgraduate level and no award has been conferred, credit to a maximum of 50% of the prescribed credit points may be transferred to the Master of Health Technology Innovation, provided:

(i) the study has been undertaken at the University of Sydney, or at an external institution recognised by the University of Sydney; and
(ii) the units of study have been completed at credit level or above; and
(iii) the units are equivalent to Core or Specialist units of study offered under the degree being taken, subject to approval of the Academic Director.

(c) Credit will not be granted for recognised prior learning older than 10 years at the time of first enrolment.

Recognition of Prior Learning (for conferred qualifications only)

(1) The following Coursework Rules (for conferred qualifications) replace the Faculty Coursework Rules for “Credit for previous study” within the “Resolutions of the Faculty (of Engineering and Information Technologies)” for the Master of Health Technology Innovation and the Graduate Diploma in Health Technology Innovation:

(a) where postgraduate study has been undertaken and an award has been conferred, candidates who are offered direct admission to the Master of Health Technology Innovation may be eligible for a reduction in the volume of learning of up to 48 credit points provided that study for the conferred award has been undertaken at an external institution recognised by the University of Sydney. Any recognition of prior learning is subject to the following guidelines and requires the approval of the Academic Director:

(i) the maximum permissible reduction in the volume of learning is 48 credit points for a Bachelor’s degree with Honours (at level 8 of the Australian Qualifications Framework) including relevant studies in both health and technology fields;

(ii) the maximum permissible reduction in the volume of learning is 24 credit points for a Bachelor’s degree (at level 7 of the Australian Qualifications Framework) including relevant studies in both health and technology fields;

(iii) the maximum permissible reduction in the volume of learning is 24 credit points for a Master’s degree (at level 9 of the Australian Qualifications Framework) including relevant studies in both health and technology fields;

(iv) the maximum permissible reduction in the volume of learning is 24 credit points for a Bachelor’s degree (at level 7 of the Australian Qualifications Framework) including relevant studies in both health and technology fields;

(v) the maximum permissible reduction in the volume of learning is 24 credit points for a Graduate Diploma (at level 8 of the Australian Qualifications Framework) including relevant studies in either a health or technology field;

(vi) the maximum permissible reduction in the volume of learning is 24 credit points for a Bachelor’s degree with Honours (at level 8 of the Australian Qualifications Framework) including relevant studies in either a health or technology field;

(vii) the maximum permissible reduction in the volume of learning is 12 credit points for a Graduate Certificate (at level 8 of the Australian Qualifications Framework) including relevant studies in either a health or technology field;

(viii) the maximum permissible reduction in the volume of learning is 12 credit points for a Bachelor’s degree (at level 7 of the Australian Qualifications Framework) including relevant studies in either a health or technology field.

(b) Where study has been undertaken and an award has been conferred, candidates who are offered direct admission to the Graduate Diploma in Health Technology Innovation may be eligible for a reduction in the volume of learning of up to 12 credit points, provided that study for the conferred award has been undertaken at an institution recognised by the University of Sydney. Any recognition for prior learning is subject to the following guidelines and requires the approval of the Academic Director:

(i) the maximum permissible reduction in the volume of learning is 12 credit points for a Bachelor’s degree (at level 7 of the Australian Qualifications Framework) including relevant studies in both health and technology fields;

(ii) the maximum permissible reduction in the volume of learning is 12 credit points for a Graduate Diploma (at level 8 of the Australian Qualifications Framework) including relevant studies in either a health or technology field;

(iii) the maximum permissible reduction in the volume of learning is 12 credit points for a Bachelor’s degree with Honours (at level 8 of the Australian Qualifications Framework) including relevant studies in either a health or technology field.

Satisfactory progress

Progression is subject to the Coursework Rule. A candidate for the Master of Health Technology Innovation who has failed to meet these progression rules will be transferred to the Graduate Diploma in Health Technology Innovation, depending on the credit points successfully completed.
15 **Time Limit**

(1) A candidate for the Master of Health Technology Innovation shall complete the requirements for the award in a minimum of two semesters and a maximum of twelve semesters.

(2) A candidate for the Graduate Diploma in Health Technology Innovation shall complete the requirements for the award in a minimum enrolment of two semesters and a maximum of enrolment of ten semesters.

16 **Transitional provisions**

These resolutions apply to students who commenced their candidature after 1 January, 2015.
Minor Course Amendment Proposal

Faculty: Sydney Medical School

Contact person: A/Prof Ainsley Newson x63409

1. Name of award course
   Master of Bioethics
   Graduate Diploma in Bioethics
   Graduate Certificate in Bioethics

2. Purpose of proposal
   To amend the English language requirements for the award courses stipulated in Item 1 above to help promote successful completion of these programs by students from non-English speaking backgrounds. The Program Director and Unit of Study Coordinators are concerned that students who enter our programs with lower English-language attainment scores currently struggle with our course material, which is text-rich and requires well-developed skills of written English expression. The change will also bring the above programs into line with other programs within Sydney Medical School, such as the Master of Genetic Counselling, the Master of Medicine degrees and the Master of Qualitative Health Research.

3. Details of amendment
   For each of the award courses mentioned in item 1 above:

   **Change from:** IELTS: A minimum result of 6.5 overall and a minimum result of 6.0 in each band.

   **Change to:** IELTS: An overall band score of 7.0 or better, with a minimum of 6.5 in each band.

4. Transitional arrangements
   No transitional arrangements.

   This change will only impact applications from Semester 2 2017 onwards. As applications have already been processed for the Semester 1, 2017 intake, A/Prof Newson has agreed with the Executive Officer of the Academic Board (Dr Matthew Charet) that this is the most equitable time-point for the change to take place.

5. Other relevant information
   None.

6. Signature of Dean

Professor Arthur Conigrave
Dean, Sydney Medical School
Non-Confidential

Author | Dr Glenys Eddy, Committee Officer, University Secretariat
Reviewer/Approver | Associate Professor Wendy Davis, Chair, Undergraduate Studies Committee
Paper title | Report from Undergraduate Studies Committee
Purpose | This report summarises for the Academic Board the business of the meeting of the Undergraduate Studies Committee held on 23 May 2017.

RECOMMENDATION

The Academic Board to note the report from meeting 2017/02 of the Undergraduate Studies Committee held on 23 May 2017 and:

(1) approve the proposal from the Faculty of Dentistry to amend the Course Resolutions for the Bachelor of Oral Health, with effect from 1 January 2018; and

(2) approve the proposal from the Sydney Law School to amend the degree table for the Bachelor of Laws, with effect from 1 January 2018.

ITEMS FOR DECISION

4.1 Dentistry: Bachelor of Oral Health course resolutions
It is proposed to approve the amendment to the course resolutions for the Bachelor of Oral Health with effect from 1 January 2018, with the addition of the three Dentistry local provisions relating to Professional Practice and Assessment, to Section5 3(b).

4.2 Law: Bachelor of Laws elective Unit of Study tables
It is proposed to approve the amendment to the unit of study table for the Bachelor of Laws with effect from 1 January 2018.

ITEMS FOR NOTING

The Committee also:
• noted the reports of the Academic Board meetings held on 28 March and 2 May 2017; and
• noted the Strategic Review of Assessment Progress Update May 2017 from the Office of the DVC (Education).

Full agenda papers are available from the Undergraduate Studies Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/undergraduate-studies/2017/20170523%20USC%20Agenda%20Pack.pdf.

Associate Professor Wendy Davis
Chair, Undergraduate Studies Committee
Bachelor of Oral Health

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Academic Honesty in Coursework Policy 2015. 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>
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</thead>
<tbody>
<tr>
<td>BUORAHBA-01</td>
<td>Bachelor of Oral Health</td>
</tr>
</tbody>
</table>

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Admission to candidature

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

4 Requirements for award

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

5 Progression rules

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

All Years

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

Year 1

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

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

6 Award of the degree
The Bachelor of Oral Health is awarded as Pass only.

7 Cross institutional study
Cross institutional study is not available in this course.

8 Credit for previous study
(1) Candidates may be granted credit for previous studies, according to the provisions of the Coursework Rule Coursework Policy 2014, and in addition:
   (a) the study must be completed no more than five years before admission to candidature for this course;
   (b) the study completed is must be equivalent to any unit of study in the Bachelor of Oral Health table of units;
   (c) the study must have been completed to credit level or equivalent;
   (d) if the previous award has been conferred, the maximum credit that may be granted is 48 credit points;
   (e) in the case of holders of the Diploma in Dental Therapy of the Westmead College of Dental Therapy, the maximum credit that may be granted is 48 credit points.

9 Transitional provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January, 2011 and persons who commenced their candidature prior to 1 January, 2011 and who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2011 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, 2016, or later date as the faculty may, in special circumstances, approve.
**BACHELOR OF LAWS**

**Elective Unit of Study Table**

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
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<tbody>
<tr>
<td>Elective Units of Study</td>
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<td>Candidates must complete 42 credit points of elective units of study including:</td>
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<td>(a) a maximum of 36 credit points from Part 1 - Elective Units of Study; and</td>
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<td>(b) a minimum of 6 credit point from Part 2 – Jurisprudence Units of Study</td>
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<td>(c) no more than 24 credit points of Master’s level elective Units of Study.</td>
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<td>LAWS3401 Advanced Constitutional Law</td>
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<td>C LAWS2011</td>
<td>N LAWS3027, LAWS5101</td>
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<td>N LAWS3445 or LAWS5104</td>
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<td>N LAWS5177</td>
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<td>N LAWS5109, LAWS3013</td>
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<td>LAWS3504 Advanced Torts</td>
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<td>P LAWS1012 and LAWS1017</td>
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<td>LAWS3411 Anti-Discrimination Law</td>
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<td>N LAWS3012, LAWS5112</td>
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<td>LAWS3412 Australian Income Tax</td>
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<td>N LAWS3017 and LAWS5122</td>
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<td>Medical Law</td>
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<td>LAWS3499</td>
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### Part 1 - Master's Level Elective Units of Study

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<th>Code</th>
<th>Title</th>
<th>Credit</th>
<th>Notes</th>
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<tr>
<td>LAWS6013</td>
<td>Advanced Employment Law</td>
<td>6</td>
<td>A LAWS6252 or a law degree and LAWS6071</td>
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<td>LAWS6165</td>
<td>Biodiversity Law</td>
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<td>LAWS6353</td>
<td>Business Crime</td>
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<tr>
<td>LAWS6091</td>
<td>Chinese International Taxation</td>
<td>6</td>
<td>A Available to students who have successfully completed an undergraduate/postgraduate unit of study in tax law.</td>
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<td>LAWS6320</td>
<td>Climate Disaster Law</td>
<td>6</td>
<td>Note: Department permission required for enrolment. Pre-enrolment registration is required. For further information, please visit Sydney Law School website <a href="http://sydney.edu.au/law/">http://sydney.edu.au/law/</a>.</td>
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<td>LAWS6128</td>
<td>Comparative International Taxation</td>
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<td>LAWS6222</td>
<td>Corporate Governance</td>
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<td>LAWS6032</td>
<td>Crime Research and Policy</td>
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<td>Core unit for MCrim and GradDipCrim students and co-requisite for other criminology units.</td>
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<tr>
<td>LAWS6997</td>
<td>Cross-Border Deals</td>
<td>6</td>
<td>A Available to law graduates only. Students undertaking this unit must have a good working knowledge of the Australian Corporations Act and the rules and practices applicable to securities offerings and takeovers or the equivalent in their home jurisdiction.</td>
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<td>LAWS6889</td>
<td>Death Law</td>
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<td>LAWS6066</td>
<td>Discretion in Criminal Justice</td>
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<td>LAWS6852</td>
<td>Doing Business in China</td>
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<td>LAWS6945</td>
<td>Doing Business in Emerging Markets</td>
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<td>LAWS6984</td>
<td>Economics of Tax Policy</td>
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<td>LAWS6183</td>
<td>Energy and Climate Law</td>
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<td>LAWS6355</td>
<td>Energy and Water Security Law</td>
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<td>LAWS6354</td>
<td>Environ Planning and Impact Assessment Law</td>
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<td>LAWS6307</td>
<td>Expert Evidence and Class Action Procedure</td>
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<td>LAWS6330</td>
<td>Fundamentals of Regulation</td>
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<td>LAWS6334</td>
<td>Gender Inequality and Development</td>
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<td>LAWS6964</td>
<td>Global Energy and Resources Law</td>
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<td>LAWS6214</td>
<td>Goods and Services Tax Principles A</td>
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<td>LAWS6052</td>
<td>Govt Regulation, Health Policy and Ethics</td>
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<tr>
<td>LAWS6343</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**LAWS6066 Discretion in Criminal Justice**

A undergraduate law degree from a common or civil law jurisdiction or LAWS6044 Environmental Law and Policy (MEL only). N LAWS6043, LAWS6045, LAWS3430, LAWS5130. N LAWS6043, LAWS6045, LAWS3430, LAWS5130.

**LAWS6183 Energy and Climate Law**

Students who do not hold an undergraduate law degree must have completed LAWS6252 Legal Reasoning and the Common Law System before enrolling in this unit and LAWS6044 Environmental Law and Policy (MEL only). N LAWS6043, LAWS6045, LAWS3430, LAWS5130.

**LAWS6307 Expert Evidence and Class Action Procedure**

Students without a law degree or equivalent may enrol in this unit but should be aware that the unit focuses on legal and evidentiary issues. This unit replaced LAWS6230 Expert Evidence and LAWS6869 Class Actions and Complex Litigation.

**LAWS6330 Fundamentals of Regulation**

Available to MLLR students who commenced after Jan 2015.

**LAWS6334 Gender Inequality and Development**

**LAWS6964 Global Energy and Resources Law**

**LAWS6214 Goods and Services Tax Principles A**

**LAWS6052 Govt Regulation, Health Policy and Ethics**

MHL students may select this unit as one of the three core units required in addition to LAWS6252 or LAWS6881.

**LAWS6059 International Business Law**

A LAWS6252 or law degree from a common or civil law jurisdiction. N LAWS3438, LAWS5138.

Core unit for GradDipPubHL students. MHL students may select this unit as one of the three core units required in addition to LAWS6252 or LAWS6881.

**LAWS6061 International Environmental Law**

Students seeking further study in international environmental law may undertake LAWS6922 Advanced International Environmental Law.

**LAWS6304 International Family Law**

Available to students who hold a law degree or knowledge of private international law.

**LAWS6037 International Import/Export Laws**

**LAWS6916 International Investment Law**

**LAWS6343**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS6351</td>
<td>IP: Management and Disputes</td>
<td>6</td>
<td>A LAWS3480/LAWS5180 Copyright &amp; Designs, LAWS3479/LAWS5179 Trade Marks &amp; Patents or LAWS6873 Principles of Intellectual Property</td>
</tr>
<tr>
<td>LAWS6816</td>
<td>Labour Law in the Global Economy</td>
<td>6</td>
<td>This unit replaced LAWS6816 Labour Law in the New Economy</td>
</tr>
<tr>
<td>LAWS6928</td>
<td>Law, Justice and Development</td>
<td>6</td>
<td>N LAWS3478, LAWS5178</td>
</tr>
<tr>
<td>LAWS6932</td>
<td>Law and Investment in Asia</td>
<td>6</td>
<td>This unit is compulsory for MLawIntDev students.</td>
</tr>
<tr>
<td>LAWS6047</td>
<td>Law of the Sea</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6944</td>
<td>Market Manipulation and Insider Trading</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6877</td>
<td>Mental Illness: Law and Policy</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6352</td>
<td>Mergers and Acquisitions in Asia</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6349</td>
<td>Muslim Minorities and the Law</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6065</td>
<td>Pollution and Contaminated Land Pollution, Corporate Liability and Governance</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6345</td>
<td>Principles of Financial Regulation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6990</td>
<td>Principles of Oil and Gas Law</td>
<td>6</td>
<td>Note: Department permission required for enrolment. MIL and GradDiplL students may enrol in either LAWS6990 Principles of Oil and Gas Law or LAWS6933 Global Oil and Gas Contracts and Issues, but not both. Pre-enrolment registration is required. For further information, please visit Sydney Law School website <a href="http://sydney.edu.au/law/">http://sydney.edu.au/law/</a></td>
</tr>
<tr>
<td>LAWS6177</td>
<td>Tax Treaties</td>
<td>6</td>
<td>A It is assumed that students undertaking this unit have an understanding of Australian income taxation law commensurate with that which would be obtained from completing undergraduate study in Australian taxation law or five years working with Australian tax law in a law or accounting practice, in an industry role or in the Australian Taxation Office. For students who do not have such knowledge or work experience, they first should undertake LAWS6825 Introduction to Australian Business Tax before enrolling in this unit.</td>
</tr>
<tr>
<td>LAWS6844</td>
<td>US Corporate Law</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6171</td>
<td>US International Taxation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6109</td>
<td>UK International Taxation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6191</td>
<td>Water Law and Climate Change</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6344</td>
<td>Work, Care and Gender</td>
<td>6</td>
<td>A LAWS6252 or a law degree</td>
</tr>
<tr>
<td>LAWS6063</td>
<td>World Trade Organization Law I</td>
<td>6</td>
<td>A limited knowledge of law of treaties</td>
</tr>
</tbody>
</table>

**Part 2 - Jurisprudence Units of Study**

Candidates must complete a minimum of 6 credit points from Part 2 to satisfy the Jurisprudence
### Part 1 – undergraduate Jurisprudence Units of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS3436</td>
<td>International/Comparative Jurisprudence</td>
<td>6</td>
<td>N JURS3006 or LAWS5136</td>
</tr>
<tr>
<td>LAWS3447</td>
<td>Law and Economics</td>
<td>6</td>
<td>N LAWS3036 or LAWS5147</td>
</tr>
<tr>
<td>LAWS3512</td>
<td>Law and Social Theories</td>
<td>6</td>
<td>N LAWS3462</td>
</tr>
<tr>
<td>LAWS3500</td>
<td>Law, Morals and Politics</td>
<td>6</td>
<td>This unit satisfies the Jurisprudence/Part 2 requirement of the LLB.</td>
</tr>
<tr>
<td>LAWS3513</td>
<td>Philosophy of Criminal Law</td>
<td>6</td>
<td>This unit satisfies the Jurisprudence/Part 2 requirement of the LLB.</td>
</tr>
<tr>
<td>LAWS3475</td>
<td>Philosophy of International Law</td>
<td>6</td>
<td>This unit satisfies the Jurisprudence/Part 2 requirement of the LLB.</td>
</tr>
<tr>
<td>LAWS3454</td>
<td>Philosophy of Law</td>
<td>6</td>
<td>N LAWS3459 or LAWS5154</td>
</tr>
<tr>
<td>LAWS3462</td>
<td>Sociological Theories of Law</td>
<td>6</td>
<td>N JURS3001 or LAWS5162</td>
</tr>
<tr>
<td>LAWS3495</td>
<td>The Rule of Law and Its Value</td>
<td>6</td>
<td>N LAWS5195</td>
</tr>
<tr>
<td>LAWS3471</td>
<td>Theories of Conscientious Obedience</td>
<td>6</td>
<td>N LAWS5171</td>
</tr>
<tr>
<td>LAWS3468</td>
<td>Theories of Justice</td>
<td>6</td>
<td>N LAWS3077 or LAWS5168</td>
</tr>
<tr>
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</tr>
<tr>
<td>LAWS3468</td>
<td>Theories of Justice</td>
<td>6</td>
<td>N LAWS3077 or LAWS5168</td>
</tr>
</tbody>
</table>

### Part 2 – Master’s Level Jurisprudence Units of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>JURS6018</td>
<td>Constitutional Theory</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6187</td>
<td>Functional Analysis of Law and Soc Control</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6836</td>
<td>Precedent, Interpretation and Probability</td>
<td>6</td>
<td>N JURS6028 or JURS6029</td>
</tr>
<tr>
<td>LAWS6316</td>
<td>Theories of the Judiciary</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LAWS6338</td>
<td>The Nature of the Common Law</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Dr Matthew Charet, Executive Officer to Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Michael Kertesz, Acting 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 meeting of the Graduate Studies Committee held on 23 May 2017</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board note the report from meeting of the Graduate Studies Committee held on 23 May 2017 and:

(1) approve the proposal from the University of Sydney Business School to amend the Executive Master of Business Administration, Master of Business Administration, Master of Business Administration in Leadership and Enterprise, Graduate Diploma in Business Administration and Graduate Certificate in Business Administration; recommend that Senate endorse the Academic Board's approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the University of Sydney Business School; and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018;

(2) approve the proposal from the Sydney Conservatorium of Music to amend the Master of Music and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018;

(3) approve the proposal from the Faculty of Health Sciences to amend the Master of Exercise Physiology and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2018;

(4) approve the proposal from the Faculty of Health Sciences to amend the Graduate Diploma in Rehabilitation Counselling and Master of Rehabilitation Counselling and approve the amendment of the table of units of study arising from this proposal, with effect from 1 January 2018;

(5) approve the proposal from the Faculty of Law to amend the Juris Doctor and approve the amendment of unit of study tables arising from this proposal, with effect from 1 January 2018;

(6) approve the proposal from the Sydney Law School to amend the Master of Laws, Master of Environmental Law, Master of Global Law, Master of International Law, Master of Law and International Development, Graduate Diploma in Law, Graduate Diploma in Environmental Law and Graduate Diploma in International Law and approve the amendment of units of study tables arising from this proposal, with effect from 1 January 2018;

(7) approve the proposal from the Sydney Medical School to amend the Master of Brain and Mind Sciences and embedded courses and approve the amendment of the unit of study tables arising from this proposal, with effect from 1 January 2018;

(8) approve the proposal from the Sydney Medical School to amend the Master of Medicine/Science in Medicine, as proposed, and approve the amendment of the course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2018; and

(9) endorse the proposed draft graduate qualities for the University of Sydney PhD as presented, for broader consultation with the University community, and note this preliminary report on the issues to be addressed and next steps to be taken in finalising, embedding and reporting on graduate qualities for the University of Sydney PhD.

ITEMS FOR APPROVAL

9.1 Business: Master of Business Administration
Non-Confidential

<table>
<thead>
<tr>
<th>Item No</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2</td>
<td>Conservatorium: Master of Music</td>
<td>12-13</td>
</tr>
<tr>
<td>9.3</td>
<td>Health Sciences: Master of Exercise Physiology</td>
<td>14-15</td>
</tr>
<tr>
<td>9.4</td>
<td>Health Sciences: Master of Rehabilitation Counselling</td>
<td>16-32</td>
</tr>
<tr>
<td>9.5</td>
<td>Law: Juris Doctor</td>
<td>33-40</td>
</tr>
<tr>
<td>9.6</td>
<td>Law: Postgraduate Programs</td>
<td>41</td>
</tr>
<tr>
<td>9.7</td>
<td>Medicine: Master of Brain and Mind Sciences</td>
<td>42</td>
</tr>
<tr>
<td>9.8</td>
<td>Medicine: Master of Medicine</td>
<td>43-72</td>
</tr>
<tr>
<td>9.9</td>
<td>Identifying, embedding and reporting graduate qualities for the Sydney PhD</td>
<td>73-86</td>
</tr>
</tbody>
</table>

ITEMS FOR NOTING

The Committee also:

- noted the Report of the Chair;
- noted the report of the Academic Board meeting held on 2 May 2017;
- noted the report of the HDR Examinations Sub-Committee meeting of 26 April 2017 and the First Quarter 2017 report on PhD examinations;
- noted the report of HDR Scholarships Sub-Committee meetings held on 7 April and 28 April 2017; and
- noted changes in the process of considering theses with potential academic honesty issues, presented by the Director, Graduate Research.

NOTE: The full agenda pack for this meeting is available from the Graduate Studies Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/graduate-studies/2017/20170523-GSC-Agenda-Pack.pdf.

Associate Professor Michael Kertesz
Acting Chair, Graduate Studies Committee
Non-Confidential

| Author | Kate Munro  
|        | Manager, Curriculum Planning & Development |
| Reviewer/Approver | Associate Professor Geoff Frost  
|        | Associate Dean (Graduate Business) |
| Paper title | Minor course amendments: MBA Programs |
| Purpose | The University of Sydney Business School seeks the Graduate Studies Committee’ approval for minor amendments to the Senate and Course resolutions for the Executive Master of Business Administration, Master of Business Administration, Master of Business Administration in Leadership and Enterprise, Graduate Diploma in Business Administration and the Graduate Certificate in Business Administration |

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:

1. approve the proposal from the University of Sydney Business School to amend the Executive Master of Business Administration, Master of Business Administration, Master of Business Administration in Leadership and Enterprise, Graduate Diploma in Business Administration and Graduate Certificate in Business Administration;

2. recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the University of Sydney Business School; and

3. approve the amendment of course resolutions arising from this proposal with effect from 1 January 2018.

EXECUTIVE SUMMARY

The University of Sydney Business School proposes:

1. To amend the title and course resolutions for the Master of Business Administration in Leadership and Enterprise to address inconsistencies and references to embedded awards.

2. To establish the Graduate Diploma and Graduate Certificate in Business Administration as allowable course transfers from the Master of Business Administration (Leadership and Enterprise).

3. To remove ‘exit award’ references from the course resolutions for the Executive Master of Business Administration and to establish the Graduate Certificate in Business Administration as an allowable course transfer from this master’s degree.

4. To remove ‘exit award’ references from the course resolutions for the Master of Business Administration and to establish the Graduate Certificate in Business Administration as an allowable course transfer from this master’s degree.

5. To amend the course resolutions pertaining to Recognition of Prior Learning for the Graduate Diploma and Graduate Certificate in Business Administration to allow for full credit transfer of units completed in either the Master of Business Administration (Leadership and Enterprise) or the Executive Master of Business Administration, in cases where students are unable to complete all requirements for the award of these master’s degrees.

This proposal was approved by the Business School Faculty Board in the meeting held May 30, 2017.

The AQF outcomes are not in any way affected by the proposed changes.
Minor Course Amendment Proposal

Faculty: Business School

Contact person: Kate Munro (#65019)

1. Name of award courses
   Master of Business Administration in Leadership and Enterprise
   Executive Master of Business Administration
   Master of Business Administration
   Graduate Diploma in Business Administration
   Graduate Certificate in Business Administration

2. Purpose of proposal
   (1) To amend the title and course resolutions for the Master of Business Administration in Leadership and Enterprise to address inconsistencies and references to embedded awards.
   (2) To establish the Graduate Diploma and Graduate Certificate in Business Administration as allowable course transfers from the Master of Business Administration (Leadership and Enterprise).
   (3) To remove 'exit award' references from the course resolutions for the Executive Master of Business Administration and to establish the Graduate Certificate in Business Administration as an allowable course transfer from this master's degree.
   (4) To remove 'exit award' references from the course resolutions for the Master of Business Administration and to establish the Graduate Certificate in Business Administration as an allowable course transfer from this master's degree.
   (5) To amend the course resolutions pertaining to Recognition of Prior Learning for the Graduate Diploma and Graduate Certificate in Business Administration to allow for full credit transfer of units completed in either the Master of Business Administration (Leadership and Enterprise) or the Executive Master of Business Administration, in cases where students are unable to complete all requirements for the award of these master's degrees.

3. Details of amendment

RESOLUTIONS OF THE SENATE

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

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

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPHDBUS-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPHLBUS-01</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>MAEXMBAD-01</td>
<td>Executive Master of Business Administration</td>
<td>EMBA</td>
<td>72</td>
</tr>
<tr>
<td>MABUSADM-06</td>
<td>Master of Business Administration</td>
<td>MBA</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Master of Business Administration in (Leadership and Enterprise)</td>
<td>MBA(L&amp;E)</td>
<td>72</td>
</tr>
<tr>
<td>MACOMMER-03</td>
<td>Master of Commerce</td>
<td>MCom</td>
<td>96</td>
</tr>
<tr>
<td>MAHRMIRE-01</td>
<td>Master of Human Resource</td>
<td>MHRM&amp;IR</td>
<td>60</td>
</tr>
</tbody>
</table>
## COURSE RULES AND RESOLUTIONS

**Graduate Certificate in Business Administration**
**Graduate Diploma in Business Administration**

**Master of Business Administration in (Leadership and Enterprise)**

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 2010 (the ‘Coursework Rule’), the Coursework Policy 2014 the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2015 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 and-stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBUSADM-02</td>
<td>Graduate Certificate in Business Administration</td>
</tr>
<tr>
<td>GNBUSADM-02</td>
<td>Graduate Diploma in Business Administration</td>
</tr>
<tr>
<td>MALSCMGT-01</td>
<td>Master of Logistics and Supply Chain Management</td>
</tr>
<tr>
<td>MAMAMANGE-02</td>
<td>Master of Management</td>
</tr>
<tr>
<td>MAMACEMS-01</td>
<td>Master of Management (CEMS)</td>
</tr>
<tr>
<td>MAPROACC-02</td>
<td>Master of Professional Accounting</td>
</tr>
<tr>
<td>MATRAMGT-06</td>
<td>Master of Transport Management</td>
</tr>
<tr>
<td>BPCOMMER-*</td>
<td>Bachelor of Commerce*</td>
</tr>
</tbody>
</table>

Dalyell

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

^ no new intake since 2014

### Attendance pattern

The attendance pattern for this course is full time only.

### Master's type

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

### Embedded courses in this sequence

1. The embedded courses in this sequence are:
   a. the Master of Business Administration in Leadership and Enterprise

### Admission to candidature

1. Available places will be offered to qualified applicants based on merit, according to the following admissions criteria:
   a. Master of Business Administration in Leadership and Enterprise
   a. an Australian Qualifications Framework level 7 or higher qualification with a minimum pass average (or equivalent) and performance in an admissions test approved by the Business School to a standard considered satisfactory by the Business School;
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(b) relevant professional work experience of no less than 3 years, as defined by the Business School,
(c) statement of motivation that demonstrates clear evidence that the candidate has researched the
program and has the capability and mindset to learn in an experiential environment;
(d) pass a selection interview establishing the candidate's suitability for the degree whereby students
will be required to demonstrate an ability to analyse a case study from multiple perspectives and
within different contexts (the case study will be selected by the Business School);
(e) satisfaction of English language requirements; and
(f) any other minimum standards specified by the Business School.
(2) In exceptional circumstances the School may admit candidates without these qualifications who, in
the opinion of the School, have qualifications and evidence of experience and achievement sufficient
to successfully undertake the award.

5 Requirements for award
(1) The units of study that may be taken for the course/s are set out in the Table of postgraduate units
of study: Master of Business Administration in (Leadership and Enterprise).
(2) To qualify for the award of the degree Master of Business Administration in Leadership and
Enterprise a candidate must complete 72 credit points, comprising:
  (a) 66 credit points in core units of study; and
  (b) a 6 credit point capstone unit of study.
(3) To qualify for the award of the Graduate Diploma in Business Administration a candidate must
complete 48 credit points in core units of study;
(4) To qualify for the award of the Graduate Certificate in Business Administration a candidate must
complete 24 credit points in core units of study.

6 Progression rules
(1) Master of Business Administration in Leadership and Enterprise:
(2) Candidates are required to achieve a minimum credit average (65%) in the first 24 credit points of
the Master of Business Administration (Full Time).
  (1) Candidates must achieve a minimum credit average (65%) in the first four units of study.
  (2) Candidates who successfully complete but do not achieve a minimum credit average in the first
four units of study will be eligible for the award of the Graduate Certificate in Business
Administration*, provided the candidates have met the requirements for that award.
  (3) Unless otherwise permitted, candidates must complete the units of study in a prescribed sequence
as specified by the Business School.

* Please refer to the University of Sydney Business School Credit Provisions for clarification on credit transfer

7 Cross-institutional study
(1) Cross-institutional study and international exchange may be available by means of formal
partnership agreements.
(2) In exceptional circumstances cross-institutional study to a maximum of 24 credit points may be
available to candidates for the Master of Business Administration in Leadership and Enterprise
outside of formal partnership agreements, subject to prior approval by the School.

8 Course transfer
A candidate for the Master of Business Administration in (Leadership and Enterprise) may elect to
discontinue study and graduate with either the Graduate Diploma or Graduate Certificate in Business
Administration, a shorter award from this embedded sequence, with the approval of the School, and
provided the requirements of the shorter award have been met.*

* Please refer to the University of Sydney Business School Credit Provisions for clarification on credit transfer

9 Recognition of Prior Learning
(1) Credit or waivers may be granted in recognition of prior learning.
  (a) Candidates for the Master of Business Administration in Leadership and Enterprise may be eligible
for credit of up to 36 credit points for relevant postgraduate studies where no award has been, or will
be made.
  (2) Credit to a maximum of 36 credit points may be granted to candidates for the Master of Business
Administration in Leadership and Enterprise on the basis of learning undertaken with an approved
provider deemed by the Business School to be of equivalent standard to the Master of Business Administration in (Leadership and Enterprise).

(3) Notwithstanding any credit granted, in order to qualify for an award a student must complete at least 50 per cent of the course requirements whilst enrolled in the award course.

Executive Master of Business Administration

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the ‘Coursework Rule’), the Coursework Policy 2014, the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended), the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2015, 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>MAEXMBAD-01</td>
<td>Executive Master of Business Administration</td>
</tr>
<tr>
<td>GCBUSADM-02</td>
<td>Graduate Certificate in Business Administration*</td>
</tr>
</tbody>
</table>

* No direct admissions to this course - exit point only

2 Attendance pattern

The attendance pattern for this course is full time only.

3 Master's type

This is a professional master's course as defined by the Coursework Policy.

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) the Executive Master of Business Administration
   (b) the Graduate Certificate in Business Administration (exit point only)

4 Admission to candidature

(1) Available places will be offered to qualified applicants ranked on merit in accordance with the following criteria:
   (a) an Australian Qualifications Framework Level 7 or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School; and
   (b) relevant work experience requirements as determined by the Business School (approximately 10 years of business experience); and
   (c) performance at a selection interview designed to establish the candidate's suitability for the degree; and
   (d) satisfaction of the English language requirements; and
   (e) any other minimum standards specified by the Business School.

(2) Admission to the Graduate Certificate in Business Administration is not permitted. This is an exit only course. Applicants are assessed for admission to candidature for the Executive Master of Business Administration.

(2) In exceptional circumstances the School may admit candidates without these qualifications who, in the opinion of the School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

5 Requirements for award

(1) The units of study that may be taken for the course are set out in the Table of postgraduate units of study: Executive Master of Business Administration.
To qualify for the award of the Executive Master of Business Administration, a candidate must complete 72 credit points of core units of study in a prescribed sequence specified by the Business School.

To qualify for the award of the Graduate Certificate in Business Administration candidates must complete a minimum of 24 credit points of units of study from the table.

**6 Progression rules**

(1) Candidates must achieve a minimum credit average (65%) in EMBA6002 and EMBA6003 before proceeding to the next core units in the prescribed sequence.

(2) Candidates who successfully complete EMBA6002 and EMBA6003 but fail to achieve a minimum credit average in EMBA6002 and EMBA6003 will be eligible for the award of the Graduate Certificate in Business Administration provided the candidates have met the requirements for that award.

* Please refer to the University of Sydney Business School Credit Provisions for clarification on credit transfer

**7 Credit for previous study**

(1) Candidates for the Executive Master of Business Administration may be eligible for a reduction in the volume of learning for study undertaken at Australian Qualification Framework Level 9 standard or higher or within a university-delivered program of executive education deemed by the Business School to be of equivalent standard to that of the Executive Master of Business Administration.

(2) Notwithstanding any credit granted for prior learning, in order to qualify for an award a student must complete at least 50 per cent of the course requirements whilst enrolled in the award course.

**8 Course transfer**

Candidates for the Executive Master of Business Administration may elect to discontinue study and graduate with the Graduate Certificate in Business Administration an award from this embedded sequence, with the approval of the Business School, and provided the requirements of the shorter embedded award have been met.*

* Please refer to the University of Sydney Business School Credit Provisions for clarification on credit transfer

**9 Transitional provisions**

(1) These resolutions apply to students who commenced their candidature after 1 January, 2018.

(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2023. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

**Master of Business Administration**

**Graduate Diploma in Business Administration**

**Graduate Certificate in Business Administration**

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

1 Course codes

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<tr>
<td>MABUSADM-06</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td>GNBUSADM-02</td>
<td>Graduate Diploma in Business Administration</td>
</tr>
<tr>
<td>GCBUSADM-02</td>
<td>Graduate Certificate in Business Administration</td>
</tr>
</tbody>
</table>

* No direct admission – exit point only.

2 Attendance pattern

The attendance pattern for this course is part time only.

3 Master's type

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

4 Embedded courses in this sequence

(1) The embedded courses in this sequence are:
   (a) the Master of Business Administration
   (b) the Graduate Diploma in Business Administration
   (c) the Graduate Certificate in Business Administration *(exit award only)*

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

5 Admission to candidature

(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria:
   (a) Master of Business Administration:
      (i) Australian Qualifications Framework Level 7 or higher qualification with a minimum credit average (or equivalent) at an institution approved by the Business School;
      (ii) professional work experience of no less than 3 years in a relevant field, as defined by the Business School, with at least 2 years in a managerial role;
      (iii) statement of motivation;
      (iv) pass a selection interview establishing the candidate's suitability for the degree;
      (v) satisfaction of English language requirements; and
      (vi) any other minimum standards specified by the Business School.
   (b) Graduate Diploma in Business Administration:
      (i) Australian Qualifications Framework Level 7 or higher qualification (or equivalent) at an institution approved by the Business School and graded at a standard acceptable to the Business School;
      (ii) professional work experience of no less than 5 years in a relevant field, as defined by the Business School, with at least 3 years in a managerial role;
      (iii) statement of motivation;
      (iv) pass a selection interview establishing the candidate's suitability for the course;
      (v) satisfaction of English language requirements; and
      (vi) any other minimum standards specified by the Business School; or
   (c) Admission to the Graduate Certificate in Business Administration is only by transfer from a related qualification, as approved by the Business School.

(2) In exceptional circumstances the School may admit candidates without these qualifications who, in the opinion of the School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
6 Requirements for award
(1) The units of study that may be taken for the course/s are set out in the Table of postgraduate units of study: Master of Business Administration.
(2) To qualify for the award of the Master of Business Administration a candidate must complete 72 credit points, comprising:
   (a) 42 credit points in of core units of study;
   (b) 24 credit points in of elective units of study; and
   (c) a 6 credit point capstone unit of study.
(3) To qualify for the award of the Graduate Diploma in Business Administration a candidate must complete 48 credit points, comprising:
   (a) 42 credit points in of core units of study; and
   (b) 6 credit points in of elective units of study.
(4) To qualify for the award of the Graduate Certificate in Business Administration a candidate must complete 24 credit points in of core units of study.

7 Progression rules
(1) Master of Business Administration:
   (a) Candidates must achieve a minimum credit average (65%) in the first four units of study.
   (b) Candidates who successfully complete but do not achieve a minimum credit average in the first four units of study will be eligible for the award of the Graduate Certificate in Business Administration.
(2) Graduate Diploma in Business Administration
   (a) Candidates must achieve a minimum credit average (65%) in the first four units of study.
   (b) Candidates who successfully complete but do not achieve a minimum credit average in the first four units of study will be eligible for the award of the Graduate Certificate in Business Administration.
   (c) Candidates who achieve a minimum credit average (65%) in the first four units of study will be eligible to upgrade to the master's degree.
(1) Graduate Diploma in Business Administration:
   (a) Candidates are required to achieve a minimum credit average (65%) in the first 24 credit points of the Graduate Diploma in Business Administration.
   (b) The Graduate Certificate in Business Administration will be awarded to candidates who complete 24 credit points but do not meet the progression requirements for the award of the graduate diploma.
   (c) Candidates who complete 24 credit points and meet the progression requirements of a credit average (65%) will be granted permission to upgrade to the Master of Business Administration.
(2) Master of Business Administration:
   (a) Candidates are required to achieve a minimum credit average (65%) in the first 24 credit points of the Master of Business Administration.
   (b) The Graduate Certificate in Business Administration will be awarded to candidates who complete 24 credit points but do not meet the progression requirements for the award of the master's degree.

8 Cross-institutional study and international exchange
(1) Cross-institutional study and international exchange may be available in these courses by means of formal partnership agreements.
(2) In exceptional circumstances cross-institutional study to a maximum of 24 credit points may be available to candidates for the Master of Business Administration outside of formal partnership agreements, subject to prior approval by the School.

9 Course transfer
A candidate for the Master of Business Administration or Graduate Diploma in Business Administration may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the School, and provided the requirements of the shorter award have been met.

10 Recognition of prior learning
(1) Credit or waivers may be granted in recognition of prior learning.
(2) Candidates for the Master of Business Administration may be eligible for credit of up to 36 credit points on the basis of for:
   (a) relevant postgraduate studies where no award has been, or will be made; or
Non-Confidential

(b) learning undertaken with an approved provider deemed by the Business School to be of equivalent standard to the Master of Business Administration.
(3) Candidates for the Graduate Diploma or Graduate Certificate in Business Administration may be eligible for full credit for units completed from the following tables:
(a) Table of postgraduate units of study: Executive Master of Business Administration; and
(b) Table of postgraduate units of study: Master of Business Administration (Leadership and Enterprise).
(b) Candidates for the Graduate Diploma in Business Administration may be eligible for credit of up to 24 credit points for relevant postgraduate studies where no award has been, or will be made.
(2) Credit to a maximum of 36 credit points may be granted to candidates for the Master of Business Administration on the basis of learning undertaken with an approved provider deemed by the Business School to be of equivalent standard to the Master of Business Administration.
(3) Notwithstanding any credit granted, in order to qualify for an award a student must complete at least 50 per cent of the course requirements whilst enrolled in the award course.

11 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 2016.
(2) Candidates who commenced prior to 1 January, 2018 2016 will complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2022 2024. The School may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. Transitional arrangements
N/A

5. Other relevant information
Amendments to the University of Sydney Business School Credit Provisions have also been proposed to facilitate the award of full credit towards the Graduate Diploma and Graduate Certificate in Business Administration on the basis of units completed in either the Master of Business Administration (Leadership and Enterprise) or Executive Master of Business Administration upon approved course transfer.
Minor Course Amendment Proposal

Faculty: Sydney Conservatorium of Music

Contact person: Assoc. Prof. Kathleen Nelson

1. Name of award course

Master of Music

2. Purpose of proposal

To amend the Course Resolutions for the Master of Music degree to remove the requirement for a final thesis grade.

Explanation:
The Master of Music is a research degree available in four streams (composition, performance, music education, and musicology). For the first two of these streams, units of study have been long in use and continue in use to assist in managing enrolments through the degree. In association with the use of these research units of study, final marks have been sought from examiners. This means that the Conservatorium has for some time been inconsistent in collecting final thesis grades, grades only being sought from examiners for the composition and performance streams of the degree. We now wish to standardize our practice and bring the Master of Music examination into line with most University of Sydney research degrees by removing the requirement for a grade from the Resolutions. While a thesis mark may once have been taken into account in scholarship ranking, this is no longer the case at the University of Sydney, and we see little or no benefit in collecting a final thesis mark.

It is also worth noting that we have encountered a number of problems with the requirement for a mark to be given including differing standards or meaning applied by examiners as a result of their differing backgrounds; examiner preference not to give any mark or grade, and subsequent delays as examiners are asked to provide a mark; the lack of a mark or grade offered by most examiners who chose revise and resubmit; and the problem of recording a mark or grade on the transcript if there is no unit of study enrolment. With the removal of the requirement these problems will be solved.

3. Details of amendment

This proposed change affects only Part 6: Examination in the Master of Music Resolutions and involves the removal of point 4.

An administrative update might be made at this time to update the name PhD Award Sub-Committee to HDR Examinations Sub-Committee in point 3.

Part 6: Examination

18 Examination of the thesis

(1) Examination of the thesis, including theses containing composition or performance components, will be conducted in general accordance with policy and procedures prescribed by Academic Board for masters degrees by research.

(2) Two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and

(a) in the case of theses containing composition or performance components, the same two examiners will normally examine all components of the thesis; and

(b) for the master of Music (Performance), the final performance will be recorded and sent to the examiners together with the dissertation; and, the examiners for Master of Music (Performance) may choose to attend the final performance but will not participate in any internal assessment of readiness for examination.

(3) The Faculty Research Committee will act in place of the PhD Award HDR Examinations Sub-Committee.

(4) The thesis will be graded by the examiners and a "Thesis grade" will be recorded on the academic transcript.

19 Award of the degree

The degree is awarded at the pass level only.

Part 7: Other

20 Transitional provisions

(1)
These course resolutions apply to students who commenced their candidature after 1 January, 2018.

Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. 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**

   For students currently under examination or submitting in 2017, marks received will continue to be recorded in the relevant units of study. Subsequently, if a mark is received and final research unit of study has been utilized, the marks will be made available to the students as part of their examination reports and a satisfied requirements result will be entered.

5. **Other relevant information**

6. **Signature of Dean**
1. Name of award course

Master of Exercise Physiology

2. Purpose of proposal

To amend the course resolutions for the Master of Exercise Physiology to reflect revisions to the admission requirements arising from ESSA Accreditation for all 2017 applicants that will commence their course in 2018.

To summarise, ESSA has changed the minimum components for Accredited Exercise Scientist (AES) which means that future graduates from our degree will be able to qualify for accreditation with some additional self-directed learning if required.

Specifically, graduates from the Master of Exercise Physiology have been deemed to meet all criteria relating to physics/biomechanics and all but two criteria relating to psychology/behavioural science. ESSA have confirmed in writing that any outstanding criteria not met by our degree can be met through self-directed learning.

Therefore this proposal seeks to remove the assumed knowledge requirements in the areas of (1) physics/biomechanics and (2) psychology/behavioural science for entry.

3. Details of amendment

Amendments to the Course Tables are outlined as follows:

**MASTER OF EXERCISE PHYSIOLOGY – MAEXPHYS1000**

**Course rules**

**Master of Exercise Physiology**

*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>MAEXPHYS-01</td>
<td>Master of Exercise Physiology</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 academic merit, according to the following admissions criteria.
(2) Admission to candidature for the Master of Exercise Physiology requires the applicant to have a PhD, master's or bachelor's degree from an Australian institution or equivalent; and also to have extensive pre-existing knowledge in:
   (a) human anatomy
   (b) human or exercise physiology
   (c) biomechanics/physics
   (d) psychology/behavioural science
   (e) research design and statistics.

5 Requirements for award
(1) The units of study that may be taken for this course are set out in the Table of Units of Study for the Master of Exercise Physiology.
(2) To qualify for the award of the Master of Exercise Physiology a candidate must complete 96 credit points of core units of study.

6 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 and students who commenced their candidature prior to 1 January, 2018 who elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January, 2018 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2023. 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
None required.

5. Approval
RECOMMENDATION

That the Graduate Studies Committee approve the amendments to the Graduate Diploma in Rehabilitation Counselling and Master of Rehabilitation Counselling as presented, and recommend the proposal to Academic Board for approval.

That the Graduate Studies Committee note the Faculty of Health Sciences approval of the following new and revised units of study for 2018:

- REHB5911 Rehabilitation Counselling I
- REHB5912 Rehabilitation Resource Management
- REHB5913 Assessment, Evaluation and Planning
- REHB5914 Applied Vocational Rehabilitation
- REHB5921 Rehabilitation Counselling II
- REHB5922 Disability Management
- REHB5923 BioPsychoSocial Aspects of Disability
- REHB5924 Workers' Compensation and Rehabilitation
- REHB5925 Fieldwork Practicum

EXECUTIVE SUMMARY

During 2015-2016 the Faculty of Health Sciences initiated a process of curriculum review and renewal focusing on the Graduate Diploma and Master of Rehabilitation Counselling. The program of review encompassed transitioning the current curricula from the historical vocational rehabilitation model towards a much larger vision for a community-based rehabilitation model. Through this the Discipline of Rehabilitation Counselling have worked with professional organisations to review four different sets of standards for Rehabilitation Counselling, to align and agree a single standard (now endorsed by both the professional organisations for Rehabilitation Counselling in Australia).

A framework for the curricula was organised aligned with the newly agreed standards, setting the foundation for evidence-based practice in Rehabilitation Counselling. Using this framework, the course as a whole and units of study were considered, to review learning objectives against the agreed standards and to identify gaps and redundancies in the curricula to be addressed.

As an outcome of this review process, a restructuring of the curricula is now proposed, to better align units of study to the existing course level learning outcomes, and the professional standards for Rehabilitation Counselling. The revised curricula is arranged such that course streams are focused on the pillars of the profession and the context within which it would be practiced. Year 1 focuses on the vocational context and minimum requirements for qualification to Rehabilitation Counselling practice (leading to the Graduate Diploma). The 2nd year is critical to develop depth and expand into other aspects of Rehabilitation Counselling in the Master’s program, culminating in a capstone experience to integrate student learning across all aspects of the course. The revision also provides significant improvements and opportunities for incorporating Work Integrated Learning through the curricula.
ATTACHMENTS

Attachment 1. Minor course amendment proposal for the Graduate Diploma and Master of Rehabilitation Counselling

Attachment 2. AQF Compliance Checklist

Attachment 3. Transitional arrangements for continuing students in the Graduate Diploma and Master of Rehabilitation Counselling
Attachment 1 - Minor Course Amendment Proposal

Faculty: Health Sciences

Contact person: Dr Michael Millington

1. Name of award course

Master of Rehabilitation Counselling
Graduate Diploma in Rehabilitation Counselling

2. Purpose of proposal

To amend the course tables for the Graduate Diploma in Rehabilitation Counselling and Master of Rehabilitation Counselling to reflect revisions to the curricula arising from a recent major Course Review. These amendments are proposed for implementation from Semester 1 2018.

To summarise, a number of units of study have been revised and require new unit of study codes:

<table>
<thead>
<tr>
<th>Current</th>
<th>Revised</th>
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<tbody>
<tr>
<td>REHB5076 Introductory Rehabilitation Counselling</td>
<td>REHB5911 Rehabilitation Counselling I</td>
</tr>
<tr>
<td>REHB5072 Applied Counselling and Case Management</td>
<td>REHB5912 Rehabilitation Resource Management</td>
</tr>
<tr>
<td>REHB5073 Client Assessment &amp; Job Placement</td>
<td>REHB5913 Assessment, Evaluation and Planning</td>
</tr>
<tr>
<td>REHB5070 Vocational Development &amp; Counselling</td>
<td>REHB5914 Applied Vocational Rehabilitation</td>
</tr>
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<td>REHB5074 Professional Practice A</td>
<td>REHB5925 Fieldwork Practicum</td>
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<tr>
<td>REHB5061 Applied Psychosocial and Medical Rehab</td>
<td>REHB5923 BioPsychoSocial Aspects of Disability</td>
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<tr>
<td>REHB5071 Work Injury &amp; Workers’ Compensation</td>
<td>REHB5924 Workers’ Compensation and Rehabilitation</td>
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<td>REHB5079 Perspectives on Rehabilitation Legislation</td>
<td>REHB5X31 Disability, Public Policy, and Change</td>
</tr>
<tr>
<td>REHB5078 Rehab Counselling Dissertation A</td>
<td>REHB5X33 Disability Research &amp; Evidence in Practice</td>
</tr>
<tr>
<td>REHB5077 Psychiatric Rehabilitation</td>
<td>REHB5X5X Mental Health, Rehabilitation and Recovery</td>
</tr>
<tr>
<td>REHB5075 Avocational Rehabilitation Management</td>
<td>REHB5X41 Inclusive Community Development</td>
</tr>
<tr>
<td>REHB5081 Rehab Counselling Dissertation B</td>
<td>REHB5X43 Rehabilitation Counselling Capstone</td>
</tr>
</tbody>
</table>

The following new units are proposed:

REHB5922 Disability Management
REHB5921 Rehabilitation Counselling II

The following units of study will be deleted from the course:

REHB5060 Rehabilitation Philosophy
3. Details of amendment

Amendments to the Course Tables are provided as follows:

MASTER OF REHABILITATION COUNSELLING – MAREHCOU3000

Graduate Diploma in Rehabilitation Counselling

View semester session codes [here](#).

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</th>
<th>Session</th>
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**Full-time mode**

**Semester 1**

<table>
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<td>REHB5070 Vocational Development and Counselling</td>
<td>6</td>
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<td>Semester 4</td>
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<td>REHB5912 Rehabilitation Resource Management</td>
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<td>REHB5913 Assessment, Evaluation &amp; Planning</td>
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<tr>
<td>REHB5914 Applied Vocational Rehabilitation</td>
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<td>N.REHB5044, REHB5070</td>
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**SEMESTER 1 TOTAL: 24 CREDIT POINTS**
### Semester 2

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<td>Applied Psychosocial and Medical Rehabilitation</td>
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<td>REHB5072</td>
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<td>P REHB5076, N REHB5049, REHB5051</td>
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<td>Client Assessment and Job Placement</td>
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<td>REHB5074</td>
<td>Professional Practice A</td>
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<td>A University of Sydney Code of Conduct, P REHB5076, REHB5060, REHB5070, REHB5071, C REHB5072, N REHB5048, REHB5054</td>
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<td>REHB5923</td>
<td>BioPsychoSocial Aspects of Disability</td>
<td>6</td>
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**SEMESTER 2 TOTAL: 24 CREDIT POINTS**

### Part-time mode

**Year 1**

**Semester 1**

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**SEMESTER 1 TOTAL: 12 CREDIT POINTS**
Semester 2

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SEMESTER 2 TOTAL: 12 CREDIT POINTS

Year 2

Semester 1

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SEMESTER 1 TOTAL: 12 CREDIT POINTS

Semester 2

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SEMESTER 2 TOTAL: 12 CREDIT POINTS
# Master of Rehabilitation Counselling

View semester session codes [here](#).

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Minor Course Amendment Proposal  Version 03.09.2012
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**Semester 2**

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Master of Rehabilitation Counselling elective [6] (see list below and note)

SEMESTER 2 TOTAL: 24 CREDIT POINTS

**Part-time mode**

**Year 1**

**Semester 1**

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**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

**Year 2**

**Semester 1**

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**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

**Semester 2**

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### Year 3

#### Semester 1

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Master of Rehabilitation Counselling elective [6] (see list below and note)

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**

#### Semester 2

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Master of Rehabilitation Counselling elective [6] (see list below and note)

**SEMESTER 2 TOTAL: 12 CREDIT POINTS**

#### Year 4

#### Semester 1

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</table>

Students must submit and pass a criminal record check, and demonstrate assumed knowledge requirements prior to placement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5X33</td>
<td>Disability Research and Evidence in Practice</td>
<td>6</td>
<td>P REHB5X13</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

**SEMESTER 1 TOTAL: 12 CREDIT POINTS**
### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5081</td>
<td>Rehab Counselling Dissertation B</td>
<td>6</td>
<td>P REHB5078, REHB5059, REHB5058, REHB5057, Note: Department permission required for enrolment</td>
<td>Semester 1 Semester 2</td>
</tr>
<tr>
<td>REHB5083</td>
<td>Professional Practice 2</td>
<td>6</td>
<td>P REHB5082, REHB5X11, REHB5X12, REHB5X13, REHB5X14, REHB5X21, REHB5X22, REHB5X23, REHB5X24</td>
<td>Semester 1 Semester 2</td>
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</tbody>
</table>

Note: Department permission required for enrolment

Second 5 weeks of placement. Students must submit and pass a criminal record check, and demonstrate assumed knowledge requirements prior to placement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>REHB5X43</td>
<td>Rehabilitation Counselling Capstone</td>
<td>6</td>
<td>P REHB5X11, REHB5X12, REHB5X13, REHB5X14, REHB5X21, REHB5X22, REHB5X23, REHB5X24, REHB5X31, REHB5X33</td>
<td>Semester 2</td>
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</table>

SEMESTER 2 TOTAL: 12 CREDIT POINTS

### Master of Rehabilitation Counselling electives

#### Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5X5X</td>
<td>Mental Health, Rehabilitation &amp; Recovery</td>
<td>6</td>
<td>N REHB5042, HSBH3015</td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5063</td>
<td>Rehabilitation of PTSD</td>
<td>6</td>
<td>N REHB3065, REHB5034</td>
<td>Semester 1</td>
</tr>
<tr>
<td>REHB5069</td>
<td>Rehabilitation of Alcohol and Drug Misuse</td>
<td>6</td>
<td>N REHB5014, REHB3064</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Prerequisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHB5068</td>
<td>Public Offenders: Aspects of Rehab</td>
<td>6</td>
<td>N REHB5016, REHB3062</td>
<td>Semester 2</td>
</tr>
<tr>
<td>REHB5084</td>
<td>Work and Developmental Disability</td>
<td>6</td>
<td></td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**Note**

Availability of electives may vary from year to year. With the approval of the Course Director electives, including FHS Abroad, may be selected from those available in the Faculty Electives chapter of the handbook.
4. **Transitional arrangements**

Transitional arrangements will be provided for part-time students enrolled in the Master of Rehabilitation Counselling, commencing in 2016 or 2017 in consultation with the Course Director (Attachment 3).

5. **Other relevant information**

6. **Signature of Dean**
NAME OF COURSE: Master of Rehabilitation Counselling__  CODE ___ MAREHCOU-03

1. Purpose

Check that the qualification is indeed a Level 9 Coursework Masters by:

   a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree

   b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

Faculty response: Tick box:   (a) Yes    No  (b) Yes  No

2. Learning Outcomes

Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.

Faculty response: The course is designed to meet the learning outcomes.  Tick box:  Yes    No

The quality of the learning outcomes are assured by cross referencing learning outcomes and assessment in units of study, as well as clinical site supervision and the capstone project in REHB5X43 Rehabilitation Counselling Capstone.

3. Volume of Learning

Is the degree building on disciplinary knowledge in the Level 7 or 8 qualification? No

   a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.

   b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.

It is the Faculty’s responsibility to ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response:  The course has the appropriate volume of learning to meet the learning outcomes

Tick box:  Yes    No
4. **Disciplinary Similarity**

For Masters by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and/or 8—for example, in multidisciplinary Masters degrees – the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: The Faculty can justify the volume of learning required where there is disciplinary dissimilarity between Levels 7 and 8 and Level 9.  
Tick box: Yes [ ] No [ ]

5. **Research Project, Capstone or Piece of Scholarship**

Which unit(s) of study in the degree are devoted to a research-based project, capstone and or piece of scholarship?

Faculty Response: ___REHB5X43 Rehabilitation Counselling Capstone__________

6. **Different Entry Pathways**

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

Faculty Response: None required
### Transitional Arrangement for Continuing Students in the Graduate Diploma and Master of Rehabilitation Counselling 2018 - 2020

Continuing students in the Graduate Diploma and Master of Rehabilitation Counselling will be advised of the introduction of renewed curriculum in 2018, and offered the opportunity to transition directly to the revised course. Credit will be granted for units of study undertaken, as per Table 2 below (subject to restrictions as per the Resolutions of the Faculty of Health Sciences).

#### Table 1: Transitional arrangements for Graduate Diploma and Master of Rehabilitation Counselling

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>There are no students presently enrolled (or with an approved leave of absence). Students returning to study who have withdrawn from either program, or completed requirements for the Graduate Diploma in Rehabilitation Counselling may be admitted as a commencing student in 2018 (via direct application). Students may seek credit for prior studies as per standard process (please refer to credit equivalence in Table 12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016 GradDipRehabClng - Part-time Year 2</td>
<td>No change*</td>
<td>Students enrol in the equivalent units in the new curriculum to complete any remaining units of study*</td>
<td></td>
</tr>
<tr>
<td>2016 MRehabClng - Part-time Year 2</td>
<td>No change*</td>
<td>Students enrol in the equivalent units in the new curriculum to complete any remaining units of study*</td>
<td></td>
</tr>
<tr>
<td>2017 GradDipRehabClng - Part-time</td>
<td>REHB5070 replaced by REHB5914 REHB5071 replaced by REHB5924 REHB5073 replaced by REHB5913 REHB5074 replaced by REHB5925</td>
<td>Students enrol in the equivalent units in the new curriculum to complete any remaining units of study*</td>
<td></td>
</tr>
<tr>
<td>2017 MRehabClng – Full time</td>
<td>No change*</td>
<td>Students enrol in the equivalent units in the new curriculum to complete any remaining units of study*</td>
<td></td>
</tr>
<tr>
<td>2017 MRehabClng - Part time</td>
<td>REHB5070 replaced by REHB5914 REHB5071 replaced by REHB5924 REHB5073 replaced by REHB5913 REHB5075 (no changes) (S2 only)</td>
<td>REHB5082 (no change) REHB5079 replaced by REHB5X31 REHB5077 replaced by REHB5X5X REHB5078 replaced by REHB5X33 REHB5081 replaced by REHB5X43</td>
<td></td>
</tr>
<tr>
<td>2018 - 2020 *Non-standard (approved leave of absence, or students who fail REHB5060)</td>
<td>REHB5060 will be available for enrolment in 2018-2019 (subject to Departmental Permission)</td>
<td>Students returning to study from an approved leave of absence may enrol in a shell unit to undertake study for REHB5060</td>
<td></td>
</tr>
<tr>
<td>Approved credit equivalence for students transitioning</td>
<td>New curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5076 Introductory Rehabilitation Counselling</td>
<td>REHB5911 Rehabilitation Counselling I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5072 Applied Counselling and Case Management</td>
<td>REHB5912 Rehabilitation Resource Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5073 Client Assessment &amp; Job Placement</td>
<td>REHB5913 Assessment, Evaluation &amp; Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5070 Vocational Development &amp; Counselling</td>
<td>REHB5914 Applied Vocational Rehabilitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5074 Professional Practice A</td>
<td>REHB5925 Fieldwork Practicum</td>
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<tr>
<td>REHB5061 Applied Psychosocial and Medical Rehab</td>
<td>REHB5923 BioPsychoSocial Aspects of Disability</td>
<td></td>
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<tr>
<td>REHB5071 Work Injury &amp; Workers’ Compensation</td>
<td>REHB5924 Workers’ Compensation and Rehabilitation</td>
<td></td>
<td></td>
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<tr>
<td>REHB5079 Perspectives on Rehabilitation Legislation</td>
<td>REHB5X31 Disability, Public Policy, and Change</td>
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<tr>
<td>REHB5078 Rehab Counselling Dissertation A</td>
<td>REHB5X33 Disability Research &amp; Evidence in Practice</td>
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<tr>
<td>REHB5077 Psychiatric Rehabilitation</td>
<td>REHB5X5X Mental Health, Rehabilitation &amp; Recovery</td>
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<tr>
<td>REHB5075 Avocational Rehabilitation Management</td>
<td>REHB5X41 Inclusive Community Development</td>
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<tr>
<td>REHB5081 Rehab Counselling Dissertation B</td>
<td>REHB5X43 Rehabilitation Counselling Capstone</td>
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<tr>
<td>REHB5060 Rehabilitation Philosophy</td>
<td>Credit granted in place of an elective</td>
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<td></td>
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<tr>
<td>REHB5082 Professional Practice 1</td>
<td>REHB5082 Professional Practice 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5083 Professional Practice 2</td>
<td>REHB5083 Professional Practice 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REHB5074 Professional Practice A**</td>
<td>REHB5082 Professional Practice 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students who completed REHB5074 prior to 2017 may be required to complete an additional week of professional practice in REHB5083 Professional Practice 2 to ensure that accreditation requirements are realised in the new course.
Minor Course Amendment Proposal

Faculty: The University of Sydney Law School
Contact person: Natasha De Zilva

1. Name of award course
   Bachelor of Laws
   Juris Doctor

2. Purpose of proposal
   To add, rename and remove units of study in the Elective Units of Study tables from 1 January 2018.

3. Details of amendment

Undergraduate
Optional units of study
  • Bachelor of Laws
    Insert the following approved unit of study in correct alphabetical order in Part 1 of the Elective Units of Study Table:
      ➢ LAWS3510 Industry and Community Projects
      ➢ LAWS3511 Indigenous Engagement
      ➢ LAWS3514 Race and the Law
    Insert the following approved units of study in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:
      ➢ LAWS6355 Energy and Water Security Law
    Rename the following approved units of study and add them in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:
      ➢ LAWS6065 Pollution and Contaminated Land to become Pollution, Corporate Liability and Governance
      ➢ LAWS6320 Climate Disaster Law to become Climate Justice and Disaster Law
    Insert the following approved unit of study in correct alphabetical order in Part 2 of the Elective Units of Study Table:
      ➢ LAWS3512 Law and Social Theories
      ➢ LAWS3513 Philosophy of Criminal Law
    Remove the following previously approved units of study from the Part 1 Master's Level Elective Units of Study Table:
      ➢ LAWS6163 Energy and Climate Law

Postgraduate
Optional units of study
  • Juris Doctor
    Insert the following approved units of study in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:
      ➢ LAWS6355 Energy and Water Security Law
    Rename the following approved units of study and add them in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:
      ➢ LAWS6320 Climate Disaster Law to become Climate Justice and Disaster Law
    Insert the following approved unit of study in correct alphabetical order in Part 2 of the Elective Units of Study Table:
      ➢ LAWS5210 Industry and Community Projects
      ➢ LAWS5211 Indigenous Engagement
      ➢ LAWS5214 Race and the Law

Minor Course Amendment Proposal 10.05.17
Rename the following approved units of study and add them in correct alphabetical order in Part 1 of the Master's Level Elective Units of Study Table:

- LAW6065 Pollution and Contaminated Land to become Pollution, Corporate Liability and Governance

Insert the following approved unit of study in correct alphabetical order in Part 3 of the Elective Units of Study Table:

- LAW6212 Law and Social Theories
- LAW6213 Philosophy of Criminal Law

Remove the following previously approved units of study from the Part 2 Master's Level Elective Units of Study Table:

- LAW6163 Energy and Climate Law

4. **Transitional arrangements**

None required

5. **Other relevant information**

6. **Signature of Dean**

[Signature]

Professor Joellen Riley
Head of School and Dean
## JURIS DOCTOR

### Units of Study

<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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1 – Master’s Level Electives (International, Comparative, and Transnational)</strong></td>
<td></td>
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<tr>
<td>Candidates may choose no more than 24 credit points of Master’s level units of study in the Juris Doctor</td>
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<tr>
<td>LAWS6353 Business Crime</td>
<td>6</td>
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<tr>
<td>LAWS6091 Chinese International Taxation</td>
<td>6</td>
<td>A Available to students who have successfully completed an undergraduate/postgraduate unit of study in tax law.</td>
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</tr>
<tr>
<td>LAWS6320 Climate Disaster Law</td>
<td>6</td>
<td>Note: Department permission required for enrolment Pre-enrolment registration is required. For further information, please visit Sydney Law School website <a href="http://sydney.edu.au/law/">http://sydney.edu.au/law/</a></td>
<td></td>
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<tr>
<td>LAWS6128 Comparative International Taxation</td>
<td>6</td>
<td></td>
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<tr>
<td>LAWS6222 Corporate Governance</td>
<td>6</td>
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</tr>
<tr>
<td>LAWS6997 Cross-Border Deals</td>
<td>6</td>
<td>A Available to law graduates only. Students undertaking this unit must have a good working knowledge of the Australian Corporations Act and the rules and practices applicable to securities offerings and takeovers or the equivalent in their home jurisdiction.</td>
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<tr>
<td>LAWS6889 Death Law</td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>LAWS6852 Doing Business in China</td>
<td>6</td>
<td>A undergraduate law degree from a common or civil law jurisdiction or LAWS6252</td>
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<tr>
<td>LAWS6945 Doing Business in Emerging Markets</td>
<td>6</td>
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<tr>
<td>LAWS6355 Energy and Water Security Law</td>
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<tr>
<td>LAWS6307 Expert Evidence and Class Action Procedure</td>
<td>6</td>
<td>N LAWS6230 or LAWS6869 Students without a law degree or equivalent may enrol in this unit but should be aware that the unit focuses on legal and evidentiary issues. This unit replaced LAWS6230 Expert Evidence and LAWS6869 Class Actions and Complex Litigation.</td>
<td></td>
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<tr>
<td>LAWS6334 Gender Inequality and Development</td>
<td>6</td>
<td></td>
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<tr>
<td>LAWS6964 Global Energy and Resources Law</td>
<td>6</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>LAWS6059 International Business Law</td>
<td>6</td>
<td>A LAWS6252 or law degree from a common or civil law jurisdiction N LAWS3438, LAWS5138 Core unit for MintBus&amp;L students. This unit is available as one of the core units for GradDipIntBusLaw students.</td>
<td></td>
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<tr>
<td>LAWS6865 International Dispute Resolution</td>
<td>6</td>
<td>N LAWS6202</td>
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<tr>
<td>LAWS6061 International Environmental Law</td>
<td>6</td>
<td>Students seeking further study in international environmental law may undertake LAWS6922 Advanced International Environmental Law.</td>
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<tr>
<td>LAWS6037</td>
<td>6</td>
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### International Import/Export Laws

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS6916</td>
<td>International Investment Law</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6304</td>
<td>International Family Law</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6343</td>
<td>International Law and Technology</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6816</td>
<td>Labour Law in the Global Economy</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6932</td>
<td>Law and Investment in Asia</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6928</td>
<td>Law, Justice and Development</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6047</td>
<td>Law of the Sea</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6444</td>
<td>Market Manipulation and Insider Trading</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6352</td>
<td>Mergers and Acquisitions in Asia</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6349</td>
<td>Muslim Minorities and the Law</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6345</td>
<td>Principles of Financial Regulation</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6990</td>
<td>Principles of Oil and Gas Law</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6177</td>
<td>Tax Treaties</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6444</td>
<td>US Corporate Law</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6171</td>
<td>US International Taxation</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6109</td>
<td>UK International Taxation</td>
<td>6</td>
</tr>
<tr>
<td>LAWS6063</td>
<td>World Trade Organization Law I</td>
<td>6</td>
</tr>
</tbody>
</table>

### Note:
- Department permission required for enrolment
- MIL and GradDipl students may enrol in either LAWS6990 Principles of Oil and Gas Law or LAWS6933 Global Oil and Gas Contracts and Issues, but not both. Pre-enrolment registration is required. For further information, please visit Sydney Law School website http://sydney.edu.au/law/.

### Part 2 – Elective Units of Study

Candidates may choose a maximum of 30 credit points of units of study from Part 2.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS5101</td>
<td>Advanced Constitutional Law</td>
<td>6</td>
</tr>
<tr>
<td>LAWS5104</td>
<td>Advanced Criminal Law</td>
<td>6</td>
</tr>
<tr>
<td>LAWS5106</td>
<td>Advanced Evidence</td>
<td>6</td>
</tr>
</tbody>
</table>

### Available to students who hold a law degree or knowledge of private international law

### A

### N

### P

### C

### N
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS5177</td>
<td>Advanced Obligations and Remedies</td>
<td>6</td>
<td>P LAWS1010 or LAWS1012, LAWS1002 or (LAWS1015 and LAWS1017), LAWS2004 or LAWS2015 or LAWS5015</td>
<td>N LAWS3477</td>
</tr>
<tr>
<td>LAWS5109</td>
<td>Advanced Taxation Law</td>
<td>6</td>
<td>P LAWS3047 or LAWS3412 or LAWS5112</td>
<td>N LAWS3013 or LAWS3409</td>
</tr>
<tr>
<td>LAWS5204</td>
<td>Advanced Torts</td>
<td>6</td>
<td>P LAWS5001 and LAWS5006</td>
<td></td>
</tr>
<tr>
<td>LAWS5112</td>
<td>Australian Income Tax</td>
<td>6</td>
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<td>Commercial Dispute Resolution</td>
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<td>LAWS5117</td>
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<td>Contract and Equity in Land Dealings</td>
<td>6</td>
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<td>Corporate and Securities Regulation</td>
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<td>Criminology</td>
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<td>LAWS5127</td>
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<td>Indigenous People and Private Law</td>
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<td>Industry and Community Projects</td>
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<td>LAWS5208</td>
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<td>LAWS344</td>
<td>Labour Law</td>
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<td>LAWS5151</td>
<td>Media Law: Contempt and Open Justice</td>
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<td>LAWS5128</td>
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<td>Policing, Crime and Society</td>
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<td>Race and the Law</td>
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<td>Redfern Legal Centre Clinic</td>
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**Part 2 – Master’s Level Electives**

*Candidates may choose no more than 24 credit points of Master’s level units of study in the Juris Doctor*

<table>
<thead>
<tr>
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<th>Credit Points</th>
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<tr>
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<td>A LAWS6252 or a law degree and LAWS6071</td>
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<tr>
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<td>Climate Disaster Law</td>
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<td>Pre-enrolment registration is required. For further</td>
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<td>information, please visit Sydney Law School website</td>
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<td>6</td>
<td>N LAWS6257</td>
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<tr>
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<td>6</td>
<td>N LAWS6863</td>
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<tr>
<td>LAWS6354</td>
<td>Environ Planning and Impact Assessment Law</td>
<td>6</td>
<td>A students who do not hold an undergraduate law</td>
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<td>Reasoning and the Common Law System before</td>
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<td>Law and Policy (MEL only)</td>
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<td>6</td>
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<td>Hate Crime</td>
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<td>LAWS6054</td>
<td>Health Care and Professional Liability</td>
<td>6</td>
<td>Core unit for GradDipPubHL students. MHL students</td>
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**Part 2 – Master’s Level Electives**

Candidates may choose no more than 24 credit points of Master’s level units of study in the Juris Doctor

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<tr>
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<tr>
<td>LAWS6013</td>
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<td>LAWS6052</td>
<td>Govt Regulation, Health Policy and Ethics</td>
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<td>MHL students may select this unit as one of the three core units required in addition to LAWS6252 or LAWS6881.</td>
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<td>Hate Crime</td>
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<td>LAWS6877</td>
<td>Mental Illness: Law and Policy</td>
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<td>LAWS6065</td>
<td>Pollution and Contaminated Land Pollution, Corporate Liability and Governance</td>
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<td>LAWS6191</td>
<td>Water Law and Climate Change</td>
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**Part 3 – Jurisprudence Units of Study**

Students must complete 42 credit point of elective units of study

Students must complete a minimum of 6 credit points from Part 3 to satisfy the Jurisprudence
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>LAWS5136</td>
<td>International/Comparative Jurisprudence</td>
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<td>This unit satisfies the Jurisprudence/Part 3 requirement of the JD.</td>
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<td>LAWS5147</td>
<td>Law and Economics</td>
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<td>LAWS5212</td>
<td>Law and Social Theories</td>
<td>6</td>
<td>N LAWS5162</td>
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<tr>
<td>LAWS5200</td>
<td>Law, Morals and Politics</td>
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<td>N LAWS3500</td>
<td>This unit satisfies the Jurisprudence requirement of the JD.</td>
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<tr>
<td>LAWS5213</td>
<td>Philosophy of Criminal Law</td>
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<td>N LAWS3475</td>
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<tr>
<td>LAWS5175</td>
<td>Philosophy of International Law</td>
<td>6</td>
<td>N LAWS3459 or LAWS3454</td>
<td>This unit satisfies the Jurisprudence/Part 3 requirement of the JD.</td>
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<tr>
<td>LAWS5154</td>
<td>Philosophy of Law</td>
<td>6</td>
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<td>This unit satisfies the Jurisprudence/Part 2 requirement of the LLB. Enrolment is by separate application to the Law School.</td>
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<td>LAWS5162</td>
<td>Sociological Theories of Law</td>
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<td>N JURS3001 or LAWS3462</td>
<td>This unit satisfies the Jurisprudence/Part 3 requirement of the JD.</td>
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<td>The Rule of Law and its Value</td>
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<td>This unit satisfies the Jurisprudence/Part 3 requirement of the JD.</td>
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<tr>
<td>LAWS5171</td>
<td>Theories of Conscientious Obedience</td>
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<td>LAWS5168</td>
<td>Theories of Justice</td>
<td>6</td>
<td>N LAWS3077 or LAWS3468</td>
<td>This unit satisfies the Jurisprudence/Part 3 requirement of the JD.</td>
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</tbody>
</table>
Minor Course Amendment Proposal

Faculty: The University of Sydney Law School
Contact person: Prof Rosemary Lyster/Dr Kate Owens/Sue Ng

1. Name of award course
   Master of Laws
   Master of Environmental Law
   Master of Global Law
   Master of International Law
   Master of Law and International Development
   Graduate Diploma in Law
   Graduate Diploma in Environmental Law
   Graduate Diploma in International Law

2. Purpose of proposal
   To amend the elective units of study tables of the listed courses. The proposed amendments result from a recent review of the Postgraduate Environmental Law Program which aims to rationalise the number of units offered within the program in order to improve enrolment in each unit of study.

3. Details of amendment
   a. Master of Laws, Master of Environmental Law, Master of Global Law, Master of International Law, Master of Law and International Development, Graduate Diploma in Law, Graduate Diploma in Environmental Law, Graduate Diploma in International Law

   Insert the following approved unit of study in correct alphabetical order in the listed course Elective Units of Study Tables:
   LAWS6355 Energy and Water Security Law

   Remove the following previously approved units of study from the listed course Elective Units of Study Tables:
   LAWS6191 Water Law and Climate Change
   LAWS6163 Energy and Climate Law
   LAWS6324 Law, Tropical Forests and Carbon

   Rename the previously approved unit LAWS6320 Climate Disaster Law in the listed course Elective Units of Study Tables to:
   LAWS6320 Climate Justice and Disaster Law

   b. Master of Laws, Master of Environmental Law, Master of Global Law, Graduate Diploma in Law, Graduate Diploma in Environmental Law

   Rename the previously approved unit LAWS6065 Pollution and Contaminated Land in the listed course Elective Units of Study Tables to:
   LAWS6065 Pollution, Corporate Liability & Governance

4. Transitional arrangements
   None required

5. Other relevant information

6. Signature of Dean
   [Signature]
   Professor Joellen Riley
   11 May 2017
Minor Course Amendment Proposal

Faculty: Sydney Medical School

Contact person: Associate Professor Louise Nash
Louise.nash@sydney.edu.au

1. Name of award course

Graduate Certificate in Brain and Mind Sciences
Graduate Diploma in Brain and Mind Sciences
Master of Brain and Mind Sciences

2. Purpose of proposal

To change the name of a unit of study for the above listed courses.

3. Details of amendment

To change the name of the unit of study from
BMRI5001 Hist, Phil and Ethics of Brain and Mind Sci to
BMRI5001 Neuroethics.

4. Transitional arrangements

The changes to take effect from 1 January 2018. No transitional arrangements are required.

5. Other relevant information

None required.

6. Signature of Dean
Non-Confidential

| Author | Associate Professor Annette Katelaris  
|        | Director of Professional Medical Education, Sydney Medical School |
| Reviewer/Approver | Associate Professor Patrick Kelly  
|        | Associate Dean for Postgraduate Coursework for the Sydney Medical School |
| Paper title | Minor Amendment to the Master of Medicine and Master of Science in Medicine |

**Purpose**

The following amendments are proposed:

I. To amend the course resolutions

II. Introduce new units of study in some streams

III. Cross-list additional existing units of study for several streams

IV. Change the titles of a number of units of study.

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board:

(1) approve the proposal from the Sydney Medical School to amend the Master of Medicine/Science in Medicine, as proposed; and

(2) approve the amendment of the course resolutions and unit of study tables arising from this proposal with effect from 1 January 2018.

**EXECUTIVE SUMMARY**

This proposal recommends a number of amendments to the Master of Medicine and Master of Science in Medicine for the Streams

- Clinical Neurophysiology
- Critical Care Medicine
- Internal Medicine
- Metabolic Health
- Paediatric Medicine
- Pharmaceutical & Medical Device Development
- Psychiatry
- Sexual and Reproductive Health
- Sleep Medicine

as follows:

1) **To amend the course resolutions to:**
   
   a) Clarify admission requirements for Master of Science in Medicine
   
   b) Allow students to commence the Advanced research project prior to completion of coursework with the added requirement that they must have completed the compulsory research methods unit of study in their stream.
   
   c) Remove ability to complete Advanced option by coursework ie students must complete a research project.
   
   d) Alphabetise stream listing.
   
   e) Change authority for approving student transfers between streams to reflect course governance structure.

2) **To introduce new units of study:**

   - CRIT5010 Point of Care Ultrasound
   - DERM5001 Essential Dermatology
   - INTM5009 Basic Infectious Diseases
Non-Confidential
INTM5010 Basic Oncology
INTM5011 Basic Haematology
INTM5012 Basic Immunology

3) To cross list additional existing units of study in various streams.

4) To change the titles of a small number of units of study.

The AQF outcomes are not in any way affected by the above listed changes.
1. **Name of award course**

Graduate Certificate in Medicine  
Graduate Diploma in Medicine  
Master of Medicine  
Master of Medicine (Advanced)  
Graduate Certificate in Science in Medicine  
Graduate Diploma in Science in Medicine  
Master of Science in Medicine  
Master of Science in Medicine (Advanced)  
For the following Streams:  
Clinical Neurophysiology  
Critical Care Medicine  
Internal Medicine  
Metabolic Health  
Paediatric Medicine  
Pharmaceutical & Medical Device Development  
Psychiatry  
Sexual and Reproductive Health  
Sleep Medicine

2. **Purpose of proposal**

To make the following amendments to the Master of Medicine/Master of Science in Medicine program (in the Streams listed above):

   I. Amend the course resolutions  
   II. Introduce new units of study in some streams  
   III. Cross-list additional existing units of study in the Unit of Study tables  
   IV. Change the titles of a number of units of study.

3. **Details of amendment**

   I. **Amendments to course resolutions**

      A number of changes to the course resolutions are proposed (see Attachment 1 below for amended resolutions):

      a) Admission to the Master of Science in Medicine  
      b) Admission to the Advanced option  
      c) Requirements for award of Master (Advanced)  
      d) Change order of streams (alphabetical)  
      e) Change authority for approving student transfers between streams.
a) Admission to the Master of Science in Medicine
We are often asked by prospective students and University staff for clarification regarding the admission requirements for this degree, particularly the subsection regarding a pass bachelor’s with work equivalent to a first or second class honour’s degree. See recommended changes below (Attachment 1, 6 (9)).

b) Admission to the Advanced option
The proposed change to the Advanced requirement is the result of an approach by a number of students who want to complete the research project concurrently with their coursework. We had envisaged that students would complete their coursework before seeking admission to the Advanced option. We are happy to allow this but believe they should complete an appropriate research unit before commencing their project to ensure they are adequately equipped to plan and undertake the research project. The appropriate research unit varies between streams:

- CEPI5100 Introduction to Clinical Epidemiology for students in most streams
- BMRI5020 Research Inquiry in the case of Psychiatry students
- PUBH5010 Epidemiology Methods and Uses for some Sexual Health students
- PUBH5500 Advanced Qualitative Health Research


c) Requirements for award of Master (Advanced)
The proposed change to remove the ability to complete the Advanced option by coursework reflects the original intention of the Advanced component which was to provide research opportunities to the best students. The coursework units were only added in the short term to help the Psychiatry degree meet the Formal Education Requirements of the Royal Australian and New Zealand College of Psychiatrists. This degree has now been restructured so that the requirements can be met within the 48 credit point master degree. We do not feel that completing more coursework at the same level of study is a deserving or appropriate way of earning an “Advanced” degree.

See below for amended Unit of Study tables for Psychiatry.

d) Change order of streams
The Academic Board recently approved an amendment to change the title of the HIV, Sexual Health and STIs stream to Sexual and Reproductive Health. The order of listing of the streams was not adjusted at the time (see proposed new order of listing in Attachment 1 below).

e) Change authority for approving student transfers between streams
Currently the resolutions state the Head of Discipline must approve transfers between streams. However the most appropriate authority under the course governance structure is the Course Coordinator for each stream.

II. New units of study
New units of study are proposed as detailed below (see Unit of Study forms provided separately and unit of study tables below).

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIT5010 Point of Care Ultrasound</td>
<td>This unit is proposed in response to student demand for skills in ultrasound. Use of this technology to assist decision making in relation to critically ill patients is increasing. The unit will have a practical focus and include 2 days of hands on experience. Initially, the unit will only be listed as a stream specific unit in the Critical Care stream.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>DERM5001</td>
<td>Essential Dermatology</td>
</tr>
<tr>
<td>INTM5009</td>
<td>Basic Infectious Diseases</td>
</tr>
<tr>
<td>INTM5010</td>
<td>Basic Oncology</td>
</tr>
<tr>
<td>INTM5011</td>
<td>Basic Haematology</td>
</tr>
<tr>
<td>INTM5012</td>
<td>Basic Immunology</td>
</tr>
<tr>
<td>IMAG5001</td>
<td>Essential imaging for clinicians</td>
</tr>
</tbody>
</table>

**Minor Course Amendment Proposal**

Version 01.10.2014
III. Cross-listing additional existing units of study

One of the aims of introducing the generic Master of Medicine/Master of Science in Medicine generic course was to exploit the synergies between streams and other courses by maximising cross-listing and minimising the development of new units of study. As the new streams mature and a better understanding of the needs of the target audience builds, new synergies are being identified and new audiences. The addition of a nursing unit of study to the metabolic health stream addresses the needs of clinical nurse practitioners who must complete a graduate certificate in their chosen speciality. It will also assist in gaining accreditation from the Australian Diabetes Educators Association.

The table below summarises the proposed cross-listing of existing units of study in various streams. Unit of study tables are provided below.

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Stream</th>
<th>Stream specific/General elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS5012 Assessment and Clinical Judgement</td>
<td>Metabolic Health</td>
<td>Stream specific</td>
</tr>
<tr>
<td>BETH5209 Medicines Policy, Economics and Ethics</td>
<td>Metabolic Health</td>
<td>General elective</td>
</tr>
<tr>
<td>CEPI5215 Writing and reviewing medical papers</td>
<td>Clinical Neurophysiology</td>
<td>General elective</td>
</tr>
<tr>
<td></td>
<td>Critical Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metabolic Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pharmaceutical &amp; Medical Device Development</td>
<td></td>
</tr>
<tr>
<td>CEPI5315 Systematic Reviews</td>
<td>Clinical Neurophysiology</td>
<td>General elective</td>
</tr>
<tr>
<td></td>
<td>Critical Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metabolic Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pharmaceutical &amp; Medical Device Development</td>
<td></td>
</tr>
<tr>
<td>DERM5001 Essential Dermatology</td>
<td>Critical Care</td>
<td>General elective</td>
</tr>
<tr>
<td></td>
<td>Internal Medicine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Paediatric Medicine</td>
<td></td>
</tr>
<tr>
<td>INTM5002 Basic Neurology</td>
<td>Clinical Neurophysiology</td>
<td>Stream specific</td>
</tr>
<tr>
<td>INTM5102 Advanced Neurology</td>
<td>Clinical Neurophysiology</td>
<td>Stream specific</td>
</tr>
<tr>
<td>INTM5014 Basic Cardiology</td>
<td>Critical Care</td>
<td>Stream specific</td>
</tr>
<tr>
<td>INTM5004 Basic Respiratory Medicine</td>
<td>Critical Care</td>
<td>General elective</td>
</tr>
<tr>
<td>INTM5009 Basic Infectious Diseases</td>
<td>Critical Care</td>
<td>General elective</td>
</tr>
<tr>
<td>PAED5002 Adolescent Medicine</td>
<td>Internal Medicine</td>
<td>Stream specific</td>
</tr>
<tr>
<td>PMED5100 Paediatric Infectious Diseases</td>
<td>Internal Medicine</td>
<td>Stream specific</td>
</tr>
<tr>
<td>PMED5101 Paediatric Nutrition and Obesity</td>
<td>Metabolic Health</td>
<td>Stream specific (currently listed as General elective)</td>
</tr>
</tbody>
</table>
IV. Change unit of study titles

Changes are proposed to unit of study titles to better reflect the aims and subject matter. A summary is provided below and unit of study forms provided separately.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Current title</th>
<th>Proposed new title &amp; Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIT5005</td>
<td>Clinical Communication and Decision Making</td>
<td>Clinical reasoning and communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A new unit of study coordinator has shifted the focus.</td>
</tr>
<tr>
<td>CRIT5009</td>
<td>Teaching Clinical Skills by Simulation</td>
<td>Teaching with simulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The unit includes using simulation to teach non-clinical skills eg improving supervision and feedback and creating effective teams.</td>
</tr>
<tr>
<td>INTM5003</td>
<td>Basic Rheumatology and Immunology</td>
<td>Basic Rheumatology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When the learning outcomes were developed the scope for each “ology” required separate 3 credit point units.</td>
</tr>
<tr>
<td>INTM5103</td>
<td>Advanced Rheumatology and Immunology</td>
<td>Advanced Rheumatology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When the learning outcomes were developed the scope for each “ology” required separate 3 credit point units.</td>
</tr>
</tbody>
</table>

4. Transitional arrangements

Candidates who commenced prior to 1 January 2017 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2019.

See Course Resolutions in Attachment 1 below

5. Other relevant information

See attachments below:
1. Course resolutions
2. Unit of study tables for each stream with new units of study and cross-listing additional existing units

Unit of study forms for new and revised units are provided separately.
6. Signature of Dean

Professor Arthur Conigrave
Dean, Sydney Medical School
Attachment 1 Course Resolutions

Graduate Certificate in Medicine
Graduate Diploma in Medicine
Master of Medicine
Master of Medicine (Advanced)

Graduate Certificate in Science in Medicine
Graduate Diploma in Science in Medicine
Master of Science in Medicine
Master of Science in Medicine (Advanced)

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 2010 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016. Up to date versions of all such documents are available from the Policy Register: http://www.sydney.edu.au/policies.

Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions
1 Course codes
Code Course title
GCMEDICI-02 Graduate Certificate in Medicine
GNMEDICI-02 Graduate Diploma in Medicine
MAMEDICI-04 Master of Medicine
MAMEDADV-01 Master of Medicine (Advanced)

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

3 Master's type
The master's degree in these resolutions is a professional master's course, as defined by the Coursework Policy.

4 Embedded courses in this sequence
(1) The embedded courses in this sequence are:
(a) Graduate Certificate
(b) Graduate Diploma
(c) Master
(d) Master (Advanced)
(2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the highest award completed will be conferred.

5 Streams
(1) Courses are available in the following streams:

For medical graduates:
(a) Clinical Neurophysiology
(b) Critical Care Medicine
(c) Internal Medicine
(d) Metabolic Health
(e) Paediatric Medicine
(f) Pharmaceutical & Medical Device Development
(g) Psychiatry
(h) Sexual and Reproductive Health
(i) Sleep Medicine
For non-medical graduates:
(a) Clinical Neurophysiology
(b) Critical Care Medicine
(c) Metabolic Health
(d) Pharmaceutical & Medical Device Development
(e) Sexual and Reproductive Health
(f) Sleep Medicine

(2) Candidates may transfer between streams with approval from the relevant stream Head of Discipline, Course Coordinators.

(3) All of the degrees within this course shall be awarded in the stream in which the candidate enrols. The testamur for the degree shall specify the stream.

6 Admission to candidature
(1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

(2) Admission to the Graduate Certificate in Medicine requires:
(a) a medical degree from the University of Sydney or equivalent qualification;

(3) Admission to the Graduate Diploma in Medicine requires:
(a) a medical degree from the University of Sydney or equivalent qualification.

(4) Admission to the Master of Medicine requires:
(a) a medical degree from the University of Sydney or an equivalent qualification.

(5) Admission to the Psychiatry stream requires:
(a) a medical degree from the University of Sydney or an equivalent qualification; and
(b) employment in an accredited psychiatry training position or equivalent experience.

(6) Admission to the Internal Medicine stream requires current medical registration in an Australian or New Zealand jurisdiction and current or prior employment in a clinical setting in an Australian or New Zealand jurisdiction.

(7) Admission to the Graduate Certificate in Science in Medicine requires:
(a) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
(b) for admission to HIV, STIs and Sexual Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

(8) Admission to the Graduate Diploma in Science in Medicine will require:
(a) successful completion of the embedded Graduate Certificate in Science in Medicine; or
(b) a bachelor or postgraduate degree in a health or science-related discipline from the University of Sydney or equivalent qualification; or
(c) for admission to HIV, STIs and Sexual Health and Sleep Medicine only, a minimum of 5 years professional work experience in a health related field or pass a preliminary examination(s) as prescribed by the Faculty.

(9) Admission to the Master of Science in Medicine requires:
(a) successful completion of the requirements of the embedded Graduate Certificate in Science in Medicine or Graduate Diploma in Science in Medicine or equivalent qualification; or
(b) a bachelor degree with honours in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
(c) a bachelor degree plus a postgraduate degree in a health or science-related discipline from the University of Sydney or an equivalent qualification; or
(d) a pass bachelor degree in a health or science-related discipline from the University of Sydney or an equivalent qualification plus a minimum of 12 months relevant work experience.
(d)(e) for admission to the Clinical Neurophysiology and Sleep Medicine streams, evidence of at least 12 months relevant work experience is also required essential.

(11) Admission to the Master of Medicine (Advanced) or the Master of Science in Medicine (Advanced) requires:
   (a) The candidate to be enrolled in the Master of Medicine or the Master of Science in Medicine and have completed the compulsory research methods unit in their stream as applicable; and
   (b) The candidate to have an average mark of at least 75 per cent in 24 credit points of compulsory and/or stream specific units of study; and
   (c) Any other requirements as stated by the Faculty at the time of application.

7 Requirements for award
(1) The units of study that may be taken for the courses are set out in stream specific Table of Units of Study.
(2) To qualify for the award of the Graduate Certificate a candidate must complete 24 credit points, including:
   (a) 24 credit points of stream specific units of study;
(3) To qualify for the award of the Graduate Diploma in Medicine or the Graduate Diploma in Science in Medicine a candidate must complete 36 credit points, including:
   (a) 6 credit points of compulsory units of study, and
   (b) 24 credit points of stream specific units of study, and
   (c) 6 credit points of stream specific or general elective units of study;
(4) To qualify for the award of the Master of Medicine or the Master of Science in Medicine a candidate must complete 48 credit points, including:
   (a) 12 credit points of compulsory units of study, and
   (b) 24 credit points of stream specific units of study, and
   (c) 12 credit points of stream specific or general elective units of study.
(5) To qualify for the award of the Master of Medicine (Advanced) or Master of Science in Medicine (Advanced) a candidate must complete 60 credit points, including:
   (a) 48 credit points of study as required for the Master of Medicine or the Master of Science in Medicine, and
   (b) 12 credit points of project, dissertation or stream specific units of study.

8 Transitional Provisions
(1) These resolutions apply to persons who commenced their candidature after 1 January 201867 and persons who commenced their candidature prior to 1 January 201867 who formally elect to proceed under these resolutions.
(2) Candidates who commenced prior to 1 January 201867 will complete the requirements for their candidature in accordance with the resolutions and course rules in force at the time of their commencement, provided that those requirements are completed by 1 January 2020189. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.
## Attachment 2 Unit of study tables

### Clinical Neurophysiology

#### Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma and Master students must complete 6 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
</tbody>
</table>

#### Stream Specific Units of Study

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students must complete 6 credit points of stream specific units of study in Semester 1</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>Students must complete an additional 18 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offered Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLNP5002 Diagnostic Electroencephalography</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CLNP5003 Clinical Neurophysiology Techniques</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CLNP5006 Intraoperative Monitoring I</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td><strong>Offered Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLNP5004 Advanced Electroencephalography</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CLNP5005 Neuromonitoring in Anaesthesia</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>CLNP5007 Intraoperative Monitoring II</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>INTM5102 Advanced Neurology</td>
<td>3</td>
<td>online</td>
</tr>
</tbody>
</table>
Offered Semester 1 & Semester 2

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>INTM5002 Basic Neurology</td>
<td>3</td>
<td>online</td>
</tr>
</tbody>
</table>

General Elective Units of Study

Graduate Diploma students complete 6 credit points of general elective or stream specific units of study.

Masters students complete 12 credit points of stream specific or general elective units of study.

Offered Semester 1 and Semester 2

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5215 Writing and reviewing medical papers</td>
<td>6</td>
<td>online; block mode</td>
</tr>
<tr>
<td>PAIN5002 Pain mechanisms and contributors</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PAIN 5003 Pain Treatment and Management</td>
<td>6</td>
<td>online</td>
</tr>
</tbody>
</table>

Offered Semester 1

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIN5021 Acute Pain</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>CEPI5300 Research Grants: Theory and Practice</td>
<td>6</td>
<td>block mode; online</td>
</tr>
<tr>
<td>CEPI5315 Introduction to Systematic Reviews</td>
<td>6</td>
<td>Online/normal day</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
</tbody>
</table>

Offered Semester 2

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5002 Teaching in the Clinical Environment</td>
<td>6</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>
**Project Units of Study - Master (Advanced)**

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation; or defer enrolment.

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>Project (Advanced Masters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDF5302</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>Project (Advanced Masters) (Part A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDF5303</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>Project (Advanced Masters) (Part B)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Critical Care Medicine**

**Compulsory units of study**

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory unit of study for Graduate Diploma students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5100</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td>Introduction to Clinical Epidemiology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Compulsory units of study for Master students**

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5100</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td>Introduction to Clinical Epidemiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRIT5008</td>
<td>6 (available semester 2)</td>
<td>online</td>
</tr>
<tr>
<td>Evidence and Ethics in Critical Care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Stream specific units of study**

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
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<tr>
<td>Master students must complete 24 credit points of stream specific units of study</td>
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<tr>
<td>CRIT5001</td>
<td>Anatomy for Critical care</td>
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<tr>
<td>CRIT5002</td>
<td>Pathology for Critical Care</td>
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</tr>
<tr>
<td>CRIT5006</td>
<td>Retrieval medicine operational environment</td>
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<tr>
<td>CRIT5009</td>
<td>Teaching Clinical Skills by Simulation</td>
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<td>CRIT5010</td>
<td>Point of Care Ultrasound</td>
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<tr>
<td>CLNP5001</td>
<td>Basic Sciences in Clinical Neurophysiology</td>
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<tr>
<td>PAIN5021</td>
<td>Acute Pain</td>
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<tr>
<td>CLNP5005</td>
<td>Neuromonitoring in Anaesthesia</td>
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<td>CRIT5003</td>
<td>Pharmacology for Critical Care</td>
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<td>CRIT5004</td>
<td>Physiology for Critical Care</td>
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</tr>
<tr>
<td>CRIT5005</td>
<td>Clinical Communication and Decision Making</td>
<td>6</td>
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<tr>
<td></td>
<td>Clinical Reasoning and Communication</td>
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<tr>
<td>CRIT5007</td>
<td>Clinical Retrieval Medicine</td>
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<tr>
<td>CEPI5100</td>
<td>Introduction to Clinical Epidemiology</td>
<td>6</td>
</tr>
<tr>
<td>INTM5014</td>
<td>Basic Cardiology</td>
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<tr>
<td>PAIN5002</td>
<td>Pain mechanisms and contributors</td>
<td>6</td>
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<tr>
<td>PAIN5003</td>
<td>Pain Treatment and Management</td>
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General elective units of study

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.</td>
<td></td>
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</tr>
<tr>
<td>Master students complete 12 credit points of stream specific or general elective units of study.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Offered Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5104 Bioethics, Law and Society</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>CEPI5300 Research Grants: Theory and Practice</td>
<td>6</td>
<td>block mode; online</td>
</tr>
<tr>
<td>CEPI5315 Introduction to Systematic Reviews</td>
<td>6</td>
<td>Online/normal day</td>
</tr>
<tr>
<td>CLNP5002 Diagnostic Electroencephalography</td>
<td>6</td>
<td>online/intensive</td>
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<tr>
<td>CLNP5006 Intraoperative Monitoring 1</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>MBHT5001 Diabetes Management</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td>block mode; normal day</td>
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<tr>
<td>SEXH5409 Medical Management of Interpersonal Violence</td>
<td>6</td>
<td>online/intensive</td>
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<tr>
<td><strong>Offered Semester 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>DERM5001 Essential Dermatology</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>IMAG5001 Essential Imaging for Clinicians</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PAIN5018 Pain in Children</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>MEDF5002 Teaching in the Clinical Environment</td>
<td>6</td>
<td>online/intensive</td>
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<tr>
<td>MBHT5002 Advanced Diabetes Management</td>
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<td>online/intensive</td>
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</table>
SURG5011
Imaging in Surgical Patients 6 online

Offered Semester 1 & 2

CEPI5215
Writing and reviewing medical papers 6 online; block mode

INTM5009
Basic Infectious Diseases 3 online

INTM5004
Basic Respiratory Medicine 3 online

Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation, or defer their enrolment.

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
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<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
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</table>

Internal Medicine

Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>Compulsory units of study for Graduate Diploma students</td>
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<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
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</tbody>
</table>

<p>| Compulsory units of study for Master students |
| Master students must complete 12 credit points of compulsory units of study |
| CEPI5100 Introduction to Clinical Epidemiology | 6 (available semester 1 and 2)                     | online        |</p>
<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTM5001 Internal Medicine Advanced Management</td>
<td>6 (available semester 2, 2018)</td>
<td>online</td>
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</tbody>
</table>

**Stream Specific Units of Study**

Graduate Certificate students must complete 24 credit points of stream specific units of study

Graduate Diploma students must complete 24 credit points of stream specific units of study

Master Students must complete 24 credit points of stream specific units of study

**Offered Semester 1 & 2**

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>INTM5002 Basic Neurology</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>INTM5003 Basic Rheumatology and Immunology</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>INTM5004 Basic Respiratory Medicine</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>INTM5005 Basic Gastroenterology</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>INTM5006 Basic Endocrinology</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>INTM5009 Basic Infectious Diseases</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>INTM5010 Basic Oncology</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>INTM5011 Basic Haematology</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>INTM5012 Basic Immunology</td>
<td>3</td>
<td>online</td>
</tr>
<tr>
<td>INTM5014 Basic Cardiology</td>
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**Offered Semester 1**

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
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</thead>
<tbody>
<tr>
<td>CLNP5002 Diagnostic Electroencephalography</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>MBHT5001 Diabetes Management</td>
<td>6</td>
<td>online/intensive</td>
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<tr>
<td>PMED5100 Paediatric Infectious Diseases</td>
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### Offered Semester 2

<table>
<thead>
<tr>
<th>Unit of Study Code and Name</th>
<th>Credit Points</th>
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<tbody>
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<td>INTM5007 Basic Renal Medicine</td>
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<td>INTM5102 Advanced Neurology</td>
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<tr>
<td>INTM5103 Advanced Rheumatology and Immunology</td>
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<tr>
<td>INTM5104 Advanced Respiratory Medicine</td>
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<tr>
<td>INTM5105 Advanced Gastroenterology</td>
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</tr>
<tr>
<td>INTM5106 Advanced Endocrinology</td>
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<td>online</td>
</tr>
<tr>
<td>INTM5107 Advanced Renal Medicine</td>
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<td>CLNP5004 Advanced Electroencephalography</td>
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<td>IMAG5001 Essential Imaging for Clinicians</td>
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<td>online</td>
</tr>
<tr>
<td>MBHT5002 Advanced Diabetes Management</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>MBHT5004 Cardiovascular Metabolic Management</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>PAED5002 Adolescent Medicine</td>
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<td>online</td>
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</tbody>
</table>

### General Elective Units of Study

Graduate Diploma students complete 6 credit points of general elective units of study.

Master students complete 12 credit points of stream specific or general elective units of study

### Offered Semester 1 and Semester 2

<table>
<thead>
<tr>
<th>Unit of Study Code and Name</th>
<th>Credit Points</th>
<th>Delivery Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIN5002 Pain mechanisms and contributors</td>
<td>6</td>
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</tr>
<tr>
<td>PAIN 5003 Pain Treatment and Management Principles</td>
<td>6</td>
<td>online</td>
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<tr>
<td>CEPI5215 Writing and Reviewing Medical Papers</td>
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### Offered Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BETH5104</td>
<td>Bioethics, Law and Society</td>
<td>6</td>
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<td>PAIN5021</td>
<td>Acute Pain</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>CEPI5200</td>
<td>Quality and Safety in Health Care</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>CEPI5300</td>
<td>Research Grants: Theory and Practice</td>
<td>6</td>
<td>block mode; online</td>
</tr>
<tr>
<td>CEPI5315</td>
<td>Introduction to Systematic Reviews</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>HPOL5000</td>
<td>Introduction to Health Policy</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>SEXH5200</td>
<td>Advanced STIs</td>
<td>6</td>
<td>block mode; normal day</td>
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<tr>
<td>SEXH5417</td>
<td>Reproductive Endocrinology and Infertility</td>
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### Offered Semester 2

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<td>Diagnostic and Screening Tests</td>
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<td>CRIT5005</td>
<td>Clinical Communication and Decision Making</td>
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<td>online/intensive</td>
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<tr>
<td>DERM5001</td>
<td>Essential Dermatology</td>
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<td>online/intensive</td>
</tr>
<tr>
<td>MEDF5002</td>
<td>Teaching in the Clinical environment</td>
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<td>online/intensive</td>
</tr>
<tr>
<td>PUBH5224</td>
<td>Advanced Epidemiology</td>
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<td>online</td>
</tr>
<tr>
<td>SEXH5202</td>
<td>Advanced HIV Infection</td>
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</table>

### Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation, or defer their enrolment.
### Metabolic Health

#### Compulsory Units of Study

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>

**Graduate Diploma students** must complete 6 credit points of compulsory units of study.

**Master students** must complete 12 credit points of compulsory units of study.

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td>MBHT5005 Evidence and Ethics in Metabolic Health</td>
<td>6 (available semester 2)</td>
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</tbody>
</table>

#### Stream Specific Units of Study

**Graduate Certificate students** must complete 24 credit points of stream specific units of study.

**Graduate Diploma students** must complete 24 credit points of stream specific units of study.

**Master students** must complete 24 credit points of stream specific units of study.

**Offered Semester 1**

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>MBHT5001 Diabetes Management</td>
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</tr>
<tr>
<td>MBHT5003 Obesity and Pre-Diabetes: Prevention and Care</td>
<td>6</td>
<td>online/intensive</td>
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</table>
### General Elective Units of Study

<table>
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<th>Delivery mode</th>
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<tr>
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**Offered Semester 2**

<table>
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<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>MBHT5002 Advanced Diabetes Management</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>MBHT5004 Cardiovascular Metabolic Disease Management</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
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</tbody>
</table>

Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.

Masters students complete 12 credit points of stream specific or general elective units of study

**Offered Semester 1 and Semester 2**

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<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5215 Writing and reviewing medical papers</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
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<td>online</td>
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<td>online</td>
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**Offered Semester 1**

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<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETHS104 Bioethics, Law and Society</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>BETHS204 Clinical Ethics</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>CEPI5300 Research Grants: Theory and Practice</td>
<td>6</td>
<td>online/intensive on campus</td>
</tr>
<tr>
<td>CEPI5315 Introduction to Systematic Reviews</td>
<td>6</td>
<td>online; normal day</td>
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<tr>
<td>PUBH5033 Disease Prevention and Health Promotion</td>
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**Offered Semester 2**

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>BETHS509 Medicines Policy,</td>
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</table>
### Project Units of Study - Master (Advanced)

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Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation, or defer their enrolment.

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<tbody>
<tr>
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<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
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</table>

### Paediatric Medicine

#### Compulsory Units of Study

<table>
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<th>Credit points</th>
<th>Delivery mode</th>
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<tbody>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
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</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
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<table>
<thead>
<tr>
<th>Compulsory units of study for Master students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study</td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
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</table>
### Stream Specific Units of Study

<table>
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<th>Unit of study code and name</th>
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</tr>
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<tbody>
<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group A - offered in odd numbered years (2017)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offered Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAED5004 Independent Studies</td>
<td>6</td>
<td>supervision</td>
</tr>
<tr>
<td>PMED5100 Paediatric Infectious Diseases</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PMED5103 Paediatric Gastroenterology</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td><strong>Offered Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAED5004 Independent Studies</td>
<td>6</td>
<td>supervision</td>
</tr>
<tr>
<td>PAED5001 Paediatric Immunisation</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PMED5102 Paediatric Nutrition and Obesity</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td><strong>Group B - offered in even numbered years (2018)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offered Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAED5004 Independent Studies</td>
<td>6</td>
<td>supervision</td>
</tr>
<tr>
<td>PAED5000 Neonatal Medicine</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PAED5003 General and Developmental Paediatrics</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td><strong>Offered Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAED5004 Independent Studies</td>
<td>6</td>
<td>supervision</td>
</tr>
</tbody>
</table>
General Elective Units of Study

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAED5002 Adolescent Medicine</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PMED5101 Paediatric Asthma and Allergy</td>
<td>6</td>
<td>online</td>
</tr>
</tbody>
</table>

Graduate Diploma students complete 6 credit points of stream specific or general elective units of study.

Masters students are required to complete 12 credit points selected from the stream specific or general elective units of study.

Offered Semester 1 and Semester 2

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIN5001 Introduction to Pain Management</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PAIN5002 Pain mechanisms and contributors</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PAIN 5003 Pain Treatment and Management</td>
<td>6</td>
<td>online</td>
</tr>
</tbody>
</table>

Offered Semester 1

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETH5104 Bioethics, Law and Society</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>BETH5204 Clinical Ethics</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>BMRI5003 Clinical Psychiatry 1</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMRI5052 Child and Youth Mental Health (available even years only)</td>
<td>6</td>
<td>face to face/online</td>
</tr>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>CEPI5300 Research Grants: Theory and Practice</td>
<td>6</td>
<td>block mode; online</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
</tbody>
</table>

Offered Semester 2

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5304 Diagnostic and Screening Tests (Parts 1 and 2)</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>DERMS5001</td>
<td>6</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>
### Essential Dermatology

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAIN5018 Pain in Children</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>BMRI5006 Cognitive Behaviour Therapy</td>
<td>6</td>
<td>block mode</td>
</tr>
<tr>
<td>BMRI5053 Bodies, Brains and Mind in Connection</td>
<td>6</td>
<td>face to face/online</td>
</tr>
<tr>
<td>MEDF5002 Best practice in healthcare education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5414 Public Health aspects of HIV, STIs and Sexual Health</td>
<td>6</td>
<td>face to face/online</td>
</tr>
</tbody>
</table>

### Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study. Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation.

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters) (not on offer in 2015)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>

### Pharmaceutical and Medical Device Development

#### Compulsory units of study

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory unit of study for Graduate Diploma students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 6 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEP15100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
</tbody>
</table>
### Compulsory units of study for Master students

Master students must complete 12 credit points of compulsory units of study

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td>PCOL5104 Pharm &amp; Medical Device Development</td>
<td>6 (available semester 2, 2018)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

### Stream Specific Units of Study

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offered Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PCOL5101 Drugs and devices: R&amp;D to registration</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>Offered Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PCOL5102 Modern therapeutics and medical devices</td>
<td>6</td>
<td>online</td>
</tr>
</tbody>
</table>

Students must select 12 credit points from the units listed below

<table>
<thead>
<tr>
<th>Offered Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CLTR5001 Trial design and methods</td>
<td>6</td>
<td>online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offered Semester 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BETH5209 Medicines policy, economics &amp; ethics</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PCOL5103 Industrial therapeutics (project)</td>
<td>6 (available semester 2, 2018)</td>
<td>online</td>
</tr>
</tbody>
</table>
## General elective units of study

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Diploma students complete 6 credit points of stream specific or general elective units of study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master students complete 12 credit points of stream specific or general elective units of study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offered Semester 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BETH5104 Bioethics, Law and Society</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td><strong>CEPI5315 Introduction to Systematic Reviews</strong></td>
<td>6</td>
<td>online; normal day</td>
</tr>
<tr>
<td>BSTA5003 Health Indicators and Health Surveys</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>online; face to face</td>
</tr>
<tr>
<td>HPOL5001 Economics and Finance for Health Policy</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td><strong>Offered Semester 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLTR5004 Advanced Trial Design</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td><strong>CEPI5312 Diagnostic and Screening Tests</strong></td>
<td>6</td>
<td>online; face to face</td>
</tr>
<tr>
<td>PUBH5422 Health and Risk Communication</td>
<td>6</td>
<td>block/intensive</td>
</tr>
<tr>
<td><strong>Offered Semester 1 &amp; 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CEPI5215 Writing and reviewing medical papers</strong></td>
<td>6</td>
<td>Online; block mode</td>
</tr>
</tbody>
</table>

## Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation, or defer their enrolment.

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>
**Psychiatry**

**Compulsory units of study**

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory unit of study for Graduate Diploma students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMRI5020 Research Enquiry</td>
<td>6 (available semester 1)</td>
<td>face to face (evening)</td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 &amp; 2)</td>
<td>online</td>
</tr>
<tr>
<td><strong>Compulsory units of study for Master students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master students must complete 12 credit points of compulsory units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMRI5020 Research Enquiry</td>
<td>6 (available semester 1)</td>
<td>face to face (evening)</td>
</tr>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 &amp; 2)</td>
<td>online</td>
</tr>
<tr>
<td><strong>Master students must select a further 6 credit points from the capstone units listed below</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMRI5055 Research Project in Psychiatry</td>
<td>6 (available semester 1 &amp; 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>BMRI5017 Genetics of Brain and Mind Disorders</td>
<td>6 (available semester 2)</td>
<td>block mode</td>
</tr>
<tr>
<td>BMRI5001 History, Philosophy and Ethics in Brain &amp; Mind Science</td>
<td>6 (available semester 2)</td>
<td>face to face (evening)</td>
</tr>
<tr>
<td>BMRI5027 Leadership &amp; Policy in Mental Health</td>
<td>6 (available semester 2)</td>
<td>block mode</td>
</tr>
</tbody>
</table>
Stream Specific Units of Study

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma students must complete 24 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master students must complete 24-36 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Offered Semester 1

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRI5003 Clinical Psychiatry 1</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMRI5052 Child and Youth Mental Health (available in odd numbered years)</td>
<td>6</td>
<td>face to face (day)</td>
</tr>
</tbody>
</table>

Offered Semester 2

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMRI5050 Clinical Psychiatry II</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMRI5053 Bodies, Brains and Minds in Connection (available in odd numbered years)</td>
<td>6</td>
<td>face to face</td>
</tr>
<tr>
<td>BMRI5012 Brain Ageing</td>
<td>6</td>
<td>face to face (evening)</td>
</tr>
<tr>
<td>BMRI5054 Psychotherapy and Psychosocial Care (available in even numbered years)</td>
<td>6</td>
<td>face to face (day)</td>
</tr>
</tbody>
</table>

Master (Advanced)

Master (Advanced) students must complete 48 credit points of the Master program and an additional 12 credit points of stream specific units of study.

Project Units of Study - Master (Advanced)

Students accepted into the Master (Advanced) program must complete 12 credit points of project units of study.

Students must re-enrol every semester, with the associated financial cost, until they submit their project report or dissertation, or defer their enrolment.

<table>
<thead>
<tr>
<th>Unit of study code and name</th>
<th>Credit points</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
<td>12 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5302 Project (Advanced Masters) (Part A)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
<tr>
<td>MEDF5303 Project (Advanced Masters) (Part B)</td>
<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Ross Coleman, Director- Graduate Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pip Pattison, DVC Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Identifying, embedding and reporting graduate qualities for the Sydney PhD</td>
</tr>
<tr>
<td>Purpose</td>
<td>The purpose of the paper is to seek endorsement of proposed draft graduate qualities for the University of Sydney PhD as the basis for consultation with the University community</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee:
(1) endorse the proposed draft graduate qualities for the University of Sydney PhD as presented, for broader consultation with the University community; and
(2) note this preliminary report on the issues to be addressed and next steps to be taken in finalising, embedding and reporting on graduate qualities for the University of Sydney PhD.

EXECUTIVE SUMMARY

Postgraduate research degrees are arguably undervalued by society and employers in industry. This may be due in part to the perception that the primary outcome of a PhD is deep knowledge about a very specialised domain rather than expertise coupled with a constellation of more broadly transferrable skills and qualities.

Articulating the explicit educational outcomes of the PhD at the University of Sydney will allow us to clarify learning outcomes for the student, the public and potential employers and also ensure that we are achieving these outcomes successfully. Identifying, embedding and reporting qualities will make the PhD at the University of Sydney more attractive and ensure it remains relevant for current and future labour markets.

A set of qualities is proposed here along with strategies for embedding their development. These qualities are informed by the University’s Bachelor graduate and researcher qualities1 and by contemporary discussions of the nature of PhD outcomes2.

BACKGROUND / CONTEXT

1. Why graduate qualities for the PhD?

For most students, committing to a 3-4 year program of study for a PhD occurs at a time when other major career, further study and life transitions are also being considered. It is important, therefore, to be able to provide a clear answer to the question, “Why do a PhD?”. Often, the answers to that question are not that different from a related question asked by industry – “Why employ a PhD graduate?”. Governments and research agencies may ask why they should fund a PhD. While the answer to the latter question generally refers to the development of human capital and the transition towards a knowledge-based economy3, answers to the first and second questions are more nuanced. Those considering a PhD education may be seeking diverse outcomes, such as meeting professional requirements, acquiring deep knowledge and understanding of a discipline, and developing personally and professionally. This paper is intended to prompt discussion of

2 See, for example, the Australian Qualifications Framework http://www.aqf.edu.au/aqf/in-detail/aqf-qualifications/ and Vitae (https://www.vitae.ac.uk/).
what a University of Sydney PhD education offers and how completing a PhD at the university prepares a graduate for a diversity of familiar and as yet unimagined career paths ahead.

2. The Purpose of the PhD at Sydney

The PhD is the primary degree for developing research capability and contributing to the research ecosystem within the University of Sydney as well as broader national and international systems for research and innovation. A thriving PhD cohort ensures a successful research system within the University and the broader systems of which it is a part.

The University is pursuing three strategies to ensure excellence in PhD outcomes. The first is to ensure recruitment of those students most likely to succeed; actions put in place with respect to the Strategic Plan 2016-2020 aim 2.24 have addressed this, as will continued engagement with faculties and the central recruitment team. The second approach is to ensure that PhD students work in an exciting, intellectually demanding and enriching environment. The third is to ensure that PhD outcomes are fit for the purposes for which the degree prepares students, including careers in universities, the broader research and innovation sector, and industry, community and government more generally. The University’s Strategic Plan 2016-2020 makes these latter two work streams a key priority for 2017-18. This paper takes the first step towards clarifying the purpose of the PhD and ensuring that the PhD experience is designed to deliver on that purpose for students, the University and external stakeholders, including future employers.

The function of the PhD as an educational offering has changed markedly over the last decade or so. The primary function of the degree of PhD was, until very recently, seen to be preparing students for an academic research role and, implicitly therefore, for a teaching and research role. The PhD was reviewed by the Graduate Studies Committee Academic Board in 2005; this review noted 7 key attributes of a PhD graduate from the University of Sydney - (i) the acquisition of research skills; (ii) an appreciation and understanding of the research environment; (iii) an understanding of the management of research (iv) enhanced personal effectiveness; (v) a range of effective communication skills; (vi) team working and leadership skills; (vii) planning, career development skills, introspection. The Group of 8 Research Intensive Universities also reviewed the changing nature of the PhD, and this review also argued convincingly for a development plan to embed transferable/generic skills within the PhD experience and to make the relevance of the PhD explicit for both the student and society at large.

More recently, the Commonwealth Minister for Education and Training commissioned the Australian Council of Learned Academies (ACOLA) to produce a comprehensive review of higher degree by research (HDR) training. The ensuing report was accepted in its entirety by the current Minister on 4th November 2016, although it should be noted that none of the recommendations have yet been acted on. The review, known as the ACOLA review or SAF13, had as its top two priorities (1) to ensure that Australia’s HDR training models are comparable with the best in the world and (2) to ensure that research graduates are equipped for and achieve employment outcomes in a range of sectors, including academic teaching, research and industry. It is not the function of this paper to recycle the detailed analysis given in the ACOLA report, which distils the results of extensive consultation and consideration of the key issues. The relevant key findings (KF) of the ACOLA review were as follows (with emphases added):

KF 1: Universities have a duty of care to communicate the likely outcomes of HDR training prior to candidates commencing their training. The information currently available to aspiring candidates is inadequate. Candidates need to be provided with information on the career outcomes of past HDR graduates, as well as comparative information on the quality, performance and components of HDR training provided by each university. The Quality Indicators for Learning and Teaching website provides a potential opportunity to communicate this information to candidates in a clear and effective way.

KF4: Broader transferable skills development is a necessary aspect of HDR training. Although many universities have made significant investments in this area, transferable skills development is not as

5 Minutes of the Graduate Studies Committee meeting held on Monday, 22 August 2005
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strongly embedded in our research training system as it is in some other comparable research training systems around the world. Skills development must be flexible and candidate-directed, and take into account the diverse backgrounds and experience of candidates. The UK Vitae Researcher Development Framework is an established and comprehensive approach that provides a useful model that could be adapted for use in Australia.

KF 9: The current examination system ensures Australia’s HDR outputs are of high quality, but a statement of the skills and knowledge gained by the candidate is also needed. The Australian Higher Education Graduation Statement (AHEGS) provides a potential vehicle for such information, the evidence base for which can be built through HDR milestones (confirmation of candidature, mid-candidature, and final), preparation of a skills portfolio, seminar presentations, industry and international placements, and oral examinations.

By explicitly identifying the key features and benefits of a PhD from the University of Sydney, we will be better able to articulate a value proposition for a PhD at the University of Sydney. This coupled with our increasing excellence in research will help make us a first choice for aspiring PhD candidates.

A number of possible qualities for PhD graduates were identified in the discussion papers leading up to the Strategic Plan8; in addition, the qualities of University of Sydney Bachelor graduates and University of Sydney researchers articulated in the 2016-2020 Strategic Plan provide anchors between which the qualities of PhD graduates might be articulated.

In the next section, therefore, we propose a constellation of broader learning outcomes of a PhD education and seek to link these outcomes to an ecosystem of possible skill and professional development activities. Attention must be given to processes for ensuring that appropriate opportunities are provided to maximise the potential of individual candidates. In particular, we need to identify the means by which we can provide support for the development of the required capabilities and how we can best add intellectual depth and breadth to the PhD experience. For example, should we, as articulated in the 2016 strategy discussion papers, encourage participation in additional seminars, workshops, discussions, hackathons and innovation opportunities not just within the field of enquiry but also in areas of contemporary interest and concern, including in interdisciplinary domains? And should these also include, for example, a range of methodological skills, communication skills, fundamentals of project management, fundamentals of commercialisation, entrepreneurship, research integrity, effective teamwork, mentoring skills and leadership development?

The University also needs to have an understanding of how we might capture, measure, record and report the successes and benefits to a candidate’s professional development from doing a PhD at Sydney. This well help graduates better understand and articulate how their PhD education has prepared them for the next stages of their life.

Ensuring that successful completion of HDR units in the Open Learning Environment can be included on the academic transcript will meet this requirement, in part, but we will need to determine what other activities are also to be recorded. Importantly, the University has not committed at this point to the production of an AHEGS, so the question of alternative means of reflecting broader developments and milestones is especially pertinent in our case.

Full time employment levels of HDR graduates may be improved if there is a greater appreciation in industry for HDR graduate qualities and a greater emphasis on transferable skills development during candidature.

The Australian postgraduate destination survey for 2015 indicated that out of those that were available, 72.7% of doctorate holders were in full-time employment four months post-graduation compared to 85.6% in 2010. The percentage of University of Sydney HDR graduates in full time work four months post-graduation has also declined consistently for the last 4 years, from 77% in 2012 to 69% in 2015 (GDS trend report 2012-2015). This reflects an 8% decline for domestic students and a 10% decline for international students (GDS trend report 2012-2015).

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Given the increasing flows of PhD graduates into non-academic careers, there is likely also more we can do to prepare students to make productive transitions post-completion of the PhD or post-doctoral fellowship. For example, as proposed in the strategy discussion papers, can we support students to spend more time in relevant industry or community settings, and hence provide opportunities to develop and build skills for alternative career pathways? Can we also develop more systematic support for international mobility experiences for PhD students (for example, international visits, short courses, conference attendance) to accelerate connection to international expertise and networks in students’ fields of study?

3. PhD Graduate Qualities

Background

The degree of PhD is an Australian Qualifications Framework (AQF) level 10 award. The AQF defines the PhD with respect to a prescribed set of skills; viz -

Graduates of a Doctoral Degree will have:
- cognitive skills to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and practice
- cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systemic investigation and reflect on theory and practice to generate original knowledge
- expert technical and creative skills applicable to the field of work or learning
- communication skills to explain and critique theoretical propositions, methodologies and conclusions
- communication skills to present cogently a complex investigation of originality or original research for external examination against international standards and to communicate results to peers and the community
- expert skills to design, implement, analyse, theorise and communicate research that makes a significant and original contribution to knowledge and/or professional practice

In the 2016-2020 University of Sydney Strategic Plan, the term ‘graduate qualities’ is used to describe broad degree-level learning outcomes and this term is adopted here too to reflect the broader and often less tangible aspects of a successful PhD experience such as cultural and ethical awareness.

In Australia and the University of Sydney, the only part of HDR candidature that is currently assessed is the thesis. Annual progress reviews are conducted to evaluate major milestones on the path to submitting a thesis. There are certain activities that are considered an important part of HDR training – presenting at a conference, giving talks to the department, group discussions, workshops etc. – but these are not formally assessed nor necessarily required. Currently students are assumed to develop broader skills and capabilities through development of the thesis and associated activities, but we do not have a way of ensuring the opportunity exists for these qualities to be developed in students consistently across the University. By seeking to develop an explicit set of PhD qualities in all students, we can ensure that these qualities are characteristic outcomes of the PhD at the University of Sydney.

As described above, it is clear that transferable skills training is needed in order to keep HDR degrees attractive and relevant to the modern work force. The University of Sydney 2011-2015 Strategic Plan recognized that a 4 year PhD would afford the capacity for broader development, but this idea was rejected on the basis of funding constraints. Customised research training for PhD students was then identified as a viable short term alternative to a 4 year PhD program (University of Sydney, August 2015). The Roberts review of research education in the UK suggested that PhD students should have at least two weeks of transferable skills training per year. Our 2016-2020 Strategic Plan has proposed a research-track coursework masters pathway to the PhD to broaden opportunities for development.

Research training needs analysis for HDR candidates is already being implemented at the University of Sydney. From January 2016, some online modules are now compulsory for commencing HDR students in order to satisfy the requirements for their degree. I.e. Work, Health and Safety – Induction; Responsible Research Practice; Human Ethics. There are also compulsory and optional courses offered for students in

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different faculties. However, questions remain regarding how to resource and organise research training in order to embed the development of graduate qualities.

While there are opportunities to take advantage of existing programs and systems, including:

• Counselling and Psychological Services (CAPS) e.g. presentation skills, procrastination, postgraduate research success;
• Learning centre e.g. Working with your thesis supervisor, procrastination and managing time; and
• The Open Learning Environment units targeted towards PhD and other HDR students;

there is likely also a need for a more systematic suite of development opportunities for PhD students that ensure we can support all students to acquire the graduate qualities on which the University agrees.

A proposed set of qualities for the PhD

What qualities should a PhD graduate have developed? Arguably, a PhD graduate should have developed the University of Sydney Bachelor graduate qualities to a higher level and also have begun to develop some of the agreed qualities of a University of Sydney researcher. A suggested initial list of qualities is proposed in Table 1, drawing on the University of Sydney Bachelor graduate qualities, the University of Sydney researcher qualities and the UK Vitae project. A number of these capabilities were proposed in the 2015 University of Sydney Strategy Discussion Papers, including Towards a Distinctive Sydney Education and A Culture of Research Excellence.

Specifically, the proposed qualities for a University of Sydney PhD graduate are as follows.

Deep expertise: To possess expert, world standard, knowledge of a specific field of enquiry, a mastery of relevant research methods, and the capability to contribute to scholarship and knowledge discovery.

This quality is an important outcome of sustained enquiry in the field of the PhD and demonstrates a capacity to develop and execute a systematic research plan.

Broader skills: To have developed broader, high level and widely applicable skills, including:

• critical thinking and problem solving;
• oral and written communication;
• information and digital literacy; and
• inventiveness.

These broader skills are developed to a high standard in the PhD because of the novel and challenging nature of the research undertaken and the need to create novel insights in the area of study. Through the research process, advanced skills are developed as students develop an accurate and globally informed understanding of the state of current relevant knowledge, employ contemporary and effective methods for summarising and analysing evidence, and communicate research findings to a variety of different audiences.

As a consequence, PhD graduates have the capability to solve problems that we may not yet know exist, as well as the many wicked and pernicious challenges that beset industry and society. The capacity to identify fruitful questions and develop feasible pathways to solution is a key manifestation of this quality.

PhD graduates are also aware of the needs of different audiences for communication and they must have the skills to pitch their ideas and findings in ways that are both accurate and impactful. They must also have expertise in accessing digital information resources and in utilising and keeping abreast of tools and technologies that support advancement in their broader field.

Innovative solutions often require boldness and courage. PhD graduates must therefore have the confidence to experiment with new approaches in ways that are informed by evidence, take intellectual risks and challenge current paradigms.

Cultural competence: To display high levels of cultural competence and embody best practice with regard to cultural competence in research.

PhD graduates must develop the capabilities to work in global scholarly networks, and understand the cultural context of their work and its impact in different cultural settings. Given the university's commitment to cultural
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competence, these capabilities should be global in scope but also well-developed in relation to Aboriginal and Torres Strait Island cultures.

Interdisciplinary effectiveness: To work effectively in interdisciplinary settings and to develop broader perspective, innovative vision and a capacity to work within national and international research and innovation systems.

To contribute to a broad range of industry and community problems, PhD graduates need the capability to work effectively with those possessing other forms of expertise so that they can together develop solutions that are unlikely to emerge from a single expert alone. They also need a sophisticated understanding of national and international research and innovation systems, including relevant legal and business frameworks.

Integrated professional, personal and ethical identity: To exercise integrity, confidence and resilience.

The University of Sydney aims for the highest standards of ethical behaviour. PhD graduates need not only work ethically, but also bring out ethical behaviours in others. This will come from developing each student’s ethical self and from making the ethical and responsible basis of research explicit.

Influence: To be professionally and socially responsible and make a positive contribution to society.

Whether a research activity solves a societal/economic problem or adds to knowledge, PhD graduates must understand and contribute to the production of new knowledge as a positive change for society. This entails a capacity to exercise intellectual leadership.

These qualities are summarised in Table 1 alongside the qualities of the University’s Bachelor graduates and researchers, and the UK Vitae project.

Comparative information from other universities is presented in Appendix 1. Relevant University of Sydney policies are listed in Appendix 2.

4. Embedding graduate qualities

A combination of methods for embedding the development of graduate qualities in the PhD experience is recommended. While some qualities are developed primarily through the research undertaken by the student, others can be supported by the Open Learning Environment (through a mix of online resources and courses and associated workshops and masterclasses) or by enrichment activities such as Hackathons, 3-minute thesis or other competitions, innovation and entrepreneurship challenges, industry and community placements and projects, conference presentations, international experiences, external training opportunities, mentoring programs and student-led seminars and activities.

Ideally, some means of documenting the development and achievement of the PhD graduate qualities will be available, perhaps through use of the HDR progression software and/or an ePortfolio solution. This should enable the development of a report that includes experience and training relevant to the attainment of each quality. Table 2 provides an illustrative list of activities that might support the development of each quality.

The development of a set of PhD graduate qualities will provide a clear value proposition for a PhD at the University of Sydney and will inform the establishment of an ecosystem of development activities, using a mixture of formal units of study, open learning units, international mobility activities and entrepreneurial/engagement opportunities.
**Table 1: Proposed graduate qualities for the University of Sydney PhD**

<table>
<thead>
<tr>
<th>University of Sydney Bachelor graduate</th>
<th>University of Sydney researcher</th>
<th>Vitae</th>
<th>Proposed University of Sydney PhD graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth of disciplinary expertise</strong> - To excel at applying and continuing to develop disciplinary expertise</td>
<td>-creation and application of new knowledge and understanding</td>
<td>-Subject knowledge</td>
<td>Deep expertise – To possess expert, world standard knowledge in an area of specialisation, a mastery of relevant research methods and the capability to contribute to scholarship and knowledge discovery</td>
</tr>
<tr>
<td><strong>Broader skills</strong> - critical thinking/problem solving</td>
<td>-asking important and difficult questions, challenging existing paradigms and dogma</td>
<td>- Analysing - Synthesising - Critical thinking - Evaluating - Problem solving</td>
<td>Broader skills – To display high level capabilities in critical thinking and problem solving and a commitment to lifelong learning and discovery</td>
</tr>
<tr>
<td><strong>Broader skills</strong> -communication (oral and written)</td>
<td>-share research findings -continually learn -engage with the relevant stakeholders and end-users</td>
<td>-Academic literacy and numeracy - Communication methods - Communication media - Publication</td>
<td>Broader skills – To have excellent oral and written communication skills relevant to specialist and general audiences</td>
</tr>
<tr>
<td><strong>Broader skills</strong> - information/digital literacy</td>
<td></td>
<td>-Information seeking - Information literacy and management</td>
<td>Broader skills – To evaluate and utilise contemporary digital tools, resources and technologies</td>
</tr>
<tr>
<td><strong>Broader skills</strong> –inventiveness</td>
<td></td>
<td>-Inquiring mind -Intellectual insight -Innovation -Argument construction -Intellectual risk</td>
<td>Broader skills – To be innovative and creative in response to novel problems, and to be willing to take risks</td>
</tr>
<tr>
<td><strong>Cultural competence</strong> – To work productively, collaboratively and openly in diverse groups and across cultural boundaries</td>
<td>-display high levels of cultural competence -embody best practice with regard to cultural competence in their research activities -professional and collegial manner.</td>
<td>- Equality and diversity - Society and culture - Global citizenship - Collegiality - Team working</td>
<td>Cultural competence – To display high levels of cultural competence and embody best practice with regard to cultural competence in research</td>
</tr>
<tr>
<td><strong>Interdisciplinary effectiveness</strong> – To work effectively in interdisciplinary settings and to build broader perspective, innovative vision and more contextualised and systemic forms of understanding</td>
<td>-a positive and dynamic research and workplace culture -inspire collaboration</td>
<td>- Collaboration</td>
<td>Interdisciplinary effectiveness – To work effectively in interdisciplinary settings, to develop broader perspective, innovative vision and the capacity to work effectively within national and international research and innovation systems</td>
</tr>
<tr>
<td><strong>Professional, ethical, personal identity</strong> – To build integrity, confidence and personal resilience, and the capacities to manage challenge and uncertainty</td>
<td>-Code of Conduct and research policies, -ethics and integrity policies -responsible research practice -managing research data and managing conflicts of interest</td>
<td>- Appropriate practice - Enthusiasm - Perseverance - Integrity - Self-confidence - Self-reflection - Professional responsibility</td>
<td>Professional, ethical, personal identity – To exercise integrity, confidence and resilience</td>
</tr>
<tr>
<td><strong>Influence</strong> – To be effective in exercising professional and social responsibility and making a positive contribution to society</td>
<td>-where appropriate, engaging constructively in public debate on matters related to their research expertise to help inform public discourse and policymaking.</td>
<td>-Teaching - Public engagement - Influence and leadership - People management - Mentoring - Social responsibility - Positive contribution to society</td>
<td>Influence – To be professionally and socially responsible and make a positive contribution to society</td>
</tr>
</tbody>
</table>
Table 2: Some illustrative activities for embedding the development of PhD Graduate Qualities

<table>
<thead>
<tr>
<th>Proposed PhD qualities</th>
<th>Embed/provide evidence/report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep expertise – To possess expert, world standard knowledge in an area of specialisation, a mastery of relevant research methods and the capability to contribute to scholarship and knowledge discovery</td>
<td>Thesis, research publications, oral examination, seminars, conference presentations, OLE units</td>
</tr>
<tr>
<td>Broader skills – To display high level capabilities in critical thinking and problem solving and a commitment to lifelong learning and discovery</td>
<td>Thesis, research publications, oral examination, seminars, seminar participation, seminar organisation, conference presentation, conference organisation, additional coursework, participation in hackathons and innovation challenges</td>
</tr>
<tr>
<td>Broader skills – To have excellent oral and written communication skills relevant to specialist and general audiences</td>
<td>Thesis, research publications, seminars, conference presentations, three-minute thesis competition, higher education teaching and learning development, higher education teaching experience, public engagement, other outreach activities</td>
</tr>
<tr>
<td>Broader skills – To evaluate and utilise contemporary digital tools, resources and technologies</td>
<td>Thesis, research publications, OLE units</td>
</tr>
<tr>
<td>Broader skills – To be innovative and creative in response to novel problems, and to be willing to take risks</td>
<td>Thesis, research publications, participation in hackathons and innovation challenges, entrepreneurship experiences</td>
</tr>
<tr>
<td>Cultural competence – To display high levels of cultural competence and embody best practice with regard to cultural competence in research</td>
<td>OLE units, staff development activities, thesis, fieldwork experience, research publications, mobility experience, international internship, dual degree completion</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness – To work effectively in interdisciplinary settings, to develop broader perspective, innovative vision and the capacity to work effectively within national and international research and innovation systems</td>
<td>Interfaculty seminars, hackathons and innovation challenges, internships, public engagement, other outreach activities, OLE units, participation in scholarship, fellowship and research grant applications</td>
</tr>
<tr>
<td>Professional, ethical, personal identity – To exercise integrity, confidence and resilience</td>
<td>Thesis, research publications, online training modules, OLE units, staff development activities</td>
</tr>
<tr>
<td>Influence – To be professionally and socially responsible and make a positive contribution to society</td>
<td>Thesis, research publications, public engagement, other outreach activities, internships, contribution to academic, professional &amp; learned societies</td>
</tr>
</tbody>
</table>

5. Measurement, Recording and Reporting of Graduate Qualities

The ACOLA report suggested that the reporting of a PhD student’s graduate skills and attributes could be delivered by text on the Australian Higher Education Graduation Statement (AHEGS). This would require production of an AHEGS by the University of Sydney, a capability that is not yet available for our systems and one that is not formally required by the Higher Education Standards Framework.

The problem of how to capture, record and report graduate qualities for a given student is not unique to PhD candidature. Whilst academic achievement can be recorded via performance in a unit of study and curriculum mapping can relate unit of study content to graduate attributes, the less tangible aspects of a Sydney graduate’s successes are less easy to pin down.

For PhD students, we currently only record the success of the thesis and any mandatory compliance and/or safety training. Australia is possibly the only country that examines the thesis only. At the annual meeting of the Council of Deans and Directors of Graduate Studies Australia (DDOGS) 2016, concerns were raised that Australian research PhDs may be regarded less favourably in some other countries due to our examination methods. As noted by the ACOLA review, the current system is possibly out-dated and only measures the thesis, not the student and their abilities. Introducing an oral examination is one way this could be addressed in part, although this idea has often been met with resistance. An oral examination allows examiners to probe the extent to which the candidate has wider knowledge of the discipline, how (s)he can frame an argument verbally, respond to questions and critically review other aspects of candidature not reported in the thesis (teamwork, authorship and intellectual ownership, cultural implications, relevance for end-users, transferability of core approaches etc). The current thesis examination policy permits oral examinations, including the possibility that they be supported via internet media.
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Once the University has adopted a set of Graduate Qualities for the PhD, these can then inform a wider discussion on developing and reporting graduate qualities for all PhD students from the University. The value of utilising supporting technological solutions, such as ePortfolio tools for students to record the development of graduate qualities, should also be considered. A record of graduate qualities would give students an advantage when preparing their CV or job application, making their value to potential employers clear. It would also promote the value of a HDR degree from the University of Sydney.

6. Conclusion

As of the 4th of November 2016 the federal government has accepted the six recommendations of the ACOLA review. This will require action from the University to implement changes that are geared towards higher engagement with industry and better preparation of PhD candidates for the workforce. Establishing and embedding postgraduate research qualities will be a major step in incorporating these changes. In addition to developing the undergraduate qualities to a higher level, we have suggested the addition of qualities specific to the investigative skills unique to PhD graduates. The PhD qualities can be embedded with a variety of methods as outlined above. Establishing and embedding postgraduate qualities will ensure that the PhD degree at the University of Sydney is attractive to high quality candidates, elicits high student satisfaction ratings and produces graduates who are prepared for the contemporary work force.

CONSULTATION

The original draft of this report was prepared by Dr Natalie Soars (DVC-Ed Portfolio). We consulted with the Universities listed in the Appendix. We also thank the Chair of Academic Board and the University Secretariat for the re-finding of the ‘Magnificent Seven’ paper.

FINANCIAL CONSIDERATIONS

Financial considerations are yet to be developed. Once the architecture for managing, reporting and delivering on PhD graduate qualities has been determined, then a more detailed financial review will be presented.

RISKS / BENEFITS

The risks arise from inaction. First, we suffer a reputational risk if our PhD programs and graduates are seen as less relevant to a modern society and economy, with corresponding falls in recruitment of top talent and employment of our PhD graduates. This will be exacerbated by our competitor institutions taking effective action. UQ has a graduate qualities working group, Melbourne has already articulated a graduate qualities framework and UNSW is developing a graduate qualities framework via its graduate school. Next, we are at financial risk through the research block grants. The RTP component is determined by research grant income (25%), engagement metrics (25%) and HDR completions (50%). Completions are solely determined from those candidatures of ≤4 years FTE. A failure to address completion rates will affect block grant funding and via the UEM, faculty research allocations.

The benefits are simply the consequences of taking action. First, we will be better position to articulate why a PhD from Sydney is the best career option for a candidate wishing to develop deep level research and cognitive skills. The consequence of this is better recruitment. Second, the identification of graduate qualities will lead to interventions to ensure HDR candidates have the opportunity to undertake development actions to ensure they can achieve against those qualities. A study in the University of Newcastle (UK) demonstrated that if students engaged with skill development actions, both completion and publication rates improved10. The authors also report better graduate satisfaction, although the data underpinning this assertion are not

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presented. Developing and articulating the graduate qualities for a PhD will facilitate the University and faculties to develop strategic inputs aimed at enhancing HDR candidate performance and satisfaction.

COMMUNICATION

The consultation forums on Graduate Qualities for the PhD will be advertised widely, including via yammer and Staff News with digests placed on the DVC-Ed Portfolio (Graduate Research) web pages. Communication of the outcomes of the consultation process will be communicated as part of the final proposal on PhD Graduate Qualities.
APPENDIX 1. CURRENT PRACTICE WITH RESPECT TO GRADUATE QUALITIES AND TRANSFERABLE SKILL DEVELOPMENT FOR PHD STUDENTS IN THE UK AND AUSTRALIA

Below, we present an analysis of a few specific examples. Due to the close match of styles and academic progression for PhDs in the UK and Australia, we concentrated on these two jurisdictions. Although, there is much excellent work being done in the USA on enhancing the learning experiences for PhD students (e.g. Bosque-Perez et al 2016), this is not necessarily transferrable to the Sydney experience owing to the dramatically different structure and duration of the two different degree systems.

HDR Graduate qualities and methods for developing, embedding and reporting them were collected from UK and Australian universities (Tables A1 and A2). These qualitative data were collected chiefly from Group of Eight universities and those that have similarities to the University of Sydney in term of size, structure, ranking and HDR degree structure. Universities that did not have published information on HDR graduate qualities or training programs were excluded. Not all universities had available information on how their qualities were developed and some did not provide comment when contacted.

Postgraduate qualities in the UK or Australia may have other labels such as attributes, skills or capabilities and can be roughly grouped into 7 categories:

- Deep knowledge of the study area
- Specific skills required to conduct research
- Personal and professional Integrity and ethics
- Critical thinking and problem solving
- Digital and information literacy
- Effective communication and collaboration skills
- Innovation and creativity

Typically, the list of qualities is developed by a working group, may involve a literature review and will be informed by undergraduate qualities and postgraduate qualities from other universities. Some universities, including many in the UK, do not have an explicit list of qualities and instead utilise the Researcher Development Framework by Vitae or its predecessor the Joint Skills Statement. The Vitae Researcher Development Framework (RDF) and Vitae Researcher Development Statement (RDS) were developed from an extensive consultation process using a phenomenographic approach. The result is system that can be utilized by researchers at any stage of their career to plan their skills training and reflect on the skills and qualities they already have.

The methods used to embed qualities can be summarized as:

- Traditional methods – APR, milestones, thesis production and assessment
- Self-assessment – Students reflect on a quality and record situations where they demonstrated that quality, this may be a hard copy form or online module
- Personal Development Programs – An action plan based on reflection and goal setting, such as the Vitae PDP
- Workshops and Courses – Providing access to existing courses or offering courses specifically aimed at qualities
- Award or certificate – Points are accrued for certain activities such as work placement, volunteer work, courses, workshops

In the UK there is already an emphasis on transferrable skills training for HDR students in response to the changing demands of the job market. UK Postgraduate Research Experience Survey results from 2015 indicate that 77% of students received research skills training, 46.5% received transferable skills training and

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45.5% had a personal training or development plan (UK PRES 2015). Some Group of Eight universities have also established programs for research and transferable skills training (Table A2).

Table A1. PhD Graduate Qualities for a sample of International Universities

<table>
<thead>
<tr>
<th>UK University</th>
<th>What are their qualities?</th>
<th>How did they develop them?</th>
<th>How do they embed/capture/report?</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of Edinburgh</td>
<td>Short version of Vitae</td>
<td>Short version of Vitae</td>
<td>Self-assessment</td>
</tr>
<tr>
<td>U of Manchester</td>
<td>Vitae RDF</td>
<td>Vitae</td>
<td>Workshops, courses, Vitae PDP</td>
</tr>
<tr>
<td>Imperial College</td>
<td>21 Attributes for ALL degree programs</td>
<td>-</td>
<td>Courses (not strictly enforced)</td>
</tr>
<tr>
<td>U of Strathclyde Glasgow</td>
<td>Vitae RDF</td>
<td>2012 working group, Vitae RDF</td>
<td>Researcher Development Program and the compulsory Postgraduate Certificate in Researcher Professional Development (60 credit pts)</td>
</tr>
<tr>
<td>Oxford Brookes U</td>
<td>• Academic literacy</td>
<td>Lit. review, working Group, extension of 3 of the 5 undergraduate attributes</td>
<td>Training needs analysis, Vitae RDF, courses, 70 h per year, planner used as a report</td>
</tr>
<tr>
<td></td>
<td>• Research literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critical self-awareness and personal literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Digital and information literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Active citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U of E Anglia</td>
<td>• Academic excellence</td>
<td>Based on UK Doctorate Guide and Vitae RDF</td>
<td>Training needs assessment, courses mapped to the vitae RDS</td>
</tr>
<tr>
<td></td>
<td>• Research capabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Critical self-awareness and personal attributes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Digital Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge</td>
<td>• Transferable skills instead</td>
<td>Joint Skills Statement</td>
<td>PDP, courses</td>
</tr>
</tbody>
</table>
## Table A2. PhD Graduate Qualities for a sample of Australian Universities

<table>
<thead>
<tr>
<th>Australian University</th>
<th>What are their qualities?</th>
<th>How did they develop them?</th>
<th>How do they embed/report?</th>
</tr>
</thead>
</table>
| U of Melbourne        | • conduct and report original research  
                       • international context  
                       • evaluate and synthesize literature  
                       • disciplinary and multi-disciplinary norms  
                       • problem-solving • analyse critically  
                       • oral and written communication  
                       • cooperate and respect  
                       • intellectual integrity, ethics  
                       • Digital literacy  
                       • national and international relevance  
                       • Intellectual property, commercialisation  
                       • Write applications | - | Online self-assessment, ePortfolio used as a report |
| U of Queensland       | • Knowledge and skills in the field of study  
                       • Effective communication  
                       • Critical judgment and research skills  
                       • Independence, creativity and learning  
                       • Ethical and social understanding | • General/ discipline  
                       • diversity of disciplines  
                       • international benchmarks | milestones, thesis, APR, research seminars, ethical and research integrity guidelines, skills training |
| U of Adelaide         | • The capability to conduct research independently  
                       • A deep knowledge of the field of study  
                       • The ability to communicate research significance | - | Thesis, customised Career and Research Skills Training (CaRST), based on Vitae RDF |
| U of WA               | • 16 for undertaking research  
                       • 8 for professional attributes | - | Courses, pebblepad online CV for reporting |
| ANU                   | Not stated, but training is based on Vitae RDF | Vitae RDF | Research Skills and training program, Vitae RDF |
| Griffith U            | • A deep knowledge of their field,  
                       • Intellectual capabilities  
                       • Communication and collaboration skills  
                       • Research skills  
                       • Professionalism and integrity in the conduct of research | - | Completion, Milestones Workshops |
| JCU                   | • Knowledge and skills in the field of study  
                       • Effective communication  
                       • Critical judgement and research skills  
                       • Independence, creativity and learning  
                       • Ethical and social understanding | Past attributes JCU and UQ | PDP, typical PG student activities e.g. conference, teaching |
| U of Canberra         | • Innovation and creativity  
                       • Critical judgement and reflection  
                       • Communication  
                       • Management of research  
                       • Professionalism and social responsibility | - | PDP, APR, Canberra Award (points system) |
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APPENDIX 2. RELEVANT POLICIES

http://sydney.edu.au/policies/

Essential Resources For Higher Degree by Research Students Policy 2016

Progress Planning and Review for Higher Degree by Research Students Policy 2015

Progress Planning and Review for Higher Degree by Research Students Procedures 2015

University of Sydney (Higher Degree by Research) Rule 2011 (as amended)

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
**RECOMMENDATION**

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on 30 May 2017; and

(1) recommend that Senate adopt the University of Sydney (Academic Board) Rule 2017, as presented, and rescind the University of Sydney (Academic Governance) Rule 2003 (as amended), with effect from 19 July 2017.

**ITEMS FOR DECISION**

10.1 **University of Sydney (Academic Board) Rule 2017**

The Committee was provided with the version of the Rule that was submitted to the University Executive as part of the consultation process, which incorporates amendments identified after discussion of an earlier draft at the 2 May meeting of the Academic Board. Further feedback was provided at the meeting and subsequently, which has been incorporated into the amended Rule presented here.

The Committee discussed the following proposed amendments:

- Section 1.4, clarifying a number of definitions;
- Clause 2.2(1), which sets out the Academic Board’s role in determining standards and policy;
- Clause 3.4(4)(a), which calls for the nomination of at least one undergraduate and one postgraduate student member;
- Clause 4.3, which enables the appointment of the Chairs of Standing Committees by the Chair of Academic Board;
- Clause 6.3, which empowers the Chair of Academic Board to chair any meeting of an Academic Board committee or sub-committee;
- Schedule 1, to accurately reflect the names of faculties and University schools as reflected in the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

Subsequent to the meeting, further amendments have been proposed to:

- Clause 3.3(3), which calls for the appointment of one member of each school within a faculty or University school, where appropriate;
- Clauses 3.3(5), 3.3(6) and 8.1, which reflect the creation of election procedures in a separate document (to be tabled at a future meeting).

In addition, the Academic Board is asked to consider the extension of the electorate for the Chair of Academic Board to include all ex-officio members of the Academic Board as well as elected members, as captured in Clause 4.1(4).

The Committee agreed that the University of Sydney (Academic Board) Rule 2017, as amended, be presented to the Academic Board for endorsement.

The Committee also:

- noted the report of the Academic Board meeting held on 2 May 2017;
Non-Confidential

- noted the proposed draft graduate qualities for the University of Sydney PhD and agreed that this can now be distributed for broader consultation with the University community. The Committee also noted a preliminary report on issues to be addressed and next steps to be taken in finalising, embedding and reporting on graduate qualities for the University of Sydney PhD; and
- noted changes in the process of considering theses with potential academic honesty issues.

Full agenda papers are available from the Academic Standards and Policy Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/academic-standards/2017/20170530-ASPC-Agenda-Pack.pdf.

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
UNIVERSITY OF SYDNEY (ACADEMIC BOARD) RULE 2017

The Senate of the University of Sydney, as the governing authority of the University of Sydney, by resolution adopts the following Rule under subsection 37 (1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

Adopted on:

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PART 1 PRELIMINARY

1.1 Name of Rule

This is the University of Sydney (Academic Board) Rule 2017.

1.2 Commencement

This Rule commences on [date].

1.3 Purpose of Rule

The purpose of this Rule is to provide for the constitution, functions and operations of the Academic Board.

1.4 Interpretation

(1) In this Rule:

Academic Board means the Academic Board established by section 15 of the University of Sydney Act 1989 (NSW).

Act means the University of Sydney Act 1989 (NSW) as amended from time to time.

academic staff member has the meaning given in section 50(1) of the By-Law, which at the date of this Rule is:

a person who is employed as a member (other than a casual member) of the academic staff of the University.

allocated position means a position allocated to be filled by a member of a particular school, as provided by subsection 3.3(3).

By – Law means the University of Sydney By-Law 1999 (NSW) as amended from time to time.

Category A means a faculty or University school which employs 5% or less of the University’s full-time equivalent academic staff, as specified in Schedule 1.

Category B means a faculty or University school which employs more than 5% and up to (and including) 15% of the University’s full-time equivalent academic staff, as specified in Schedule 1.

Category C means a faculty or University school which employs more than 15% and up to (and including) 25% of the University’s full-time equivalent academic staff, as specified in Schedule 1.
Category D means a faculty or University school which employs more than 25% of the University’s full-time equivalent academic staff, as specified in Schedule 1.

centre has the meaning set out in the Centres and Collaborative Networks Policy 2017 [INSERT HYPERLINK] which, at the date of this Rule, is:

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

clinical school means any clinical school in the Faculty of Medicine, or any such school as may be defined in the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

enrolled student has the meaning given in section 50(1) of the By-Law which at the date of this Rule is:

means a person (other than a person who is an academic staff member) who is enrolled as a student in an award course at the University

faculty means, as appropriate, a faculty or a University school.

Faculty General Managers Committee means the University Executive subcommittee of that name.

Heads of School Committee means the University Executive subcommittee of that name.

procedures means any procedures associated with this Rule, as provided in Part 8.

quota requirement means the requirements for representation of academic staff between Levels A-C and Levels D – E specified in subsection 3.3(4).

Returning Officer means the Secretary to Senate, or their nominee.

school means a school within a faculty, established and constituted consistently with the provisions of the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

Secretary to the Academic Board means the Secretary to Senate or their nominee.

University Executive means the senior management committee comprised of the Vice-Chancellor, Deputy Vice-Chancellors, Deans of Faculties, Vice- Principals and Chair of the Academic Board.

University school means a University school as constituted and established by the University of Sydney (Governance of Academic Units) Rule 2016.
(2) A heading to a Part or Schedule is a provision of this Rule. Other headings are not provisions of this Rule, but the number of a section or subsection is a provision of this Rule even if it is in a heading.

(3) A note, marginal note, footnote or endnote is not a provision of this Rule.

PART 2  PURPOSE AND FUNCTIONS OF THE ACADEMIC BOARD

2.1 Principal responsibilities

(1) Subject to the Act, the By-law, the governing authority of the Senate and to the powers of the Vice-Chancellor, the Academic Board has the functions, powers and responsibilities set out in this part.

(2) The Academic Board has principal responsibility for:

(a) assuring the highest standards in teaching, scholarship and research and, in so doing, safeguarding the academic freedom of the University;

(b) overseeing and monitoring the development of academic activities of the University;

(c) communicating with the academic community, particularly through academic organisational units such as faculties, University schools, boards of studies and centres; and

(d) providing a forum for debate and information flow within the University in relation to academic matters.

2.2. Specific roles and powers

(1) Subject to any inconsistent provision in the Act, By-law or any Rule, the Academic Board will determine standards and, after consultation with the University Executive, determine policy in relation to:

(a) admission requirements;

(b) programs of study, including requirements for the award of any qualification;

(c) progression requirements;

(d) examinations and assessment;

(e) student recognition awards, including scholarships, subsidies or prizes; and

(f) such other matters as Senate may delegate to it.

Note: See the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 for details of the Board’s delegated powers.

See the University of Sydney (Policies Development and Review) Rule 2011 for details of the requirements for developing and registering policies and procedures.
(2) The Academic Board will consider and, if appropriate, approve new academic award courses and amendments to existing courses, provided that the approved new or amended course:

(a) is tabled and considered at the next appropriate Senate meeting; and
(b) may not commence until after it has been endorsed by Senate.

(3) The Academic Board will provide advice to Senate, the Vice-Chancellor and the University Executive about academic matters, including but not limited to:

(a) teaching, research and educational programs;
(b) academic priorities;
(c) academic aspects of current and proposed University strategic plans;
(d) academic aspects of policies and procedures, including but not limited to those relating to the appointment, promotion and conditions of employment of academic staff;
(e) establishing and maintaining academic standards; and
(f) any academic matter it considers to be of strategic importance.

(4) Jointly with the University Executive, the Academic Board will initiate and oversee a formal program of reviews of the academic activities of the University and its academic organisational units.

(5) The Academic Board may receive, and may direct provision of, reports from faculties and other organisational units in relation to academic matters.

2.3 Reporting

(1) The Academic Board must report to Senate:

(a) after each meeting of the Board, on the Board’s activities; and
(b) annually, on the Board’s activities and its assessment of its own performance.

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

PART 3 MEMBERSHIP

3.1 Membership of Academic Board

The Academic Board will consist of:

(a) the Chair;
(b) the Vice-Chancellor;
(c) the ex officio members;
(d) the elected staff members;
(e) the student members; and  
(f) appointed or co-opted members.

3.2 **Ex officio members**

The *ex-officio* members will be:

(a) the Vice-Chancellor;  
(b) the Deputy Vice-Chancellors;  
(c) the Pro Vice-Chancellors;  
(d) the Deans;  
(e) the Heads of School and Deans of University schools;  
(f) the Director, University Libraries;  
(g) the Director, Student Administrative Services;  
(h) two representatives nominated by the Heads of School Committee;  
(i) two representatives nominated by the Faculty General Managers Committee;  
(j) the President of the Students’ Representative Council;  
(k) two other undergraduate students nominated by the executive of the Students’ Representative Council;  
(l) the President of the Sydney University Postgraduate Representative Association;  
(m) two other postgraduate students nominated by the executive of the Sydney University Postgraduate Representative Association; and  
(n) appointed or co-opted members, as provided in section 3.5.

3.3 **Elected staff members**

(1) The elected staff members must be academic staff members who do not already hold office in another capacity, elected or appointed consistently with this Rule.  
(2) Faculties and University schools will be entitled to elect staff members of the Academic Board on the following basis:  
   (a) Category A – four members each;  
   (b) Category B – eight members each;  
   (c) Category C – 12 members each;  
   (d) Category D – 16 members each.  
(3) One of each faculty or University school’s member entitlement will be allocated for each school (other than a clinical school) within the faculty or University school.  
(4) In addition, the following quotas will apply to the elected members for each faculty or University school:
(a) at least 25% must be from Levels A-C; and
(b) at least 25% must be from Levels D and E, with at least one from Level E.

(5) Election results will be determined in the manner set out in the procedures, in the following sequence:
(a) allocated places;
(b) places subject to any remaining quota requirements; then
(c) any remaining places.

(6) If there are insufficient nominees to fill available places (whether allocated places or quota requirements or otherwise):
(a) the nominees will be declared elected unopposed; and
(b) the Faculty Board may nominate staff members to fill the vacant positions.

(7) When nominating staff members to fill vacant positions, the Faculty Board must take into account the need to achieve an appropriate and equitable representation of the faculty’s diversity.

### 3.4 Student members

(1) The student members must be enrolled students who do not already hold office in another capacity.

(2) The boards of faculties and University schools will be entitled to nominate student members of the Academic Board from among the student members of the faculty or University school elected as provided for in the *University of Sydney (Governance of Faculties and University Schools) Rule 2016*.

(3) Faculties and University school boards will be entitled to nominate student members on the following basis:
(a) Category A – two members each;
(b) Category B – two members each;
(c) Category C – four members each;
(d) Category D – four members each.

(4) When nominating student members:
(a) at least one must be an undergraduate student and one a postgraduate student; and
(b) the faculty or University school board must take into account the need to achieve an appropriate and equitable representation of the faculty’s diversity.

### 3.5 Appointed or co-opted members

(1) The Academic Board may appoint up to four members who do not already hold office in another capacity:
(a) on the recommendation of the Chair; and
(b) by resolution at an ordinary meeting.
(2) Co-opted members are intended to be short term appointees appointed to assist the Academic Board with a particular issue or project.

(3) Co-opted members must be appointed:
   (a) by resolution at an ordinary meeting; and
   (b) for a specified term of office which reflects the time span of the relevant issue or project.

3.6 Terms of office

(1) Elected staff members hold office for a term of two years commencing on 1 January in the year following their election.

(2) *Ex officio* members hold office during the period in which they hold the position on which their membership depends.

(3) Student members hold office for a term of one year commencing on 1 January in the year following their nomination.

(4) Appointed and co-opted members hold office for the term, and on the conditions, specified in the resolution by which their membership is approved.

(5) A person filling a casual vacancy holds office from the time that person is elected or appointed to do so, until the expiry of the term of the person’s predecessor.

3.7 Re-election or re-nomination in the same category

(1) Elected members of the Academic Board are eligible to be re-elected in the same category provided that:
   (a) they meet the eligibility criteria for that category at the time of their nomination; and
   (b) they may not serve more than three, full, consecutive terms in the same category.

(2) Student members of the Academic Board are eligible to be re-nominated in the same category provided that:
   (a) they meet the eligibility criteria for that category at the time of their nomination; and
   (b) they may not serve more than three, full consecutive terms in the same category.

3.8 Cessation of membership

A person will cease to be a member of the Academic Board if they:
   (a) resign from the Academic Board;
   (b) cease to hold the position on which their *ex officio* membership depends;
   (c) as appropriate, cease to be an academic staff member or an enrolled student; or
PART 4  OFFICE BEARERS

4.1 Chair

(1) The Chair of the Academic Board is responsible for:
   (a) managing and supervising the functions and business of the Academic Board;
   (b) facilitating communications between the academic community of the University, the University Executive and Senate;
   (c) subject to delegations of authority by Senate and resolutions of the Board, apportioning authority for carrying out the Academic Board’s functions to other members of the Board;
   (d) reporting to Senate on behalf of the Academic Board, as required by this Rule or any request of Senate.

(2) The Chair must be an academic staff member appointed at Level D or Level E.

(3) Elections for the position of Chair must be held and finalised before the final meeting of the Academic Board for the year preceding the commencement of a new Chair’s term of office.

(4) The electorate for election of the Chair will consist of:
   (a) all incoming elected staff members;
   (b) all incoming student members;
   (c) all ex officio members representing the Students’ Representative Council; and
   (d) all ex officio members representing the University of Sydney Postgraduate Students Representative Association.

(5) The term of office for the Chair is:
   (a) if elected immediately after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
   (b) if elected at any other time, from the date of their election until 31 December immediately following the next elections for staff members of the Academic Board.

(6) A Chair is eligible for re-election, provided that no person may serve as Chair for more than three, full consecutive terms.

(7) A person may not serve as Chair while they are:
   (a) the Vice-Chancellor;

   Note: The Vice-Chancellor may preside at any Academic Board meeting: see section 47(3)(b) of the University of Sydney By-Law 1999 (as amended).
(b) a Deputy Vice-Chancellor;
(c) a Pro Vice-Chancellor;
(d) a Dean; or
(e) a Head of School and Dean of a University school.

(8) The office of Chair will become vacant if the occupant:
(a) resigns, either as Chair or from the University;
(b) assumes any of the positions referred to in subsection 4.1(7); or
(c) dies.

(9) If the office of Chair becomes vacant on or after the last six months of the Chair’s term, the vacancy must be filled by the Deputy Chair.

(10) If the office of Chair becomes vacant before the last six months of the Chair’s term, a new Chair must be elected as soon as possible, by the electorate specified in subsection 4.1(4).

4.2 Deputy Chair

(1) The Deputy Chair of the Academic Board is responsible for:
(a) assisting the Chair in the performance of their functions, as determined by the Chair from time to time;
(b) acting as Chair when:
   (i) the Chair is on leave;
   (ii) the Chair is otherwise unavailable to attend meetings; or
   (iii) the office of Chair is vacant.

(2) The Deputy Chair must be an academic staff member.

(3) The Deputy Chair must be appointed by the Academic Board on the recommendation of the Chair:
(a) from among the Committee Chairs;
(b) by ordinary resolution;
(c) at, or as soon as possible after, the meeting at which Committee Chairs are appointed.

(4) If the Deputy Chair is required to act as Chair but is unavailable or unable to do so, the Academic Board may appoint an interim Acting Chair for a specified period.
(a) Such an appointment may be made by ordinary resolution, at a meeting or by circular resolution.

(5) The term of office of the Deputy Chair is:
(a) if appointed after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
(b) if appointed at any other time, from the date of their appointment until 31 December immediately following the next elections for staff members of the Academic Board.
(6) A Deputy Chair is eligible for re-election, provided that no person may serve as Deputy Chair for more than three, full, consecutive terms.

(7) A person may not serve as Deputy Chair while they are:
   (a) the Vice-Chancellor;
   (b) a Deputy Vice-Chancellor;
   (c) a Pro Vice-Chancellor;
   (d) a Dean; or
   (e) a Head of School and Dean of a University school.

(8) The office of Deputy Chair will become vacant if the occupant:
   (a) resigns, either as Deputy Chair or from the University;
   (b) assumes any of the positions referred to in subsection 4.2 (7); or
   (c) dies.

(9) If the office of Deputy Chair becomes vacant the Academic Board must appoint a new Deputy Chair, as provided in subsection 4.2(3).
   (a) A person appointed under this subsection will hold office for the remainder of their predecessor’s term of office.

4.3 Committee Chairs

(1) Committee Chairs will be appointed by the Chair of the Academic Board:
   (a) as soon as possible after the Chair of the Academic Board takes office; or
   (b) establishment of the committee.

(2) The term of office of a Committee Chair is:
   (a) if appointed after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
   (b) if appointed at any other time, from the date of their appointment until 31 December immediately following the next elections for staff members of the Academic Board.

(3) A Committee Chair is eligible for re-appointment, provided that no person may serve as Chair of the same committee for more than three, full consecutive terms.

(4) A person may not serve as a Committee Chair while they are:
   (a) the Vice-Chancellor;
   (b) a Deputy Vice-Chancellor;
   (c) a Pro Vice-Chancellor;
   (d) a Dean; or
   (e) a Head of School and Dean of a University School.

(5) The office of Committee Chair will become vacant if the occupant:
   (a) resigns, either as Committee Chair or from the University;
(b) assumes any of the positions referred to in subsection 4.3 (4); or
(c) dies.

(6) If the office of Committee Chair becomes vacant the Chair of the Academic Board must appoint a new Committee Chair, as soon as practicable.

(a) A person appointed under this subclause will hold office for the remainder of their predecessor's term of office.

PART 5 ELECTIONS

(1) Elections for staff members of the Academic Board will be held:
   (a) in the second semester of every alternate year, commencing in the second semester of 2017; and
   (b) in the manner specified in the procedures.
(2) The University Secretariat will conduct the elections.
(3) The Returning Officer's decision in relation to any matter affecting the conduct of an election will be final including, but not limited to, eligibility of candidates or results of elections.

PART 6 COMMITTEES AND WORKING PARTIES

(1) The Academic Board will have such committees and sub-committees as it determines to be appropriate from time to time.
(2) The Board may establish committees and sub-committees by ordinary resolution.
(3) The Chair of the Academic Board may preside at any meeting of any Academic Board Committee or sub-committee.
(4) When establishing a committee, the Academic Board will:
   (a) after consultation with the University Executive, determine the Terms of Reference; and
   (b) appoint an initial Chair.
(5) Committee membership must:
   (a) provide appropriate discipline representation and expertise;
   (b) as far as possible, reflect the diversity of the University community;
   (c) include:
      (i) academic staff members who are not members of the Academic Board;
      (ii) non-academic staff members with relevant expertise or experience; and
(iii) at least one enrolled student, but preferably one undergraduate and one postgraduate enrolled student.

(6) The Chair of each committee must report:
(a) to each meeting of the Academic Board, on the committee’s activities; and
(b) annually, on the committee’s activities and its assessment of its own performance.

(7) The Academic Board, or the Chair of the Academic Board, may establish such working parties, with such terms of reference, as they consider necessary to assist or advise the Academic Board or the Chair in performance of their functions.

PART 7 MEETINGS

7.1 Meetings of the Academic Board

(1) The Chair is responsible for convening meetings of the Academic Board, in the manner specified in the procedures.
(a) The Chair must convene at least six meetings in each calendar year.
(b) The Chair may also convene a meeting at any time on their own motion.
(c) The Chair must convene a meeting if requested to do so by any of:
   (i) Senate;
   (ii) the Vice-Chancellor; or
   (iii) at least 50% of all members.

(2) A meeting held or a resolution passed at a meeting is not invalid because:
(a) a person entitled to receive notice of the meeting does not receive it; or
(b) less than the prescribed time of notice was given.

(3) A person who is acting in the position of an ex officio member may attend meetings and may exercise the voting rights of that position.

(4) An ex officio member, elected staff member or student member may nominate a standing alternate to attend meetings on their behalf.
(a) The member must inform the Secretary to the Academic Board in writing of the following at least two days before the next meeting:
   (i) the fact of the appointment of the alternate;
   (ii) the alternate’s name;
   (iii) the alternate’s contact details; and
   (iv) the alternate’s position.
(b) The alternate must meet the membership criteria applicable to the member.

(5) Quorum for Academic Board meetings is 30 members.
(a) If no quorum is present within 30 minutes of the notified starting time of a meeting, the meeting may consider only procedural matters and must not transact any other business.

(6) The Secretary to the Academic Board must arrange for minutes of each meeting to be taken and recorded.

Note: See University Recordkeeping Policy and Recordkeeping Manual.

(a) Minutes must record all motions put to a meeting, and their outcomes.
(b) Copies of draft minutes must be provided to each member no later than the date when notice of the next meeting is given.
(c) Minutes, once approved, must be signed by the Chair as a true and correct record.

(7) Any resolution which is to be put to a vote by members must be duly proposed and seconded.

(8) Each member present at a meeting has one deliberative vote.

(a) Voting will be conducted by show of hands, unless a secret ballot is required.
(b) A secret ballot must be conducted if:
   (i) demanded by any two members present at the meeting and entitled to vote; or
   (ii) directed by the Chair.

(9) Except in relation to motions of dissent under subsection 7.1(13), the Chair has one casting vote, in addition to a deliberative vote, if there is a tied vote.

(a) No casting vote is available in relation to a motion of dissent under subsection 7.1(13).

(10) Ordinary resolutions will be carried by a majority of those present at the meeting and eligible to vote.

(11) A special resolution will be carried by at least 75% of those present at the meeting and eligible to vote.

(a) A special resolution is required to amend any Rule made by the Academic Board.

(12) Except for a motion of dissent in the Chair, only the Chair may put a motion without notice to a meeting of the Academic Board.

(13) A member of the Academic Board may move a motion of dissent from a ruling by the Chair without notice.

(a) A motion of dissent will be carried by at least 75% of those present at the meeting and eligible to vote.
(b) A successful motion of dissent will:
   (i) overrule the relevant ruling of the Chair; and
   (ii) substitute a new ruling for that ruling.
(c) The Chair must not preside when a dissent motion is put and resolved. The Deputy Chair will preside in such circumstances, and if they are not present, the Academic Board must elect another member to preside.

7.2 Meetings of Committees

(1) Committee Chairs are responsible for convening committee meetings, and will determine the schedule of meetings in consultation with the Chair of the Academic Board.

(2) A member of a committee may nominate an alternate to attend a meeting on their behalf, by giving written notice to the relevant Chair at least two days before any meeting the alternate is to attend.

(3) Meeting and quorum requirements for committees will be as specified in their Terms of Reference.

(4) The Secretary to the Academic Board will arrange for minutes of each committee meeting to be taken and recorded.

Note: See University Recordkeeping Policy and Recordkeeping Manual.

PART 8 ADMINISTRATIVE MATTERS

8.1 Procedures

(1) The Returning Officer may determine procedures for the conduct of elections under this Rule.

(2) The Returning Officer may determine conduct rules regulating the behaviour of candidates for, and other participants in, elections under this Rule.

(a) A breach of any such conduct rules may constitute, as appropriate, a breach of the Code of Conduct for Students or Code of Conduct - Staff and Affiliates.

(3) The Chair of the Academic Board may determine any other procedures as they consider necessary for the implementation of this Rule.

8.2 Rescissions and replacements

This document replaces the University of Sydney (Academic Governance) Rule 2009 (as amended) which is rescinded as from the date of commencement of this Rule.
NOTES

University of Sydney (Academic Board) Rule 2017

Date adopted:

Date commenced:

Rescinded documents: University of Sydney (Academic Governance) Rule 2009 (as amended).

Related documents:

- University of Sydney Act 1989 (NSW)
- University of Sydney By-Law 1999 (NSW)
- University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
- University of Sydney (Governance of Faculties and University Schools) Rule 2016
- Code of Conduct for Students
- Code of Conduct – Staff and Affiliates
- University Recordkeeping Policy
- Recordkeeping Manual

AMENDMENT HISTORY

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<tr>
<th>Provision</th>
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Academic Board
13 June 2017

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**SCHEDULE 1 - CATEGORISATION OF FACULTIES AND UNIVERSITY SCHOOLS**

| Category A                                      | • The University of Sydney School of Architecture, Design and Planning  
|                                                | • The University of Sydney Law School  
|                                                | • Sydney Conservatorium of Music |
| Category B                                      | • The University of Sydney Business School  
|                                                | • Faculty of Engineering and Information Technologies  
|                                                | • Faculty of Health Sciences  
|                                                | • Faculty of Dentistry  
|                                                | • Faculty of Pharmacy  
|                                                | • The University of Sydney Nursing School |
| Category C                                      | • Faculty of Arts and Social Sciences  
|                                                | • Faculty of Science  
|                                                | • Faculty of Medicine |
| Category D                                      | nil |

**Note:** As at the date of commencement of this Rule, the University is undergoing a period of organisational redesign and transition. This schedule sets out the position as at the date of this Rule, and will be amended as the redesign process progresses.