NOTICE OF MEETING

Meeting 3/2017 of the Academic Board will be held from 1:00pm – 3:00pm on Tuesday 2 May 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

Non-confidential items

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

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<tr>
<th>Presenter</th>
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Respect is a core value of the Academic Board
6 QUESTION TIME

Questions to the Vice-Chancellor and Chair of the Academic Board. Vice-Chancellor & Principal / Chair 2:05pm

7 REPORT OF THE ADMISSIONS COMMITTEE

Tim Wilkinson attached 2:20pm

7.1 Medicine: Doctor of Medicine

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Wendy Davis

The 11 April 2016 meeting of the Undergraduate Studies Committee was cancelled.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Michael Kertesz attached 2:30pm

9.1 Report of HDR Scholarships Sub-Committee

9.2 Law: Juris Doctor

9.3 Medicine: Master of Medicine (Internal Medicine)

9.4 Medicine: Master of Medicine (HIV, STIs and Sexual Health)

9.5 Medicine: Master of Surgery

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

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

10 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Jane Hanrahan attached 2:40pm

10.1 Educational Integrity Reports 2016

11 GENERAL BUSINESS

Robyn Watson attached

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

11.2 Dentistry: New Unit of Study

11.3 Membership of the Central Promotions Committees 2017 Chair / Provost attached

11.4 Any other business

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

Submission To: Academic Board
Date: 2 May 2017
Item No: 2.2

Author: Matthew Charet (Executive Officer to Academic Board)
Reviewer/Approver: Associate Professor Tony Masters, Chair of Academic Board
Paper title: Minutes of the Previous Meeting
Purpose: To request the Academic Board adopt the minutes of the previous meeting held on 28 March 2017 as a true record.

RECOMMENDATION

That the Academic Board adopt the minutes of the previous meeting held on 28 March 2017 as a true record.

UNCONFIRMED MINUTES

ACADEMIC BOARD
1:00 pm, Tuesday 28 March 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 Hannah; Associate Professor Michael Kertesz; Associate Professor Tim Wilkinson (from 2:00pm); Helen Agus (Science); Associate Professor Judy Anderson (Education & Social Work); Marco Avena (Student, Science); Anne Bell (Director of University Libraries); Professor Tina Bell (Agriculture); Professor Kathy Belev (Pro-Vice-Chancellor (Global Engagement)); Isabella Brook (President, SRC); Associate Professor Tom Buckley (Nursing); Professor Tyrone Carlin (Deputy Vice-Chancellor (Registrar)); Dr Jeanell Carrigan (Conservatorium); Brennan Clody (Student, Architecture, Design & Planning); Associate Professor Rachel Codd (Medicine); Dr Penelope Crossley (Law); Dr Frances Di Lauro (Arts & Social Sciences); Professor Alan Fekete (Engineering & IT); Dr Karin Findeis (SCA); Professor Robyn Gallagher (Nursing); Dr Jinlong Gao (Dentistry); Professor Stephen Garton (Provost and Deputy Vice-Chancellor); Associate Professor James Glist (Law); Professor Manuel Graeber (Medicine); Imogen Grant (Nominee, SRC); Professor Nicole Gurran (Architecture, Design & Planning); Professor Trevor Hambley (Dean, Science); Professor Annamarie Jagose (Dean, Arts & Social Sciences); Dr Nerida Jarkey (Arts & Social Sciences); Associate Professor Annette Katelaris (Medicine); Dr Eric Knight (Business); Associate Professor Chengwang Lei (Engineering & IT); Professor David Lowe (Engineering & IT); Georgia Mantle (Student, Arts & Social Sciences); Professor Diane Mayer (Head of School & Dean, Education & Social Work); Alexander McCarthy (Student, Medicine); Professor Richard Miles (Pro-Vice-Chancellor (Education - Enterprise & Engagement)); Oliver Moore (nominee, Co-President, SUPRA) (for Lily Matchett); Gilbert Ng (Student, Dentistry); Alexandra Nixon (Nominee, SUPRA); Associate Professor John O’Byrne (Science); Associate Professor Maurice Peat (Business); Professor Chris Peck (Dean, Dentistry); Ivana Radix (SRC); Professor John Redmond (Head of School & Dean, Architecture, Design & Planning); Professor Kathy Refshauge (Dean, Health Sciences); Professor Anna Reid (Acting Dean, Conservatorium); Joshua Reisler (Student, Law); Associate Professor Jennifer Rowley (Conservatorium); Dr Jenny Saleeba (Science); Dr Carl Schneider (Pharmacy); Dr Jen Scott Curwood (Education & Social Work); Dr Ilektra Spandagou (Education & Social Work); Professor Roger Stacliffe (Health Sciences); Ahmed Bin Suhai (Co-President, SUPRA); Associate Professor Rebecca Suter (Arts & Social Sciences); Associate Professor Catherine Sutton-Brady (Business); Muddasir Tahir (Student, Engineering & IT); Justin Trendall (Sydney College of the Arts); Professor Claire Wade (Veternary Science); Professor Donna Waters (Dean, Nursing); Amy Wenham (Student, Nursing & Midwifery); Associate Professor Graham White (Arts & Social Sciences); Matthew Wun (Student, Veterinary Science).

Attendees: Kate Calhau (EA to Chair, Academic Board); Jaymes Carr (Staff Communications Officer, Marketing, Communications and Engagement); Dr Matthew Charet (Executive Officer); Associate Professor Mark Gorrell (Medicine); Kerrie Henderson (University Policy Manager); Associate Professor Peter McCallum (Director, Educational Strategy); Maari McMillan-Truci (Honi Soit); David Pacey (Secretary to Senate); Lynda

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Rose (Associate Director Operations, Office of the Provost); Siobhan Ryan (Honi Soit); Dr Leah Schwartz (Program Manager, Education Strategy); Kate Small (University Quality Manager); Associate Professor Paul Wormell (Academic Board Review Panel).

Apologies: Associate Professor Judy Anderson (Education & Social Work); Dr Jacqueline Bloomfield (Nursing); Associate Professor Alex Chaves (Veterinary Science); Associate Professor Ross Coleman (Director, Graduate Research); Dr Emily Crawford (Law); Disha Dhanda (Student, Agriculture); Dr Scott Grattan, (Law); Professor Shane Houston (Deputy Vice-Chancellor (Indigenous Strategy & Services)); Professor Duncan Ivison (Deputy Vice-Chancellor (Research)); Professor Archie Johnston (Dean, Engineering & IT); Associate Professor Mark Krockenberger (Veterinary Science); Tilly Lees (Student, Sydney College of the Arts); Lily Matchett (Co-President, SUPRA) (Oliver Moore attending instead); Professor Alex McBratney (Director, Sydney Institute of Agriculture); Professor Robyn McConchie (Agriculture); Associate Professor Mark McEntee (Health Sciences); Associate Professor Susan McGrath-Champ (Business); Professor Pip Pattison (Deputy Vice-Chancellor (Education)); Professor Iqbal Ramzan (Dean, Pharmacy); Professor Joellen Riley (Head of School & Dean, Law); Professor Balwant Singh (Agriculture); Associate Professor Marjorie Valix (Engineering & IT); Professor Greg Whitwell (Dean, Business).

2/2017

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

No additional items were starred and the Academic Board resolved as recommended with respect to all unstarred items.

Resolution AB2017/2-1

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

2.2 Minutes of Meeting 1/2017, 18 February 2016

The minutes of the previous meeting were approved as presented.

Resolution AB2017/2-2

That the Academic Board adopt the minutes of the previous meeting held on 18 February 2017, as a true record.

2.3 2017 Membership of the Academic Board

Changes to membership were approved as presented.

Resolution AB2017/2-3

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

3 STRATEGIC ITEMS OF BUSINESS

3.1 Report of the Academic Board Composition Working Party

The Chair reminded members that at the last meeting, it was agreed – as recommended in the Review Report – to establish a working party to discuss the future composition and membership of the Academic Board. Agreement on a future model will enable the revision or replacement of the current University of Sydney (Academic Governance) Rule 2003 (as amended). This needs to be
presented to and approved by Senate by May to enable the conduct of staff and student elections in Semester 2 and the matter has therefore been prioritised for immediate attention.

Professor Hanrahan, who chaired the working party, provided an overview of the new structure as agreed by the working party and as presented in the circulated paper. It was agreed that a proportional representation model be adopted for staff and student membership, with four sizes of membership dependent on the proportion of equivalent full time university staff employed by a given faculty. In this model, faculties and University Schools will have between 4 and 16 staff members elected to the Academic Board and between 2 and 4 students elected to the Academic Board; there will be a diversity of levels represented, with at least 25% of elected staff drawn from academic Levels A, B, C and 25% from academic Levels D & E. It was likewise recommended that 50% of students from each academic unit are undergraduate and 50% are postgraduate, and that Faculty / University School Boards would, where possible, elect a staff member from each school within a faculty and determine mechanisms to ensure equity and diversity. It was also agreed that ex-officio membership from the student organisations remain as at present.

The working party identified a number of areas for discussion, included ex-officio representation by the Heads of School and Deans from the University Schools, representation from Faculty Schools, and possible representation from the Faculty General Managers. In discussion, members supported the inclusion of all three constituencies, and agreed that the appointment of two Heads of Faculty Schools and two Faculty General Managers be invited by and from the appropriate constituencies. Members also agreed that representation from the Sydney College of the Arts be retained until its ultimate location within the organisation has been determined, with three staff and two students to be appointed to the Board form SCA.

It was agreed to endorse the proposed composition and membership of the Board. Arising from this decision, the University Policy Unit will be asked to develop either an amended University of Sydney (Academic Governance) Rule 2003 (as amended) or a replacement Rule, with the intention that it be presented to Senate for approval in May.

Resolution AB2017/2-4
That the Academic Board endorse the model for future composition of the Academic Board and recommend the revision of the University of Sydney (Academic Governance) Rule 2003 (as amended) to reflect the agreed structure, to be presented to Senate.

3.2 Initial Senior Executive Response to the Review of the Academic Board

The Chair advised that this paper was prepared by the Director of Higher Education Policy and Projects as an initial response to the report of the review of the Academic Board, and presents the recommendations made in that report within three broad themes.

The Academic Board noted the paper as presented.

Resolution AB2017/2-5
That the Academic Board note the initial response of the Senior Executive to the Review of the Academic Board.

3.3 Review of the Academic Board – Approval of Review Recommendations

Members were divided into seven groups to discuss individual recommendations of the Review Report, and following this discussion, each group presented a verbal summary to the rest of the Academic Board. It was recognised that recommendation 5.9 had already been approved and addressed by the Composition Working Party, the report of which was discussed as Item 3.1 above.

Group 1 considered recommendation 5.1.1, calling for the clarification of the role of the Board and its committees. The group agreed that quality assurance should be a key part of the role of the Board, and that definition of processes and outcomes would be advantageous. Clarification of roles and responsibilities between local (discipline or faculty) and University-level quality assurance was also highlighted as necessary, with clearer communication highly desirable as to external expectations (for example, for TEQSA re-accreditation). Clearer communication between the University Executive on strategy and policy was also called for.

Group 2 discussed recommendations 5.1.2, 5.1.3 and 5.4, addressing faculty reviews, the committee structure of the Board and meeting scheduling. The group expressed general support
for thematic reviews but acknowledged that further details are needed as to how these reviews might work. The group advised that the current committee structure seems to be working well, and that a working group should be established to undertake a more comprehensive review of committee structure, scheduling and function.

Group 3 looked at recommendation 5.2 relating to the culture of academic governance. The group agreed as recommended that the Board look at trends and issues emerging from data analysis to develop academic standards and provide strategic advice as to how these can be attained and improved.

Group 4 focussed on recommendation 5.3 regarding the composition of Board committees, and suggested that a balance be sought between faculty representation and elected membership drawn from the Academic Board. Suitable communications were also required to ensure that decisions made at committees and Academic Board are fed back to faculties.

Group 5 discussed recommendation 5.5 on the allocation of accountability, particularly focussing on the matter of delegation and “on the fly’ policy approvals. The group agreed that some delegation to committees is appropriate (for example, course management) and that there are areas (such as academic honesty) which should not be delegated to committees but be considered by the full Academic Board. It was agreed that this needs further discussion. The group expressed some reservations about the recommendation regarding “on the fly” approvals, observing that in some instances (such as minor matters of grammar or punctuation) an instant change may be best. If such changes were to be abandoned, an appropriate mechanism to address rejected proposals should be developed. It was also suggested that members need to better understand their role and how they contribute to the Academic Board and its committees.

Group 6 examined recommendation 5.7, relating to communication of decisions to the academic community, and agreed that the Academic Board accept all components of the recommendation. They also advised that reference to “Faculties” should be understood to refer also to University Schools.

Group 7 discussed recommendations 5.6 and 5.8 which address communication of the role of the Board and its committees and engagement of the wider community with the work of the Board. It was agreed that there is a need to better communicate the role of the Board to the wider community, that Faculty Boards could provide a mechanism to communicate decisions made by the Board, and that provision of more simple and straight-forward agenda papers would be highly desirable.

Following the reports from each table, the Chair thanked members for their participation and feedback. He then invited members to vote on the adoption of the recommendations, which were supported in their entirety as presented.

Resolution AB2017/2-6
That the Academic Board accept the recommendations in the report of the Review of University of Sydney’s Academic Board, as presented.

4 REPORT OF THE CHAIR

4.1 Report on Senate Matters

The Chair advised that the Senate met on 24 March and held a retreat on 24 and 25 March, at which it received a number of presentations. It is anticipated that a written report of this meeting will be presented to the next meeting of the Academic Board.

Resolution AB2017/2-7
That the Academic Board note the verbal report from the Chair of the Academic Board on matters considered by Senate at its 24 March 2017 meeting.

4.2 General Report of the Chair

In addition to the written report, the Chair advised members that he is taking annual leave for several weeks in April and asked members to approve the Deputy Chair to act as Chair during this period. This proposal was approved.
Non-Confidential

Resolution AB2017/2-8
That the Academic Board note the General Report of the Chair.

4.3 Student Members’ Report

The presidents and members of the student societies presented verbal reports.

Ms Brook provided an update on the concerns raised at the previous meeting regarding confusion and inconsistency with the provision of academic advice to students. Student representatives have met with the Chair of Academic Board and are scheduled to meet with the Deputy Vice-Chancellor in April to discuss the matter, and also to seek clarification as to where and how a log of requests for academic advice might be kept. The Chair advised that he has discussed the matter with the Deputy Vice-Chancellor (Registrar) and both are keen to resolve this issue as soon as possible.

Mr Suhaib informed members of the opening of nominations for the SUPRA Supervisor of the Year Award for 2017 and invited staff to encourage students to participate. Nominations can be lodged via the SUPRA website.

Ms Grant expressed concern at the delayed implementation of anonymous marking until Semester 1 2018, as advised in the Report of the ASPC. She encouraged deans to encourage unit of study coordinators to transition to anonymous marking earlier where this is possible.

Resolution AB2017/2-9
That the Academic Board note the report of the student members of the Academic Board.

5 REPORT OF THE VICE-CHANCELLOR

5.1 Report on Senate Matters

The Vice-Chancellor advised members of the discussion at the recent Senate Retreat and provided an update on progress against milestones against 2017 strategic milestones.

In addition to the University’s outstanding performance in the QS subject rankings, the Vice-Chancellor highlighted four areas of continuing activity:

Launch of the new curriculum: This is a key priority for 2017, and feedback received to date from head teachers, careers advisors, potential employers and parents – both domestic and international – regarding the changes has been extremely positive. Particularly attractive are the embedded opportunities for international experience and real-world problem solving, and the Vice-Chancellor suggested that the Deputy Vice-Chancellor (Education)’s presentation to Senate be made available to members.

Work of faculties: This activity involves working closely with faculties in their response to the University’s strategy. At present, Engineering & IT and Science are developing faculty research strategies and are preparing for the recruitment of new deans. The evolution of the Faculty of Medicine & Health is also continuing and recruitment of an Executive Dean is in progress. The connection between faculties and University services is also being examined, and further work is underway to refine faculty leadership and infrastructure.

Greater Sydney: Because the University is both active and has significant landholdings in all three areas identified in the government’s Greater Sydney initiative, it is necessary for the University to establish a clear strategy on how we can best continue to service the educational needs of the Sydney basin. This requires us to develop strategies to take best advantage of opportunities and requires the making of some significant decisions, not only for the University’s position in Greater Sydney but also for the future structure of the University and how best we might utilise opportunities at Westmead and the area surrounding the new airport.

Ongoing initiatives: The Vice-Chancellor advised of other ongoing activities, including preparations for 2018 ERA, negotiations for a new Enterprise Agreement, the continuation of activity in Administration Services, and TESQA re-accreditation. Regarding the latter, the Vice-Chancellor encouraged members to view this as an opportunity for us to add value to our already outstanding teaching.
Resolution AB2017/2-10
That the Academic Board note the verbal report from the Vice-Chancellor and Principal on matters considered by Senate at its 24 March 2017 meeting.

5.2 General Report

This was presented as part of Item 5.1 above.

Resolution AB2017/2-11
That the Academic Board note the General Report from the Vice-Chancellor and Principal.

6 QUESTION TIME

The Deputy Vice-Chancellor (Registrar) was asked to provide an update on the review of the Special Consideration process, and he advised that there have been a number of policy and procedural changes to address areas of concern (the approval of a revised Decisions Matrix at the previous Academic Board meeting being one such amendment). The Student Administration Services team continues to collect data, which will continue to be analysed and processes will be further refined as required.

An update on the Human Rights Commission investigation into sexual assault and harassment was requested, and the Deputy Vice-Chancellor (Registrar) advised that the report is expected to be available in late May. There has been a sufficient level of response across the sector that it is anticipated that the report will include data relating to individual institutions.

Resolution AB2017/2-12
That the Academic Board note the responses provided to questions raised.

7 GENERAL BUSINESS

7.1 Changes to Transitional Provisions

This proposal was noted as presented.

Resolution AB2017/2-13
That the Academic Board note the proposed minor amendment to the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016.

8 REPORT OF THE ADMISSIONS COMMITTEE

Resolution AB2017/2-14
That the Academic Board note the report of the Admissions Committee meeting held on 14 March 2017.

8.1 Malaysian Pathway Programs

This proposal was approved as presented.

Resolution AB2017/2-15
That the Academic Board approve the recognition of Foundation programs, Pre-University programs, Overseas Degree Transfer Programmes and Other pathway programs offered by a recognised university in Malaysia and registered under the Malaysian Qualifications Framework as an entry pathway to undergraduate courses of the University of Sydney; and agree that these programs be assessed as equivalent to an Australian Year 12 qualification and be assessed in the same manner as Australian and UK foundations programs.

9 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

The 7 March meeting of the Undergraduate Studies Committee was cancelled.
10 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2017/2-16
That the Academic Board note the report of the Graduate Studies Committee held on 7 March 2017.

10.1 Business: Master of Business Administration in Leadership and Enterprise

This proposal was approved as presented.

Resolution AB2017/2-17
That the Academic Board approve the proposal from the University of Sydney Business School to introduce the Master of Business Administration in Leadership and Enterprise; 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 introduction of Course Resolutions arising from this proposal, with effect from 1 July 2018.

Action
Dean and Faculty General Manager, Business School, to note the Academic Board's approval of the proposal from the Business School to introduce the Master of Business Administration in Leadership and Enterprise and ensure that course resolutions and unit of study tables are entered in CMS, with effect from 1 January 2018.

Action
Chair, Academic Board, to 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 Business School, with effect from 1 January 2018.

10.2 Health Sciences: Master of Speech Language Pathology

This proposal was approved as presented.

Resolution AB2017/2-18
That the Academic Board approve the proposal from the Faculty of Health Sciences to amend the Master of Speech Language Pathology; and approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2018.

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

11 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2017/2-19
That the Academic Board note the report of the Academic Standards and Policy Committee held on 14 March 2017.

11.1 Proposed Semester Date and Length Changes

Professor Hanrahan advised that this proposal had received extensive discussion at the ASPC, at which the Deputy Vice-Chancellor (Registrar) was present to respond to questions. She observed that the discussion may have been better had the committee received the proposal earlier in the consultation process. The Deputy Vice-Chancellor (Registrar) spoke to the proposal and thanked the academic community for its feedback to earlier versions of the proposal.

In discussion, Associate Professor McCallum observed that the proposal is contrary to existing Academic Board policies; the Learning and Teaching Policy, for example, clearly states that the length of semester is thirteen weeks, so approval of the proposal would necessitate changes to a number of policies. Several student members expressed concern that the reduced length of semester will have a significant impact on students and staff, including reduction of work hours for casual staff. Support for academic staff to restructure the curriculum to meet the reduced volume of learning was also suggested. It was asserted that the achievement of learning outcomes in
many programs would be “impossible” in twelve weeks, and Ms Mantle asked whether students could expect a reduction in fees to reflect the shorter teaching period. Concern was also expressed that as the proposed Semester 2 end-date is very close to the University shutdown, it is likely to impact on the return of results, which will increase student stress during what is already a peak inquiry time for SRC support officers. Ms Brook asserted that the consultation process for the proposal had not included students. Professor Carlin refuted this assertion, and also informed the Board that stakeholder feedback has largely been positive.

Professor Reid observed that the Conservatorium needed to complete a number of high-volume and time-demanding activities in the later months of the year, including an extensive practical examination period and completion of approximately 1000 auditions by potential students. Changes to UAC processes (particularly changes to offer rounds) are already anticipated to have a severe impact on the Conservatorium, which this proposal will exacerbate.

Members were advised that existing processes for faculties to request a variation of semester dates (as approved by the Academic Board) will continue to be available, but it was noted that details of this are not included in the proposal. The utility of adjusting semester dates to enable student mobility if faculties are able to request variations was also questioned, as was the absence of any information about planned financial support to enable students to undertake the mobility this proposal is designed to enable.

The Pro Vice-Chancellor (Global Engagement) expressed support for the proposal and informed members that a longer mid-year break is necessary to enable international student experience opportunities, both outgoing and incoming. She also advised that her portfolio has been working for some time to develop collaborative relationships with international partners to provide greater opportunities for students, and invited members to provide further suggestions as to how the mobility strategy can be implemented.

Professor Fekete informed members that he could see both benefits and risks in the proposal, and observed that – given the feedback provided at the meeting – its passage was not of sufficient urgency to force a decision at the current meeting. He suggested that the concerns expressed in discussion be addressed and that a revised proposal be returned to the ASPC and Board for further consideration. This suggestion was broadly supported.

The recommendation was put to a vote by show of hands. By a clear margin, the proposal was not supported.

**Resolution AB2017/2-20**

The Academic Board did not approve the proposed semester dates for 2019, nor approve the adoption of twelve week semesters in place of thirteen week semesters, nor approve the preservation of the current commencement point of semester one and delay the commencement point of semester two by a fortnight relative to present practice, as presented.

**11.2 Policy on Continuing and Extra-curricular Education and non-AQF courses**

This report was noted as presented.

**Resolution AB2017/2-21**

That the Academic Board note the Committee’s endorsement of the aims, scope and governance and section on partnerships of a proposed Policy on Continuing and Extra-curricular Education.

**12 GENERAL BUSINESS**

There being no other business, the meeting closed at 2:56pm.

A copy of the agenda pack for this meeting is available at sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2017/20170328-AB-Agenda-Pack.pdf.
Non-Confidential

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<th>Matthew Charet (Executive Officer to Academic Board)</th>
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<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<td>Paper title</td>
<td>2017 Membership of the Academic Board</td>
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<tr>
<td>Purpose</td>
<td>To advise the Academic Board of changes to membership of the Board and its committees</td>
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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 Eric Knight has been appointed Pro-Vice-Chancellor (Research – Engagement and Enterprise) and is ex-officio appointed as a member of the Academic Board.
- Alice Morgan replaces Oliver Shermacher as student representative from the Sydney Conservatorium of Music.

MEMBERSHIP OF THE UNDERGRADUATE STUDIES COMMITTEE

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

- Dr Tina Hinton is appointed as the representative from Sydney Medical School.
Non-Confidential

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<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Purpose</td>
<td>To provide a summary of the activities undertaken by the Academic Board in 2016</td>
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RECOMMENDATION

*That the Academic Board approve the Academic Board Annual Report 2016, for presentation to Senate.*

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

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

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

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

The Academic Board
- noted the report on the promotion of academic staff to Level D in 2015; and
- noted the report on the promotion of academic staff to Level E in 2015.

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

The Academic Board initiated an independent review of its structure and function, conducted by Jill Baker (Baker and Baptist) and Associate Professor Paul Wormell (Chair of Academic Senate, Western Sydney University).

The Academic Board also continues to work with Sydney Student, OGC, the Student Administrative Services review and the Organisational Design Unit to align its policies and structure with the strategic work of the University. In 2016, this included amendments to the Coursework Policy 2014, the amendment of the Learning and Teaching Policy 2015 and Assessment Policy 2015 and the creation of the Learning and Teaching Procedures 2015.

At its May meeting, the Board also discussed its possible composition under the University’s proposed future organisational structure.
- the maintenance of academic standards.

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

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2 May 2017
<table>
<thead>
<tr>
<th>Faculty of Dentistry</th>
<th>Graduate Certificate in Oral Health Therapy</th>
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<tr>
<td>Faculty of Law</td>
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<tr>
<td>Faculty of Pharmacy</td>
<td>Graduate Certificate in Evidence-Based Complementary Medicines</td>
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<tr>
<td>Sydney Conservatorium of Music</td>
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<td></td>
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<td>Bachelor of Science</td>
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<td>Bachelor of Economics</td>
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<td>Bachelor of Education (Secondary: Mathematics)/Bachelor of Science</td>
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<td>Bachelor of Arts and Master of Nursing</td>
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<td>Bachelor of Science and Master of Nursing</td>
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<td>Bachelor of Science and Master of Nutrition and Dietetics</td>
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<td>Bachelor Science and Doctor of Medicine</td>
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<td>Bachelor of Science and Doctor of Dental Medicine</td>
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<td>Bachelor of Design in Architecture</td>
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<td>Graduate Certificate in Architectural Science (Building Services)</td>
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<td>Graduate Certificate in Architectural Science (Facilities Management)</td>
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<td>Master of Architectural Science (Illumination Design)</td>
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<td>Master of Architecture</td>
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<td>Master of Heritage Conservation</td>
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<td>Master of Interaction Design and Electronic Arts</td>
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<td>Master of Urban and Regional Planning</td>
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<td></td>
<td>Diploma of Social Sciences</td>
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<tr>
<td></td>
<td>Bachelor of Economics and combined degrees</td>
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</tbody>
</table>
| University of Sydney Business School | Bachelor of Commerce  
|-------------------------------------|--------------------------  
|                                     | Master of Commerce  
|                                     | Graduate Certificate in Transport Management  
|                                     | Master of Human Resource Management and Industrial Relations  
|                                     | Master of International Business  
|                                     | Master of Logistics and Supply Chain Management  
|                                     | Master of Management  
|                                     | Master of Marketing  
|                                     | Master of Professional Accounting  
|                                     | Master of Transport Management  
| Faculty of Dentistry | Bachelor of Oral Health  
|                       | Master of Philosophy  
|                       | Doctor of Clinical Dentistry  
|                       | Doctor of Dental Medicine  
| Faculty of Education & Social Work | Bachelor of Education (Early Childhood)  
|                                    | Master of Education (General)  
|                                    | Master of Learning Sciences and Technology (Professional)  
| Faculty of Engineering & Information Technologies | Bachelor of Engineering Honours (Biomolecular)  
|                                                     | Bachelor of Engineering Honours (Chemical)  
|                                                     | Bachelor of Engineering Honours (Humanitarian Engineering)  
|                                                     | Bachelor of Engineering Honours (Internet of Things)  
|                                                     | Bachelor of Engineering Honours (Mechanical)  
|                                                     | Bachelor of Engineering Honours combined degrees  
|                                                     | Bachelor of Information Technology/Bachelor of Commerce  
|                                                     | Bachelor of Project Management  
|                                                     | Graduate Diploma in Project Management  
|                                                     | Master of Data Science  
|                                                     | Master of Engineering  
|                                                     | Master of Health Technology Innovation  
|                                                     | Master of Information Technology  
|                                                     | Master of Information Technology/Master of Information Technology Management  
|                                                     | Master of Professional Engineering  
|                                                     | Master of Professional Engineering (Biomedical)  
|                                                     | Master of Project Leadership  
|                                                     | Master of Project Management  
| Faculty of Health Sciences | Bachelor of Applied Science  
|                           | Bachelor of Applied Science (Diagnostic Radiography)  
|                           | Bachelor of Applied Science (Exercise and Sports Science)/Master of Nutrition and Dietetics  
|                           | Bachelor of Health Sciences  
|                           | Master of Applied Science  
|
| Faculty of Law | Bachelor of Laws and combined degrees  
|                | Juris Doctor  
|                | Graduate Diploma in Commercial Law  
|                | Graduate Diploma in Corporate, Securities and Finance Law  
|                | Graduate Diploma in Criminology  
|                | Graduate Diploma in Environmental Law  
|                | Graduate Diploma in Health Law  
|                | Graduate Diploma in International Business Law  
|                | Graduate Diploma in International Law  
|                | Graduate Diploma in Jurisprudence  
|                | Graduate Diploma in Law  
|                | Graduate Diploma in Public Health Law  
|                | Graduate Diploma in Taxation  
|                | Master of Business Law  
|                | Master of Laws  
|                | Master of Administrative Law and Policy  
|                | Master of Criminology (Coursework)  
|                | Master of Environmental Law  
|                | Master of Global Law  
|                | Master of Health Law  
|                | Master of International Law  
|                | Master of International Taxation  
|                | Master of Jurisprudence  
|                | Master of Labour Law and Relations  
|                | Master of Law and International Development  
|                | Master of Laws (Coursework)  
|                | Master of Taxation  

| Faculty of Medicine | Bachelor of Commerce/Doctor of Medicine  
|                     | Bachelor of Economics/ Doctor of Medicine  
|                     | Bachelor of Medicine and Bachelor of Surgery  
|                     | Bachelor of Music Studies/Doctor of Medicine  
|                     | Bachelor of Science (Advanced)/Doctor of Medicine  
|                     | Bachelor of Medical Science/Doctor of Medicine  
|                     | Graduate Certificate in Advanced Clinical Skills (Surgical Anatomy)  
|                     | Master of Medicine and Master of Science in Medicine (Clinical Epidemiology)  
|                     | Master of Medicine and Master of Science in Medicine (HIV, STIs and Sexual Health)  
|                     | Master of Medicine and Master of Science in Medicine (Internal Medicine)  
|                     | Master of Medicine and Master of Science in Medicine (Pain Management)  
|                     | Master of Medicine and Master of Science in Medicine (Pharmaceutical and Medical Device Development)  
|                     | Master of Medicine and Master of Science in Medicine (Sleep Medicine)  
|                     | Master of Philosophy  
|                     | Master of Surgery  
|                     | Doctor of Medicine  

| Faculty of Nursing & Midwifery | Bachelor of Nursing (Advanced Studies)  
|                                | Bachelor of Nursing (Honours)  
|                                | Bachelor of Arts/Master of Nursing  
|                                | Bachelor of Science/Master of Nursing  
|                                | Bachelor of Health Science/Master of Nursing  
|                                | Master of Advanced Nursing Practice  
|                                | Master of Cancer and Haematology Nursing  
|                                | Master of Emergency Nursing  
|                                | Master of Intensive Care Nursing  
|                                | Master of Mental Health Nursing  
|
| Faculty of Pharmacy                      | Bachelor of Pharmacy  |
|                                         | Master of Pharmacy    |
|                                         | Master of Philosophy  |
|                                         | Graduate Certificate in Pharmacy Practice |

| Faculty of Science                      | Bachelor of Food and Agribusiness |
|                                         | Bachelor of Psychology          |
|                                         | Bachelor of Science             |
|                                         | Bachelor of Science (Advanced)/Doctor of Dental Medicine |
|                                         | Bachelor of Science/Master of Nutrition and Dietetics |
|                                         | Bachelor of Science (Advanced)/Master of Nutrition and Dietetics |
|                                         | Bachelor of Science in Agriculture |
|                                         | Graduate Diploma in Psychology  |
|                                         | Master of Clinical Psychology   |
|                                         | Master of Clinical Psychology/Doctor of Philosophy |
|                                         | Master of Marine Science and Management |
|                                         | Master of Medical Physics       |
|                                         | Master of Nutrition and Dietetics |
|                                         | Master of Sustainability       |
|                                         | Master of Environmental Science |
|                                         | Master of Environmental Science and Law |
|                                         | Master of Coaching Psychology  |

| Sydney Conservatorium of Music          | Diploma of Music              |
|                                         | Bachelor of Music (Composition) |
|                                         | Bachelor of Music (Performance) |
|                                         | Bachelor of Music Studies/Doctor of Medicine |
|                                         | Master of Music                |
|                                         | Doctor of Musical Arts         |

| Faculty of Veterinary Science          | Bachelor of Animal and Veterinary Bioscience |
|                                         | Bachelor of Veterinary Biology/Doctor of Veterinary Medicine |
|                                         | Master of Veterinary Public Health |
|                                         | Doctor of Veterinary Medicine   |

### DELETED COURSES

| New Curriculum                        | Bachelor of Science in Agriculture |
|                                      | Bachelor of Food and Agribusiness |
|                                      | Bachelor of Environmental Systems |
|                                      | Bachelor of Arts (Asian Studies)  |
|                                      | Bachelor of Arts (Languages)      |
|                                      | Bachelor of Arts (Media and Communications) |
|                                      | Bachelor of International and Global Studies |
|                                      | Bachelor of Political, Economic and Social Sciences |
|                                      | Bachelor of Health Sciences      |
|                                      | Bachelor of Medical Science      |
|                                      | Bachelor of Science (Advanced)   |
|                                      | Bachelor of Science (Advanced Mathematics) |
|                                      | Bachelor of Animal and Veterinary Bioscience |
|                                      | Bachelor of Music Studies and Bachelor of Commerce (Liberal Studies) |
|                                      | Bachelor of Arts and Bachelor of Economics |
|                                      | Bachelor of Arts (Media and Communications) and Bachelor of Laws |
|                                      | Bachelor of Design in Architecture and Bachelor of Laws |
|                                      | Bachelor of International and Global Studies and Bachelor of Laws |
- Determine policy concerning the programs of study or examinations in any Faculty, college or Board of Studies and within such policy, determine requirements to be satisfied by candidates for the award of degrees, diplomas or certificates

Course resolutions relating to the above mentioned courses, as well as more general Faculty resolutions, were approved by the Academic Board. The Academic Board also approved the amendment of the Constitution of the Board of Interdisciplinary Studies to accommodate the activities anticipated from the review of the undergraduate curriculum.
Determine the terms and conditions of awards, scholarships and prizes established within the University and make awards;

The Academic Board approved the principles for a revised method for allocating HDR scholarships and revised APA-UPA Ranking Guidelines.

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

New policies approved in 2016:
- Academic Honesty Procedures 2016
- Student Recognition Awards Policy 2016.

Existing policies amended in 2016:
- Academic Honesty in Coursework Policy 2016
- Assessment Procedures 2011
- Coursework Policy 2014
- Essential Resources for Postgraduate Research Students Policy 2012
- Learning and Teaching Policy 2015
- Progress Planning and Review for Higher Degree by Research Students Policy 2015
- Research Code of Conduct 2013
- Thesis and Examination of Higher Degree by Research Policy 2015
- Thesis and Examination of Higher Degree by Research Procedures 2015

Policies deleted in 2016:
- Academic Dishonesty and Plagiarism in Coursework Procedures 2012
- Establishment and Award of Scholarships and Prizes Policy
- Scholarships Policy
- Scholarships: Prizes and Scholarships – Academic Board Resolutions

The Academic Board also:
- endorsed changes to the University of Sydney By-law 1999 (as amended) relating to student discipline;
- endorsed the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016;
- endorsed the University of Sydney (Governance of Faculties and University Schools) Rule 2016; and
- endorsed changes to the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

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

Consider and take action as required on reports or academic submissions from Faculties, colleges or boards of studies or similar organisational units;

The following reports were received and noted:
- periodic update reports from the newly-formed Equity and Diversity Working Group;
- an overview of aspects of the 2016-2020 Strategic Plan from the Vice-Chancellor, Deputy Vice-Chancellor (Education) and Deputy Vice-Chancellor (Research);
- a presentation on Educational Innovation and Graduate Research in the Education Portfolio from the Director, Educational Innovation and Director, Graduate Research;
- a presentation on the University of Sydney Education and Research Innovation Week – 24-28 October 2016 from the Deputy Vice-Chancellor (Education) and Deputy Vice-Chancellor (Research);
- a presentation on the Undergraduate Degree Profile, 2018 and Beyond, from the Deputy Vice-Chancellor (Education);
- a presentation on the Implementation of the Strategic Plan 2016-2020 from the Vice-Principal (Strategy); and
- a discussion of the Higher Education Standards Framework (Threshold Standards) led by the Chair and Director of Higher Education Policy and Projects.
The Academic Board also received a summary report on the Report of the Watt Review of Research Policy and Funding.

Play an active role in assuring the quality of teaching, scholarship and research in the University and co-ordinate and maintain an overview of the academic activities of Faculties, colleges and boards of studies and similar organisational units;

The Academic Board appointed members to the 2016 Student Proctorial Panel and the Academic Panel as required under the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) for the period January 1 2016 to 31 December 2017.

Initiate and oversee a formal and regular program of review of academic activities of Faculties, colleges and boards of studies, and similar organisational units;

The Phase 4 Faculty Review for the Faculty of Health Sciences was received and accepted.

Provide a forum to facilitate information flow and debate within the University and between the senior executive officers of the University and the wider academic community;

Reports from various members of the University’s senior management were noted, as outlined above.

Make regular reports on the range of its activities to the Senate after each meeting of the Academic Board and make a formal, annual report on its activities and its assessment of its performance to the Senate;

The Academic Board has reported to each of the Senate meetings held in 2016.

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

Exercise any powers and perform any other duties delegated to it by the Senate:

Determine English language requirements:

The Academic Board amended the English language requirements specified in the Undergraduate and Postgraduate English language requirements published on the Academic Board’s website under Standards and Guidelines. It also approved the amendment of the language requirements for the Master of Clinical Psychology and Master of Clinical Psychology/Doctor of Philosophy.

Determine whether or not a Higher Doctorate be awarded.

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

Determine whether or not a PhD be awarded.

Regular reports on the award of doctoral degrees are provided to the Graduate Studies Committee by the Higher Degree by Research Examinations Sub-Committee.

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

The Academic Board approved faculty-specific semester and vacation dates for 2017 for the University of Sydney Business School, Faculty of Dentistry, Faculty of Education and Social Work, Faculty of Medicine, Faculty of Veterinary Science and the Sydney Conservatorium of Music.

Restrict the public availability of a thesis.

5 applications to restrict the public availability of a thesis and one application to restrict the public availability of appendices were approved in 2016.
Permit a candidate to submit a thesis prior to the normal earliest date for submission of a PhD thesis

The Chair of the Academic Board approved no applications for the early submission of a PhD thesis in 2016.

Structure of the Academic Board
In terms of the Board’s structure and membership, the following actions were taken:
- 4 academic staff were co-opted to the Academic Board.

The Board also:
- approved the appointment of a Deputy Chair and Committee Chairs;
- approved the appointment or co-option of academic staff and student members to the Academic Standards and Policy Committee, Admissions Committee, Graduate Studies Committee and Undergraduate Studies Committee, noting that the term of membership will be until 31 December 2016 for student members and until 31 December 2017 for staff members; and
- approved the amendment of the terms of reference for the Academic Standards and Policy Committee, the Admissions Committee, the Graduate Studies Committee and the Undergraduate Studies Committee to accommodate changes to the University’s organisational structure.

With respect to the 2016-2017 Academic Board membership, the Board:
- noted the results of elections held for and student membership of the Academic Board for the term 1 January 2016 to 31 December 2017; and
- appointed the academic staff and student members nominated by their deans to fill casual vacancies for the term 1 January 2016 to 31 December 2017.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet, Executive Officer to Academic Board</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
<td>Draft University of Sydney (Academic Board) Rule 2017</td>
</tr>
<tr>
<td>Purpose</td>
<td>To present the Academic Board with a draft University of Sydney (Academic Board) Rule 2017</td>
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</table>

RECOMMENDATION

That the Academic Board discuss the draft University of Sydney (Academic Board) Rule 2017.

EXECUTIVE SUMMARY

As foreshadowed at the 28 March meeting of the Academic Board, structural changes to the University and the recommendations arising from the external review of the Academic Board have necessitated the development of a revised model for the composition of the future Academic Board. This model was presented to and approved at the 28 March meeting, and as agreed at that meeting, the University Policy Manager has drafted the University of Sydney (Academic Board) Rule 2017, as attached, for consideration by the Academic Board.

The Academic Board Rule is intended to replace the current University of Sydney (Academic Governance) Rule 2003 (as amended), which was created in 2002. The principal governance functions of the Academic Board have been retained, with some changes to reflect the concerns of the review and the UE response. Administrative detail (such as electoral procedures) from the Rule is proposed to be removed from the Rule, to be more appropriately located in Procedures which will be developed and presented to the Academic Board for consideration at a future meeting.

This draft Rule is presented to the meeting to initiate discussion. It is intended that it will also be presented to the University Executive for consultation at its next meeting. Following consultation and incorporation of any feedback received, a revised and final version of the Rule will be presented to the June meeting of the Academic Board. If endorsed by the Academic Board at that meeting, the Rule will proceed to the 5 July meeting of Senate for approval.
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:
Amended on:
Amendment effective from:

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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) [INSERT HYPERLINK]

- **academic staff member** has the meaning given in section 50(1) of University of Sydney By-Law 1999 (NSW), [INSERT HYPERLINK] 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.

- **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 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 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.

enrolled student has the meaning given in section 50(1) of University of Sydney By-Law 1999 (NSW), [INSERT HYPERLINK] 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 University Executive subcommittee of that name.

Heads of School Committee means University Executive subcommittee of that name.

procedures means any procedures associated with this Rule, as provided in section 8.1.

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.

(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

(4) 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.

(5) 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) The Academic Board will determine policy and standards and consult with the University Executive on 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.

(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-Chancellor;
   (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;

Comment [KH1]: Objective is to ensure representation of someone who can speak to systems and administrative process impacts.
(k)(l) the President of the Sydney University Postgraduate Representative Association;
(l)(m) two other postgraduate students nominated by the executive of the Sydney University Postgraduate Representative Association; and
(m)(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) Sydney College of the Arts – three members;
   (b) Category A – four members each;
   (c) Category B – eight members each;
   (d) Category C – 12 members each;
   (e) Category D – 16 members each.
(3) For each group of elected staff members referred to in subsection 3.3(2), at least one must be appointed at Level E and at least one at Level A-D.
(4) If there are insufficient nominees to fill available places:
   (a) the nominees will be declared elected unopposed; and
   (b) the Faculty Board may nominate staff members to fill the vacant positions.
(5) 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 2017.
(3) Faculties and University school boards will be entitled to nominate student members on the following basis:
   (a) Sydney College of the Arts – two members;
   (b) Category A – two members each;
   (c) Category B – two members each;
   (d) Category C – four members each;
(4) When nominating student members, the Faculty or University school Board must take into account the need to achieve an appropriate and equitable representation of the faculty's diversity.

(5) The nomination of student members by faculties must take place as soon as possible after the completion of elections for staff members.

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 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 they are appointed.

(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
(d) are absent from three consecutive ordinary meetings of the Academic Board without leave of absence being granted; or
(e) die.

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. The election must be completed at the first meeting after the completion of elections for staff members of the Academic Board.

(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). [INSERT HYPERLINK]
   (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(6); 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, as provided 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 elected appointed by the Academic Board:
   (a) from among the Committee Chairs;
   (b) by ordinary resolution;
(c) at the first meeting after the completion of elections for staff members of the Academic Board.

(4) The term of office of the Deputy Chair is:
   (a) if appointed immediately 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.

(4)/(5) The term of office for the Deputy Chair is two years from the date of election.

(4)/(5) A Deputy Chair is eligible for re-election, provided that no person may serve as Deputy Chair for more than three, full consecutive terms.

(5)/(6) 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.

(6)/(7) 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(6); or
   (c) dies.

(7)/(8) If the office of Deputy Chair becomes vacant the Academic Board must elect a new Deputy Chair, as provided in subsection 4.2(3).
   (a) A person elected under this subsection will hold office for the remainder of their predecessor’s term of office.

4.3 Committee Chairs

(1) Committee Chairs must be appointed by the Academic Board:
   (a) on the nomination of the Chair;
   (b) by ordinary resolution;
   (c) at the first meeting after the completion of elections for staff members of the Academic Board, or as soon as possible after establishment of the committee.

(2) The term of office of a Committee Chair is:
   (a) if appointed immediately 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.
The term of office for a Committee Chair is two years from the date of appointment.

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.

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.

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.

If the office of Committee Chair becomes vacant the Academic Board must appoint a new Committee Chair, as provided in subsection 4.3(1).

(a) A person appointed under this subclause will hold office for the remainder of their predecessor's term of office.

PART 5  ELECTIONS

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.

The University Secretariat will conduct the elections.

The Secretary to the Academic Board will act as the returning officer for elections.

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

The Academic Board will have such committees and sub-committees as it determines to be appropriate from time to time.

The Board may establish committees and sub-committees by ordinary resolution, the following committees and sub-committees:

Academic Standards and Policy Committee;
Admissions Committee;
Undergraduate Studies Committee;

Comment [KH3]: Change as per Tony Masters comment – permits time for further consideration of committee structure
(9) Graduate Studies Committee, which will consist of:
(10) HDR Examinations Sub-Committee; and
(11) HDR Scholarship Sub-Committee;
(12) and
(13) such other committees as the Board may determine.
(14)(3) The Academic Board will:
   (a) after consultation with the University Executive, determine the Terms of Reference; and
   (b) appoint a Chair;
   for each Academic Board committee.
(15)(4) 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.
(16)(5) 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.
(17)(6) 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 eight 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) An appointed standing alternate may attend any meeting in the same calendar year as their appointment, but must provide at least two days' written notice to the Secretary to the Academic Board before any meeting they attend.

(6) 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.

(7) 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.

(8) Any resolution which is to be put to a vote by members must be duly proposed and seconded.

(9) 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.

(10) Except in relation to motions of dissent under subsection 7.1(14), 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(14).

(11) Ordinary resolutions will be carried by a majority of those present at the meeting and eligible to vote.

(12) 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.

(13) 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.

(14) 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 Chair of the Academic Board and the Vice-Chancellor may jointly determine procedures for the implementation of this Rule.
(2) Any such procedures must be:
   (a) determined in writing; and
   (b) registered in the Policy Register.

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:
Related documents: List here documents related to the rule, in the following order.
   Commonwealth Statutes
   State Statutes
   Codes, protocols or similar, external to the University
   University Policies
   University Procedures
   University Guidelines

AMENDMENT HISTORY
Provision  Amendment  Commencing
# SCHEDULE 1 - CATEGORISATION OF FACULTIES AND UNIVERSITY SCHOOLS

| Category A                      | University of Sydney School of Architecture, Design and Planning  
|                                | Sydney University Law School  
|                                | Sydney Conservatorium of Music  
| Category B                      | University of Sydney Business School  
|                                | Faculty of Engineering and Information Technologies  
|                                | Faculty of Health Sciences  
|                                | Faculty of Dentistry  
|                                | Faculty of Pharmacy  
|                                | Sydney Nursing School  
| Category C                      | Faculty of Arts and Social Sciences  
|                                | Faculty of Science;  
|                                | Faculty of Medicine  
| Category D                      | nil  

University of Sydney (Academic Board) Rule 2017

Draft v2

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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet (Executive Officer to Academic Board)</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Honours and Distinctions</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Board of honours and distinctions awarded to staff and students of the University of Sydney.</td>
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</tbody>
</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**

Dr Catherine Bishop, Faculty of Arts & Social Sciences
Winner of the Ashurst Business Literature Prize.

Dr Ryan Davis, Sydney Medical School
Recipient of a NSW Health Early-Mid-Career Fellowship.

Dr Nicole Lowres, Sydney Nursing School
Recipient of a NSW Health Early-Mid-Career Fellowship.

Dr Kirsten Morley, Sydney Medical School
Recipient of a NSW Health Early-Mid-Career Fellowship.

Associate Professor Muireann Irish, Faculty of Science
Winner of an International Rising Talent fellowship as part of the L'Oréal-UNESCO for Women in Science awards.

Dr Sanjay Patel, Sydney Medical School
Recipient of a NSW Health Early-Mid-Career Fellowship.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet, Committee Officer</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tim Wilkinson, Chair, Admissions Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report of the Admissions Committee</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Board of the outcomes of the Admissions Committee’s meeting held on 18 April 2017</td>
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**RECOMMENDATION**

That the Academic Board note the report of the meeting of the Admissions Committee held on 18 April 2017 and

(1) 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 presented, with effect from 1 January 2018.

**ITEMS FOR APPROVAL**

7.1 **Medicine: Doctor of Medicine minor course amendment**

This proposal will introduce a further pathway for indigenous students to enter the Doctor of Medicine degree. A number of applications are received each year from applicants who have completed a Diploma and then proceed to Masters-level study, bypassing a Bachelors-level qualification. These applicants are academically capable of completing the course but do not currently satisfy the entry criteria for the MD and so cannot be offered a place. This proposal addresses this deficiency and brings the University into alignment with medical programs offered by competitors.

**OTHER BUSINESS**

The Admissions Committee also:

- received and noted the report of the Academic Board meeting held on 28 March 2017.

Full agenda papers are available from the Admissions Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/admissions/2017/20170418-Admissions-Agenda-Pack.pdf.
Doctor of Medicine

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2014 (the 'Coursework Rule'); the Coursework Policy 2014, the Resolutions of the 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://www.sydney.edu.au/policies.

Course resolutions

1 Course codes

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<th>Code</th>
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<tbody>
<tr>
<td>MAMEDICI-03</td>
<td>Doctor of Medicine</td>
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</table>

2 Attendance pattern

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

3 Admission to candidature

(1) Subject to clause (4), available places will be offered to qualified applicants based on merit, according to the following admission criteria.
(2) Admission to the Doctor of Medicine requires:
(a) completion of a bachelor degree comprising at least three full-time equivalent years of study which will be either:
(i) a bachelor degree (pass) accredited at Level 7 under the Australian Qualifications Framework or a bachelor degree (with honours) accredited at Level 8 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
(ii) a bachelor degree from an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the degree is equivalent to an Australian bachelor degree (pass or with honours); and
(b) a demonstrated sustained academic performance to a standard considered satisfactory by the Dean or Deputy Dean of the University of Sydney Medical School. In assessing sustained academic performance the Dean or Deputy Dean may, at his or her discretion, consider performance in the Bachelor's degree(s) and/or performance in any graduate diploma, master or doctoral degree (or equivalent); and
(c) performance in an admissions test approved by the Dean or Deputy Dean to a standard considered satisfactory by the Dean or Deputy Dean; and
(d) performance in an interview to a standard considered satisfactory by the Dean or Deputy Dean.
(3) If the bachelor degree was completed more than 10 years before 1 January of the year for which the applicant is seeking enrolment, the applicant must, in addition:
(a) have completed within this 10 year period, or complete prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine, a postgraduate degree or postgraduate diploma (or equivalent), which will be either:
(i) a postgraduate degree or postgraduate diploma accredited at Level 8, 9, or 10 under the Australian Qualifications Framework, from an Australian university or self-accrediting higher education institution; or
(ii) a postgraduate degree or postgraduate diploma at an overseas university listed in the National Office of Overseas Skills Recognition Guide, provided that the postgraduate degree or postgraduate diploma is equivalent to an Australian postgraduate degree or diploma accredited at Level 8, 9, or 10; or
(b) have demonstrated to the satisfaction of the Dean sustained research productivity in a relevant discipline within this 10 year period.
(4) An applicant will not be admitted to candidature for the Doctor of Medicine unless he or she has completed a bachelor degree prior to 1 January of the year in which the applicant intends to commence the Doctor of Medicine.
(5) The official results listed on an applicant's transcript, and his or her admission test results, will be taken as the awarding and testing authorities' assessment of the academic standards reached by the applicant, taking due account of illness and misadventure according to the authorities' policies.
(6) A person who has commenced the Doctor of Medicine in a fee-paying or bonded place at the University will not be eligible for admission or transfer to a Commonwealth supported or non-bonded place in the Doctor of Medicine. For this purpose, students are considered to have commenced the course at the time of their first enrolment.
(7) The Dean may, in exceptional circumstances, admit to the Doctor of Medicine an applicant who has commenced studies in postgraduate medicine at another University, provided that the applicant:
(a) has not previously applied unsuccessfully for admission to the Bachelor of Medicine and Bachelor of Surgery or the Doctor of Medicine at the University of Sydney;
(b) would have met the requirements for admission to the Doctor of Medicine that were in place at the time the applicant was admitted to his or her previous course in medicine; and
(c) will complete at least 50 per cent of the Doctor of Medicine if that were in place at the time the applicant was admitted to his or her previous course in medicine;
(8) Prior to admitting an applicant to the Doctor of Medicine in accordance with subclause (7), the Dean will consider:
(a) the circumstances leading to the applicant's request for admission;
(b) whether the curriculum undertaken by the applicant in his or her previous course in medicine is comparable to the Doctor of Medicine;
(c) the academic performance of the applicant in his or her previous course in medicine; and
(d) the availability of places in the Doctor of Medicine in the relevant year.
The MD Project equates to approximately 320 hours of full-time work over the two-year period. Students are allocated to and begin work on their MD Projects in Semester 2, Year 1, and finish them by the end of Year 3.

Stage 1, Semester 2 contains a unit of study in Research Methods, delivered during the Musculoskeletal, Respiratory and Cardiovascular Sessions for one day each week, thus equating to full-time attendance during these blocks.

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

Course structure and units of study

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

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

The Doctor of Medicine Program is divided into three Stages:
(a) Stage 1 comprises Year 1
(b) Stage 2 comprises Year 2; and
(c) Stage 3 comprises Years 3 and 4.

Stages 1 and 2

Students attend their allocated Clinical Schools for at least one day each week and classes on the University’s main Camperdown campus for the rest of the week.

In both Stage 1 and Stage 2, the course is delivered as a series of 10 sequential blocks:
(a) the first block in Stage 1 is designed to provide orientation and a foundation for the subsequent blocks.
(b) eight of the blocks focus on a particular organ system from both basic science and clinical perspectives, with an emphasis on the scientific foundations of clinical reasoning and clinical practice.
(c) the last block in Stage 2 covers cancer and palliative care.

Content relating to each of the four Themes is delivered across and within each block. The blocks are as follows:
(a) Stage 1
(i) Orientation and Foundation Studies
(ii) Musculoskeletal Sciences
(iii) Respiratory Sciences
(iv) Haematology
(v) Cardiovascular Sciences
(b) Stage 2
(i) Neurosciences and Vision and Behaviour
(ii) Endocrine, Nutrition, Sexual Health and HIV
(iii) Renal and Urology
(iv) Gastroenterology, Nutrition, and Drug and Alcohol
(v) Oncology and Palliative Care
(c) The Haematology Block in Stage 1 and the Oncology and Palliative Care Block in Stage 2 are delivered mainly at the Clinical Schools. During these blocks, students attend their allocated Clinical Schools for four days, visiting the Camperdown campus to attend teaching sessions for one day each week, thus equating to full-time attendance during these blocks.

Units of study

(a) The units of study that may be taken for the course are set out in the Table of Units of Study: Doctor of Medicine
(b) The units of study in Stages 1 and 2 correspond to the four Themes.
(c) Stage 1, Semester 2 contains a unit of study in Research Methods, delivered during the Musculoskeletal, Respiratory and Cardiovascular Blocks.
(d) Students are allocated to and begin work on their MD Projects in Semester 2, Year 1, and finish them by the end of Year 3.
(e) The MD Project equates to approximately 320 hours of full-time work over the two-year period
A unit of study in Year 2, semester 2 is devoted to the MD Project

**Stage 3**

Stage 3 consists mainly of clinical immersion, supported by lectures and structured tutorials.

Student are based full-time in their allocated Clinical Schools.

Year 3 begins in January and ends in December.

Year 4 begins in March and ends in October-November, depending on individual students progression.

Between December of Year 3 and March of Year 4, students undertake a compulsory eight-week Elective Term.

The Stage 3 curriculum comprises eight eight week clinical blocks, the Elective term, Pre-Internship term (PRINT) and MD Project work.

Students must complete all of these components successfully to graduate.

Students undertake the eight clinical blocks in four different sequences known as streams. This ensures that students are evenly distributed across the available clinical teaching facilities.

Students express preferences for one of the four streams and are allocated during Year 2, in anticipation of the commencement of Stage 3.

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

The eight clinical blocks are as follows:

(a) Core Blocks:

(i) Medicine 3 (Year 3)
(ii) Surgery (Year 3)
(iii) Medicine 4 (Year 4)
(iv) Critical Care (Year 4)

(b) Specialty Blocks:

(i) Community Medicine (Com) (Year 3)
(ii) Perinatal and Women’s Health (PWH) (Year 3 or Year 4)
(iii) Psychiatry and Addiction Medicine (PAAM) (Year 3 or Year 4)
(iv) Child and Adolescent Health. (CAH) (Year 3 or Year 4)

The Elective Term consists of either one eight-week placement, or two four-week placements, at approved sites within or outside Australia.

Most elective term placements are clinical but students may undertake a research placement if they are not simultaneously enrolled in a concurrent research higher degree.

PRINT is completed after students have completed all Core and Specialty Blocks and Elective Term requirements.

Three sequential PRINT terms are offered, each of four weeks duration; students must complete one of these to graduate.

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

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

Students in Year 3 enrol in:

(a) five clinical blocks (two Core and three Specialty)
(b) four Themes
(c) two MD Project units of study, one in each of semester 1 and semester 2.

Students in Year 4 enrol in:

(a) three clinical blocks (two Core and one Specialty)
(b) Elective Term
(c) PRINT
(d) four Themes; and
(e) the MD Project.

7 Assessment

(1) The Doctor of Medicine is an integrated program and assessment occurs throughout each year, not in the designated University of Sydney Examinations periods.

(2) Assessment is designed to test:

(a) content delivered across all four Themes
(b) clinical skills; and
(c) knowledge of research methods.

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

(a) Stage 1

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

(b) Stage 2

(i) Two SBA based examinations
(ii) Two practical examinations in Anatomy
(iii) Two practical examinations in Pathology
(iv) A Population Medicine short written answer examination
(v) Clinical Placement assessments
(vi) One OSCE
(vii) Completion of requirements for the second, third and fourth MD Project Milestones

(c) Stage 3

(i) An SBA examination in September of each of Year 3 and Year 4
(ii) Practice Long Case examinations in the Core Medicine 3 and Medicine 4 Blocks
(iii) Clinical Placement Assessments in the Core Medicine 3, Medicine 4, Surgery and Critical Care blocks
(iv) Specialty Block in-term workplace assessments
(v) Specialty Block in-term examination for each Specialty Block completed
(vi) Assessment of an Elective Term placement report
(vii) A summative Long Case viva voce clinical examination in August of Year 4
(viii) PRINT placement assessment
(ix) Completion of requirements for the fifth and sixth MD Project Milestones
(x) Examination of the MD Project Final Report
8 Requirements for Award

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

(2) To qualify for the award of the Doctor of Medicine degree, a candidate must successfully complete 192 credit points across the four years, made up of:

(a) 48 credit points in Stage 1
(b) 48 credit points in Stage 2; and
(c) 96 credit points in Stage 3.

9 Progression rules

All Stages

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

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

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

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

(5) Candidates who fail one of the Stage or Year SBA examinations may be offered a supplementary SBA examination by the responsible Examination Committee, taking into account the candidate's performance level compared to the set passing standard, the candidate's attendance record, performance in other examinations, past academic history and adherence to the professionalism standards detailed in the Statement of Expectations.

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

(7) Subject to Clause 10 (Time limits) of the Course Resolutions, candidates may only repeat one of Stage 1, Stage 2, Stage 3 (Year 3) or Stage 3 (Year 4) once.

(8) Candidates who fail to repeat a Stage or Year must repeat the entire Stage or Year, including all Themes and all prescribed units of study. No credit is given for any unit of study or Theme in the repeat Stage or Year.

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

Stages 1 and 2

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

(11) Candidates who withdraw in Semester 2 of Stage 1 or Stage 2 will be required to repeat all of the applicable year subject to Clause 8(9) and Clause 8(10).

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

(13) Clause 8(12) does not apply to the SBA examination at the end of Foundation Block in Stage 1 unless the candidate has failed to meet the attendance requirements and/or has demonstrated unprofessional behaviour as defined in Clause 8(4).

Stage 3 Years 3 and 4

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

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

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

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

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

(19) Candidates who are eligible for a supplementary examination will be provided with remediation prior to the supplementary examination.

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

(21) Candidates who fail two or more of:

(a) a Core block
(b) a Specialty Block, or the Specialty Block replacement or supplementary examination
(c) the September SBA examination, or the replacement or supplementary SBA examination
(d) a Theme
(e) the Long Case Examination, or the replacement or supplementary Long Case Examination
(f) the Elective term
(g) the MD Research Project unit of study.

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

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

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

Stage 3 Year 3
(24) Candidates must pass the Year 3 Core Blocks, and the Year 3 September SBA examination or the SBA replacement or supplementary examination, in order to be eligible to take the Elective Term unit of study.

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

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

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

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

10 Medicine weighted average mark (MWAM)

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

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

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

(2) All Stage 3 units are weighted 1.

11 Time Limits

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

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

12 Credit for previous study

Advanced standing and credit for previous study is not available in this degree, except where approved by the Dean for the purposes of subclause 3(7).
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 11 April 2017</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Board note the report from meeting of the Graduate Studies Committee held on 11 April 2017;

1. 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;
2. 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;
3. 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;
4. 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 Science in Medicine stream in ‘HIV, STIs and Sexual Health’ to ‘Sexual and Reproductive Health’; approve the reconfigured Pathway structure within this Stream, including a new Reproductive Health and Fertility Pathway; approve the deletion of the stream ‘Maternal, Fetal & Reproductive Medicine’ from the Master of Medicine and Master of Science in Medicine; 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 approve changes to Course Resolutions and Unit of Study Tables arising from this proposal, with effect from 1 January 2018;
5. 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;
6. approve the amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015, with effect from 16 May 2017; and
7. approve the amendment of the Supervision of Higher Degree by Research Students Policy 2013, with effect from 16 May 2017.

**ITEMS FOR APPROVAL**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
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<tbody>
<tr>
<td>9.1</td>
<td>Report of HDR Scholarships Sub-Committee</td>
</tr>
<tr>
<td>9.2</td>
<td>Law: Juris Doctor</td>
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<td>9.3</td>
<td>Medicine: Master of Medicine (Internal Medicine)</td>
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<tr>
<td>9.4</td>
<td>Medicine: Master of Medicine (HIV, STIs and Sexual Health)</td>
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<tr>
<td>9.5</td>
<td>Medicine: Master of Surgery</td>
</tr>
<tr>
<td>9.6</td>
<td>Amendment of the Progress Planning and Review for Higher Degree by Research Students</td>
</tr>
</tbody>
</table>
ITEMS FOR NOTING

The Committee also:

- noted the report of the Academic Board meeting held on 28 March 2017;
- noted the reports of the HDR Examinations Sub-Committee meeting of 31 January, 28 February and 28 March 2017;
- noted the report of HDR Scholarships Sub-Committee meeting of 7 April 2017; and
- discussed suspension time limits in the Coursework Policy 2015.

NOTE: The full agenda pack for this meeting is available from the Graduate Studies Committee website, at http://sydney.edu.au/secretariat/pdfs/academic-board-committees/graduate-studies/2017/20170411-GSC-Agenda-Pack.pdf

Associate Professor Michael Kertesz
Acting Chair, Graduate Studies Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Sally Pearce, Head Scholarships and Prizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Shae McCrystal</td>
</tr>
<tr>
<td>Paper title</td>
<td>Assessing research alignment in HDR scholarship applications</td>
</tr>
<tr>
<td>Purpose</td>
<td>Request a review of the mechanisms for assessing research alignment when allocating HDR scholarships</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Graduate Studies Committee recommend that the Academic Board approve the deferment of use of the mechanism for awarding HDR scholarship applicants additional points for strategic alignment to applicants whose scholarships will commence in 2018 (approx. July onwards), to allow for review of the effectiveness of the current model for differentiating applicants.

**EXECUTIVE SUMMARY**

The HDR Scholarships Sub-Committee has identified problems in implementing the new HDR Scholarship ranking processes approved by the Academic Board in November 2016. From January 2017, scholarships applicants are to receive an additional 2.5 points where they are strategically aligned through affiliation with a University research centre or where their supervisor is in an ERA field of research category of 5.

The HDRSSC has assessed the first applications assessed under this mechanism and finds the categories are too broad and do not have appropriate controls. To date, 65% of domestic and 51% of international students received additional points for strategic alignment. It is proposed the working group that considered the proposal be reconvened to consider alternative mechanisms for identifying strategic alignment.

**BACKGROUND / CONTEXT**

Associate Professor Ross Coleman chaired a working group of faculty representatives to review some of the processes for awarding University-wide HDR Scholarships. The Academic Board approved the following:

- Move from semester based to rolling scholarship application, assessment and award
- Conditional scholarship offers being made to applicants who have not yet received admission
- Allocation of up to 20% of scholarships to students whose research is “strategically aligned”

The change to rolling award and conditional offers has been successfully implemented. However, the identification of strategically aligned students is problematic

**ISSUES**

Identify issues for consideration and decision. From January 2017, scholarship applicants are to be given an additional 2.5 points where they can demonstrate strategic alignment in one of three areas. The HDRSSC has concerns with the reliability of each of these three areas as a basis for assessing strategic alignment, as set out below.

1. Faculty research priority in the 2017 Faculty Research Compact
   The Research Office has advised that no faculty research priorities were identified in the 2017 Compacts. As such, this element has not been considered

2. Research is aligned with a University Research Centre
   The Research Office provided the following list of University Research Centres and affiliated academic staff.
Non-Confidential

<table>
<thead>
<tr>
<th>Research Centre</th>
<th>Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander Res Net</td>
<td>14</td>
</tr>
<tr>
<td>Advanced Composite Structures CRC (ACS-CRC)</td>
<td>1</td>
</tr>
<tr>
<td>Australian Centre for Microscopy &amp; Microanalysis</td>
<td>4</td>
</tr>
<tr>
<td>Australian Institute for Nanoscale Science &amp; Tech</td>
<td>2</td>
</tr>
<tr>
<td>Brain and Mind Centre</td>
<td>171</td>
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<tr>
<td>Cancer Research Network</td>
<td>472</td>
</tr>
<tr>
<td>Capital Markets CRC (CM-CRC)</td>
<td>1</td>
</tr>
<tr>
<td>Centre for Translational Data Science</td>
<td>1</td>
</tr>
<tr>
<td>Charles Perkins Centre</td>
<td>654</td>
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<tr>
<td>China Studies Centre</td>
<td>266</td>
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<tr>
<td>Cotton CRC (CCC-CRC)</td>
<td>1</td>
</tr>
<tr>
<td>Marie Bashir Institute</td>
<td>184</td>
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<tr>
<td>Menzies Centre for Health Policy</td>
<td>24</td>
</tr>
<tr>
<td>National Centre for Cultural Competence (NCCC)</td>
<td>6</td>
</tr>
<tr>
<td>Plant Breeding Institute</td>
<td>16</td>
</tr>
<tr>
<td>SOLES Biochemistry Cellular and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>SOLES Ecology Evolution and Environmental Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Sydney Asia-Pacific Migration Centre (SAPMiC)</td>
<td>2</td>
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<tr>
<td>Sydney Southeast Asia Centre</td>
<td>271</td>
</tr>
<tr>
<td>The Centre for Carbon, Water and Food</td>
<td>11</td>
</tr>
<tr>
<td>The Science and Technologies of Learning</td>
<td>1</td>
</tr>
<tr>
<td>University of Sydney Cancer Research Network</td>
<td>340</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2447</strong></td>
</tr>
</tbody>
</table>

Note: Academics can be affiliated with more than one research centre

The above list highlights a significant portion of University of Sydney academics are aligned to a research centre, which diminishes the value of this as a differentiator of research priority.

In addition the Sub-Committee has the following concerns regarding this criteria:
- There is a wide variety of requirements for membership with no University wide standards applied
- A number of Centres have been established to encourage cross discipline collaboration and want to maximise the number of affiliated academics
- Centres are predominately in the health and medicine and science faculties
- Membership of a research centre is sometimes promoted as a means of increasing research quality for academics in a FOR 3 or 4 category
- There is a potential unintended consequence that academics may affiliate with a research centre purely or mainly for the purpose of enabling students to get HDR scholarships, which over time may diminish the purpose of the centre.

To date, 37% of 89 domestic and 33% of 630 international applicants would receive additional points under this criteria.

3. ERA 4 digit field of research ranking of 5
The Research Office provided an IRMA report on field of research for each academic. This data is entered by individual academics (or administration staff in FASS) and is only validated every three years by the Research Office prior to submission to the government. Staff that commence between submissions may not have a field of research entered.
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Academics have a perverse incentive to change their field of research to one with an ERA ranking of 5. This diminishes the value of this category for ranking purposes. More problematically, it may diminish the quality of data submitted in future government submissions and reduce the number of ERA 5 classifications received by the University.

In the first quarterly ranking for 2017, 48% of 89 domestic and 33% of 630 international applicants would receive additional points under this criteria.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Associate Professor Jamie Glister, Associate Dean, Professional Law Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Joellen Riley, Head of School and Dean, Sydney Law School</td>
</tr>
<tr>
<td>Paper title</td>
<td>Sydney Law School: Proposed changes to the Juris Doctor credit rules and requirements for the award</td>
</tr>
<tr>
<td>Purpose</td>
<td>To vary the credit rules of the Juris Doctor to allow candidates with a completed postgraduate degree from Sydney Law School to receive some credit.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Graduate Studies Committee recommend that the Academic Board:
(1) approve the proposal from Sydney Law School to amend the Juris Doctor; and
(2) approve the amendment of the course resolutions arising from this proposal, with immediate effect.

EXECUTIVE SUMMARY

The purpose of this proposal is to amend the Course Resolutions for the Juris Doctor to allow students with a completed Masters’ degree or other postgraduate qualification from Sydney Law School, to receive up to 24 credit points of credit towards the Juris Doctor degree.
Minor Course Amendment Proposal

Faculty: Sydney Law School
Contact person: Jamie Ghi, Associate Dean (Professional Law Programs)

1. Name of award course
   Juris Doctor

2. Purpose of proposal
   To amend the Course Resolutions of the Juris Doctor (JD) to allow students with a completed master’s degree or other postgraduate qualification from Sydney Law School to apply for up to 24cp of electives credit towards the JD degree.

3. Details of amendment
   Amend the Course Resolutions for the Juris Doctor with additions and deletions as shown.

4. Requirements for award

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

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

   (3) Students may apply to take up to a maximum of 24 credit points of LAWS6000/JURS6000 units of study as elective units of study.
       (a) Enrolment in LAWS6000/JURS6000 units will be subject to availability and any unit pre-requisites or assumed knowledge, which may include relevant industry experience or prior specialist study.
       (b) Enrolment in LAWS6000/JURS6000 units is only permitted after a candidate has completed 96 credit points towards the Juris Doctor.
       (c) Students may only enrol in LAWS6000/JURS6000 units listed in the Juris Doctor Elective units of study Table.

      Any credit given under clause 8 below for units taken as part of a Masters degree or other postgraduate qualification will reduce to that extent the ability to take LAWS6000/JURS6000 units under this clause.

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

   […]

8. Credit for previous study

   (1) A candidate may be granted a maximum of 48 credit points towards the requirements of the Juris Doctor. Specific credit will only be granted for equivalent compulsory units of study undertaken as part of a Juris Doctor degree at an approved Australian law school. Except as provided in 8(3) below, a maximum of 24 credit points of non-specific credit may be granted for elective units undertaken as part of a Juris Doctor or Masters degree at an approved law school. Of these 24 credit points, a maximum of two advanced learning Masters units can be credited to the Juris Doctor.
(2) A candidate may be granted credit for law units which have the equivalent face-to-face teaching hours and similar assessment requirements as units offered by the Faculty.

(3) Candidates may be granted up to 42 credit points of unspecified credit only in the following circumstances:
   (a) Candidates who have completed a law degree or equivalent professional legal qualification from a recognised law school outside Australia; or
   (b) Candidates who are admitted into the Dual Law Degree Pathway.

Students granted up to 42 credit points of non-specific credit in these circumstances will be required to complete all compulsory units listed in the Faculty of Law Juris Doctor Table.

(4) A candidate may not be granted credit for units of study:
   (a) for which the result is Terminating Pass, Conceded Pass or equivalent; or
   (b) which were conducted on a distance or online basis; or
   (c) which have been relied upon to qualify for the award of another degree or qualification, except for:
       (i) units of study which were taken as part of a completed overseas legal qualification; or
       (ii) candidates admitted to the Dual Law Degree Pathway; or
       (iii) units of study which were taken as part of a completed Masters degree or other postgraduate qualification at The University of Sydney Law School.
   (d) which were undertaken as part of Bachelor of Laws degree.

4. Transitional arrangements
   No transitional arrangements are required.

5. Other relevant information
   This proposal fixes an inconsistency. Recent amendments to the JD course resolutions permit JD students to take up to 24cp of LAWS6000/JURS6000 units as electives on the JD. If a student then enrols in the Master of Laws (LLM), any LAWS6000/JURS6000 units taken on the JD may be credited towards the LLM by awarding a reduced volume of learning.

   Some students may wish to do this ‘in reverse’. They may already have a Sydney Law School master’s degree, or other Sydney Law School postgraduate qualification, and may wish to proceed to a JD. This proposal would allow them to apply for 24cp of credit in the JD based on units taken in the master’s degree or other postgraduate qualification.

   Currently, students in this position are not able to seek credit on the JD degree because the units taken in their earlier master’s degree have been ‘relied upon to qualify for the award of another degree or qualification’ and so cannot ground an application for credit: see cl 8(4)(c). By exempting units taken as part of a Sydney Law School master’s degree from the general prohibition in cl 8(4)(c), this proposal effects the desired change.

   Regardless of any credit awarded on this basis, a student would still need to complete all compulsory JD units of study, all other requirements of the JD (such as a Jurisprudence elective), and would still need to achieve and demonstrate the learning outcomes for the JD. This last point is the reason for the proposed amendment to cl 4(3).

   The number of students affected by this proposed change will be very small, since it is rare to take a master’s degree in law before taking a professionally-qualifying degree such as the JD.

6. Signature of Dean

   [Signature]
   Professor Matthew Conaglen
   Acting Head of School and Acting Dean

   28/3/17

Minor Course Amendment Proposal

Version 01.10.2014
**Confidential OR Non-Confidential**

| Author | Associate Professor Leo Davies  
Course Coordinator for |
|--------|-------------------------------------------------------------------|
| 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 (Internal Medicine) |
| Purpose | Sydney Medical School seeks the Graduate Studies Committee’ approval for a minor amendment to the Master of Medicine (Internal Medicine) |

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**RECOMMENDATION**

That the Graduate Studies Committee recommend the Academic Board:

1. Approve the change in INTM5008 Basic Cardiology from a 3 credit point unit of study to a 6 credit point unit of study

2. 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

3. Approve changes to Course Resolutions and Unit of Study Tables arising from this proposal with effect for Semester 2, 2017.

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**EXECUTIVE SUMMARY**

To change INTM5008 Basic Cardiology from a 3 credit point unit of study to a 6 credit point unit of study

No student will be disadvantaged by this change for Semester 2, 2017.

The AQF outcomes are not in any way affected by this change.
Minor Course Amendment Proposal

Faculty: Sydney Medical School
Contact person: A/Prof Leo Davies
   Phone: +61 2 9036 6427
   Email: leo.davies@sydney.edu.au

1. Name of award course
   Graduate Certificate in Medicine (Internal Medicine)
   Graduate Diploma in Medicine (Internal Medicine)
   Master of Medicine (Internal Medicine)
   Master of Medicine (Advanced) (Internal Medicine)

2. Purpose of proposal
   To change INTM5008 Basic Cardiology from 3 to 6 credit points.

3. Details of amendment
   INTM5008 Basic Cardiology is a new unit of study which is to be offered for the first time in Semester 2, 2017, as part of the new Internal Medicine Stream in the Master of Medicine, which started in Semester 1 2017.

   Several units of study in this degree were planned as 3 credit point units. The Basic Cardiology Unit of Study was one of those units. However, as the unit has developed, it has become apparent that the required content for this unit does not conform to 3 credit points and is instead equivalent to 6 point unit of study.

   The move to a 6 credit points does not disadvantage students:
   i) There is a requirement for students to undertake 24 credit points from stream specific units. All stream specific units can also be undertaken as part of the requirement for elective units. Students can continue to populate their stream specific requirements with a total of 8 short (3 credit point) units, while nominating Cardiology as one of their elective units. Almost all of the units available as electives are 6 credit point units.
   ii) The degree has just enrolled its first cohort so the current students are not at a point in their studies where this change will affect their finish date.
   iii) All students enrolled in INTM500 have been advised of the proposed change in the first week of Semester 1. Only one student advised us that this would cause her any difficulties and this was based on her mistaken belief that she could not drop one of her other 3 credit point units and would therefore have a heavier course load than she had anticipated. No student has indicated that they would drop Basic Cardiology in response to the proposed change.
   iv) The proposal has no effect on the overall cost of the course for any student.

4. Transitional arrangements
   As described above. The course will be offered for the first time in Semester 2 of 2017. Students who have enrolled for this semester have been advised of the proposed change.

5. Other relevant information

6. Signature of Dean

Professor Arthur Conigrave
Dean, Sydney Medical School
1. Name of award course

Graduate Certificate in Medicine (HIV, STIs and Sexual Health)
Graduate Certificate in Science in Medicine (HIV, STIs and Sexual Health)
Graduate Diploma in Medicine (HIV, STIs and Sexual Health)
Graduate Diploma in Science in Medicine (HIV, STIs and Sexual Health)
Master of Medicine (HIV, STIs and Sexual Health)
Master of Science in Medicine (HIV, STIs and Sexual Health)
Master of Medicine (Advanced) (HIV, STIs and Sexual Health)
Master of Science in Medicine (Advanced) (HIV, STIs and Sexual Health)
Master of Medicine (HIV, STIs and Sexual Health) and Master of Philosophy
Master of Science in Medicine (HIV, STIs and Sexual Health) and Master of Philosophy

Graduate Certificate in Medicine (Maternal Fetal & Reproductive Medicine)
Graduate Certificate in Science in Medicine (Maternal Fetal & Reproductive Medicine)
Graduate Diploma in Medicine (Maternal Fetal & Reproductive Medicine)
Graduate Diploma in Science in Medicine (Maternal Fetal & Reproductive Medicine)
Master of Medicine (Maternal Fetal & Reproductive Medicine)
Master of Science in Medicine (Maternal Fetal & Reproductive Medicine)
Master of Medicine (Advanced) (Maternal Fetal & Reproductive Medicine)
Master of Science in Medicine (Advanced) (Maternal Fetal & Reproductive Medicine)

2. Purpose of proposal

This application proposes to rename the current HIV, STIs and Sexual Health Stream to Sexual and Reproductive Health Stream in the Master of Medicine/Master of Science in Medicine course at the Sydney Medical School. The proposal also seeks to reconfigure the current Pathways and include a new ‘Reproductive Health and Fertility’ Pathway.

The HIV, STIs and Sexual Health Stream currently has five Pathways:

- Medicine
- Nursing
- Counselling
- Public Health
- Laboratory

Students enrolled in the HIV, STIs and Sexual Health Stream must select one of these Pathways.

This proposal recommends the following changes to the HIV, STIs and Sexual Health Stream:

1) To merge the current Pathways of Medicine, Nursing, and Laboratory into a single Pathway called HIV and STIs. The current curricula for these three Pathways are almost identical and so there is little justification for keeping these as three separate Pathways.

2) To rename the Counselling Pathway to the Psychosexual Therapy Pathway. The change of name is important for three reasons:
   i) ‘Counselling’ is a generic term and not reflective of the specialism provided in the course content
   ii) ‘Psychosexual Therapy’ is an industry accepted term, and
   iii) ‘Psychosexual Therapy’ is more vocationally focused.
3) To add a new Pathway called Reproductive Health and Fertility. Several units of study already exist which include content on reproductive health within the HIV, STIs and Sexual Health Stream (e.g. SEXH5405). Expanding content in reproductive health and creating an explicit Pathway would broaden the student base to include, but not limited to:

   i) Medical, nursing and science graduates from Australia and overseas interested in expanding their knowledge and expertise in the developing fields of reproductive medicine;
   ii) Trainees from the Royal Australian and New Zealand College of Obstetrics and Gynaecology, particularly those interested in the areas of fertility, reproductive and maternal medicine and
   iii) Advanced nurses, embryologists, clinical geneticists, laboratory scientists and Public Health practitioners who are increasingly interested in this area of expertise.

4) That Pathways no longer be compulsory within this Stream. Students can select one Pathway or can complete this Stream with no specific Pathway selected.

5) To rename the Stream from “HIV, STIs and Sexual Health” to “Sexual and Reproductive Health” to reflect the proposed changes. The proposed name change will increase appeal to our targeted professional groups: the current Stream name is too restrictive and no longer reflects the vocational needs of our target population.

The course resolutions for the Master of Medicine and Master of Science in Medicine currently lists Maternal Fetal & Reproductive Medicine as a Stream. However this Stream has never been open for student enrolments. We therefore also recommend that:

6) The Stream Maternal Fetal & Reproductive Medicine be deleted from the course resolutions of the Master of Medicine and the Master of Science in Medicine and their embedded programmes. Reproductive health aligns well with sexual health and it more appropriate to have a broader Stream of sexual health, which includes reproductive health, rather than a separate Stream for reproductive health. Our strategy will have broader appeal to our target population and will allow more flexibility for students. For example, the HIV, STIs and Sexual Health team often works with the Department of Foreign Affairs and Trade funded Australian Awards, to train professionals from low to middle income countries in HIV, STIs and Sexual Health. Reproductive health is an important component of UN Sustainable Development Goals (SDGs) for many countries. The capacity of the program to offer training in Reproductive Health will further strengthen and possibly expand the relationship with the Australia Awards. Thus the inclusion of the Reproductive Health and Fertility Pathway will assist in further establishing Sydney Medical School at the University of Sydney as a world leader in education in sexual and reproductive health, HIV/STIs and women’s health.

In addition, The HIV, STIs and Sexual Health team has experienced sustained growth in enrolments over the previous five years. As a response to this, the team has increased and strengthened its policies and procedures, as well as support staff, and so is well placed to support the inclusion of Reproductive Health and Fertility as an additional Pathway.

In summary, we propose four Pathways for the Sexual and Reproductive Health Stream. The manner in which the proposed Pathways listed above, will replace the current Pathways is detailed below:

<table>
<thead>
<tr>
<th>Proposed Pathway</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV and STIs</td>
<td>The HIV and STIs proposed Pathway will replace the current Clinical Medicine, Nursing and Laboratory Pathways.</td>
</tr>
<tr>
<td></td>
<td>Similar to the current Pathways, the proposed HIV and STIs Pathway will have:</td>
</tr>
<tr>
<td></td>
<td>- a strong emphasis on clinical and laboratory science aspects including, diagnosis, management, prevention, global impacts</td>
</tr>
<tr>
<td></td>
<td>- a marketing strategy aimed at clinicians (doctors and nurses) working (or wanting to work in the field)</td>
</tr>
<tr>
<td>Public Health</td>
<td>The Public Health Pathway will not be changed, except for minor UoS amendments (see below)</td>
</tr>
</tbody>
</table>
Psychosexual Therapy

The Psychosexual Therapy Pathway will replace the current Counselling Pathway.

Although the Psychosexual Therapy Pathway will be identical to the current structure of the Counselling Pathway except for minor UoS amendments (see below). The change of name is important in three respects:

iv) ‘Counselling’ is a generic term and not reflective of the specialism provided in the course content
v) ‘Psychosexual Therapy’ is an industry accepted term, and
vi) ‘Psychosexual Therapy’ is more vocationally focused.

Reproductive Health and Fertility

Proposed new Pathway: Reproductive health aligns well with Sexual health and HIV/STIs in the context of the UN’s Sustainable Development Goals (SDGs). Inclusion of the Reproductive Health and Fertility Pathway will assist in further establishing Sydney Medical School at the University of Sydney as a world leader in education in sexual and reproductive health, HIV/STIs and women’s health.

7) In order to add the Reproductive Health and Fertility Pathway into the Stream, the following changes to Units of Study are proposed:

Proposed new units

<table>
<thead>
<tr>
<th>New Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5417 Reproductive Endocrinology and Infertility</td>
<td>A new unit Reproductive Endocrinology and Infertility will be added. Please see new Unit of Study form attached to this application.</td>
</tr>
<tr>
<td>SEXH5418 Public Health Aspects of Reproductive Health</td>
<td>This is a 2 credit point unit of study which focuses on the public health aspects of reproductive and maternal Health. This unit will only be available to Master of Public Health students (to replace SEXH5101, see below). SEXH5418 will one of the three 2 credit points that will make up SEXH5414 (see below).</td>
</tr>
<tr>
<td>SEXH5419 Public Health Aspects of HIV and STIs</td>
<td>This is a 2 credit point unit of study merges and replaces SEXH5101 (2cp) and SEXH5102 (2cp). This unit will only be available to Master of Public Health students (to replace SEXH5102). SEXH5419 will one of the three 2 credit points that will make up SEXH5414 (see below).</td>
</tr>
</tbody>
</table>

Changes to existing units

<table>
<thead>
<tr>
<th>Existing Unit</th>
<th>Description of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5401 Introduction: HIV, STIs and Sexual Health</td>
<td>Change of name to reflect changes in syllabus to include the introductory reproductive health material alongside Introductory HIV, STIs and Sexual Health material.</td>
</tr>
</tbody>
</table>
### Table 1: Details of Amendment

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5405 Contraception and Reproductive Health</td>
<td>Change of name to reflect change in syllabus to include maternal preconception and early pregnancy care. The introductory components on reproductive health which are currently this unit will be moved into SEXH5401 and the new ‘Reproductive Endocrinology and Infertility’ UoS.</td>
<td></td>
</tr>
<tr>
<td>SEXH5414 Public Health: HIV, STIs and Sexual Health</td>
<td>Change of name of the unit to reflect change in syllabus to include additional public health aspects of reproductive and maternal health. Some aspects of reproductive health already exist in the unit and will be expanded with a focus on reproductive health. SEXH5414 is currently a combination of three 2 credit points Units of Study – SEXH5008 SEXH5101 and SEXH5102. This is to be replaced with SEXH5008 (unchanged), SEXH5418 and SEXH5419 (which merges together SEXH5101 and SEXH5102).</td>
<td></td>
</tr>
<tr>
<td>SEXH5406 Professional Placement</td>
<td>Change of name to reflect the capstone experience can take different formats and may not necessarily be a placement. Also, this unit focuses on multidisciplinary approaches and interdisciplinary practice. There minor changes in the description of the Unit of Study to reflect this shift in focus.</td>
<td></td>
</tr>
<tr>
<td>SEXH5101 Public Health Aspects of STIs</td>
<td>This unit will be deleted and replaced with SEXH5418: Public Health Aspects of Reproductive Health. This unit of study was available only to Public Health students.</td>
<td></td>
</tr>
<tr>
<td>SEXH5102 Public Health Aspects of HIV</td>
<td>This unit will be deleted and replaced with SEXH5419: Public Health Aspects of HIV and STIs. This unit of study was available only to Public Health students.</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Details of Amendment

Within the Course Resolutions for the Graduate Certificate in Medicine, Graduate Diploma in Medicine, Master of Medicine and Master of Medicine (Advanced):

**Clause 5**

(1) Courses are available in the following Streams:

For medical graduates:
- (a) Clinical Neurophysiology
- (b) Critical Care Medicine
- (c) HIV, STIs and Sexual health Sexual and Reproductive Health
- (d) Internal Medicine
- (e) Maternal Foetal and Reproductive Medicine
- (f) Metabolic Health
- (g) Paediatric Medicine
- (h) Pharmaceutical & Medical Device Development
- (i) Psychiatry
For non-medical graduates:

(a) Clinical Neurophysiology  
(b) Critical Care Medicine  
(c) HIV, STIs and Sexual health Sexual and Reproductive Health  
(d) Maternal Fetal and Reproductive Medicine  
(e) Metabolic Health  
(f) Pharmaceutical & Medical Device Development  
(g) Sleep Medicine

(2) Candidates may transfer between Streams with approval from Stream Head of Discipline.

(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.

(4) Completion of a Pathway, if available within a Stream, is not a requirement of completing the course. Candidates have the option of completing the course in one Pathway.

Clause 6:

(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 Sexual and Reproductive 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 Sexual and Reproductive 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.

The proposed Compulsory, Stream Specific and Elective units that can be taken to complete the requirements of the course for the proposed Pathways as well as units where no Pathway is selected are given in the Units of Study Tables attached.

4. Transitional arrangements

(1) These resolutions apply to persons who commenced their candidature after 1 January, 2018 and persons who commenced their candidature prior to 1 January, 2018 who formally elect to proceed under these resolutions.

(2) Candidates who commenced prior to 1 January, 2018 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. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

5. Other relevant information

Please see attached Unit of Study proposal and revised Unit of Study tables (below) and Senate Resolutions (below).

6. Signature of Dean

Minor Course Amendment Proposal Version 01.10.2014
ATTACHMENT: Within the Resolutions of the Senate

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHMEDSCI-01</td>
<td>Doctor of Medical Science</td>
<td>DMedSc</td>
<td>Published work</td>
</tr>
<tr>
<td>RPPHDMED-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPIHLMED-01</td>
<td>Master of Philosophy</td>
<td>MPhilMed</td>
<td>Research</td>
</tr>
<tr>
<td>RMSURGER-02</td>
<td>Master of Surgery</td>
<td>MS</td>
<td>Research</td>
</tr>
<tr>
<td>TCCLISUR-01</td>
<td>Doctor of Clinical Surgery</td>
<td>DClinSurg</td>
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<tr>
<td>MAMEDI-03</td>
<td>Doctor of Medicine</td>
<td>MD</td>
<td>192</td>
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<tr>
<td>MABIOETI-02</td>
<td>Master of Bioethics</td>
<td>MBEth</td>
<td>48</td>
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<tr>
<td>MABIOSTA-01</td>
<td>Master of Biostatistics</td>
<td>MBiostat</td>
<td>72</td>
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<tr>
<td>MABRMISC-01</td>
<td>Master of Brain and Mind Sciences</td>
<td>MBMSc</td>
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</tr>
<tr>
<td>MAACLITR-01</td>
<td>Master of Clinical Trials Research</td>
<td>MClinTRes</td>
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<td>MAGENCOU-01</td>
<td>Master of Genetic Counselling</td>
<td>MGC</td>
<td>96</td>
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<td>MAHEAPOL-01</td>
<td>Master of Health Policy</td>
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<td>MAINESU-01</td>
<td>Master of Indigenous Health (Substance Use)</td>
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<td>MAINTOPH-01</td>
<td>Master of International Ophthalmology</td>
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<td></td>
<td>- Community Ophthalmology</td>
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<td>- Post Vocational Ophthalmology</td>
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<td>MAMECARS-01</td>
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<tr>
<td>MAMECLEP-03</td>
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<td>MAMEINIM-01</td>
<td>Master of Medicine (Infection and Immunity)</td>
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<tr>
<td>MAMEOPSC-01</td>
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<td>MMed(OphthSc)</td>
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<tr>
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<td>- Oculoplastic Surgery</td>
<td>MMed(OphthSc-OccPlasSurg)</td>
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<td>MAMEPAMA-02</td>
<td>Master of Medicine (Pain Management)</td>
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<td>MAMEPSYC-03</td>
<td>Master of Medicine (Psychotherapy)</td>
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<tr>
<td>MAMERHGH-02</td>
<td>Master of Medicine (Reproductive Health Sciences and Human Genetics) Admission suspended for 2015</td>
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<tr>
<td>Mamedici-04</td>
<td>Master of Medicine</td>
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<td>- Clinical Neurophysiology</td>
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<td>- Critical Care Medicine</td>
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<td>- Maternal Fetal and Reproductive Medicine</td>
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<td>- Metabolic Health</td>
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<td>- Paediatric Medicine</td>
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<td></td>
<td>- Pharmaceutical &amp; Medical Device Development</td>
<td>MMed(PharmDev)</td>
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<td>- Psychiatry</td>
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<td>- Sleep Medicine</td>
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<td>MMEDADV-01</td>
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<td>MAPUHEAL-05</td>
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<td>MAPUHEPP-01</td>
<td>Master of Public Health (Professional Practice)</td>
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<tr>
<td>MAQUAHER-02</td>
<td>Master of Qualitative Health Research</td>
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<td>MASMCL-03</td>
<td>Master of Science in Medicine (Clinical Epidemiology)</td>
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<tr>
<td>MASMCP-01</td>
<td>Master of Science in Medicine (Infection and Immunity)</td>
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<td>MASMPAM-02</td>
<td>Master of Science in Medicine (Pain Management)</td>
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<td>Master of Science in Medicine (Psychotherapy)</td>
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<td>MASMRRH-02</td>
<td>Master of Science in Medicine (Reproductive Health Sciences and Human Genetics)</td>
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<tr>
<td>MASCME-01</td>
<td>Master of Science in Medicine (Advanced)</td>
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<td>MASCMEAD-01</td>
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<td>MASMCI-03</td>
<td>Master of Surgery (Breast Surgery)</td>
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<td>Master of Surgery (Plastic/Reconstructive Surgery)</td>
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<tr>
<td>MASMCI-14</td>
<td>Master of Surgery (Surgical Anatomy)</td>
<td>48</td>
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<tr>
<td>MASMCI-15</td>
<td>Master of Surgery (Surgical Oncology)</td>
<td>48</td>
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</tr>
<tr>
<td>MASMCI-16</td>
<td>Master of Surgery (Surgical Outcomes)</td>
<td>48</td>
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<tr>
<td>MASMCI-17</td>
<td>Master of Surgery (Surgical Sciences)</td>
<td>48</td>
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<tr>
<td>MASMCI-18</td>
<td>Master of Surgery (Surgical Skills)</td>
<td>48</td>
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<tr>
<td>MASMCI-19</td>
<td>Master of Surgery (Transplant Surgery)</td>
<td>48</td>
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<tr>
<td>MASMCI-20</td>
<td>Master of Surgery (Trauma Surgery)</td>
<td>48</td>
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<tr>
<td>MASMCI-21</td>
<td>Master of Surgery (Upper Gastrointestinal Surgery)</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
### 3 Double degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAMEDPHL-01</td>
<td>Master of Medicine / Master of Philosophy</td>
<td>MMed(MCritCare)/MPhil</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>- Critical Care (not available 2017)</td>
<td>MMed(MHSSH)(SRH)/MPhil</td>
<td>96</td>
</tr>
<tr>
<td>MASCMPHL-01</td>
<td>Master of Science in Medicine / Master of Philosophy</td>
<td>MScMed(MCritCare)/MPhil</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>- Critical Care (not available 2017)</td>
<td>MScMed(MHSSH)(SRH)/MPhil</td>
<td>96</td>
</tr>
<tr>
<td>MAMRGPHL-01</td>
<td>Master of Medicine (Reproductive Health and Human Genetics) / Master of Philosophy (admission suspended for 2015)</td>
<td>MMed(RHHG)/MPhil</td>
<td>96</td>
</tr>
<tr>
<td>MASMRRPHL-01</td>
<td>Master of Science in Medicine (Reproductive Health and Human Genetics) / Master of Philosophy (admission suspended for 2015)</td>
<td>MScMed(RHHG)/MPhil</td>
<td>96</td>
</tr>
</tbody>
</table>

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

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

### 4 Graduate diplomas

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNBIOTEI-02</td>
<td>Graduate Diploma in Bioethics</td>
<td>GradDipBioethics</td>
<td>36</td>
</tr>
<tr>
<td>GNBIOSTA-01</td>
<td>Graduate Diploma in Biostatistics</td>
<td>GradDipBiostat</td>
<td>48</td>
</tr>
<tr>
<td>GNBRMISC-01</td>
<td>Graduate Diploma in Brain and Mind Sciences</td>
<td>GradDipBMSc</td>
<td>36</td>
</tr>
<tr>
<td>GNCAREFS-01</td>
<td>Graduate Diploma in Cataract and Refractive Surgery</td>
<td>GradDipRefCatSurg</td>
<td>36</td>
</tr>
<tr>
<td>GNCLEPI-01</td>
<td>Graduate Diploma in Clinical Epidemiology</td>
<td>GradDipClinEpi</td>
<td>36</td>
</tr>
<tr>
<td>GNCLTRR-01</td>
<td>Graduate Diploma in Clinical Trials Research</td>
<td>GradDipClinTrRes</td>
<td>36</td>
</tr>
<tr>
<td>GNGENCOU-01</td>
<td>Graduate Diploma in Genetic Counselling</td>
<td>GradDipGC</td>
<td>48</td>
</tr>
<tr>
<td>Code</td>
<td>Course title</td>
<td>Abbreviation</td>
<td>Credit points</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>GCADCLSK-01</td>
<td>Graduate Certificate in Advanced Clinical Skills</td>
<td>GradCertAdvClinSkills(SurgAnat)</td>
<td>24</td>
</tr>
<tr>
<td>GCBIOETI-02</td>
<td>Graduate Certificate in Bioethics</td>
<td>GradCertBEth</td>
<td>24</td>
</tr>
<tr>
<td>GCBIOSTA-01</td>
<td>Graduate Certificate in Biostatistics</td>
<td>GradCertBiostat</td>
<td>24</td>
</tr>
<tr>
<td>GCBRMISC-01</td>
<td>Graduate Certificate in Brain and Mind Sciences</td>
<td>GradCertBMSc</td>
<td>24</td>
</tr>
<tr>
<td>GCCLITRR-01</td>
<td>Graduate Certificate in Clinical Trials Research</td>
<td>GradCertClinTRes</td>
<td>24</td>
</tr>
<tr>
<td>GCCLIEPI-01</td>
<td>Graduate Certificate in Clinical Epidemiology</td>
<td>GradCertClinEpi</td>
<td>24</td>
</tr>
<tr>
<td>GCHEAPOL-01</td>
<td>Graduate Certificate in Health Policy</td>
<td>GradCertHPol</td>
<td>24</td>
</tr>
<tr>
<td>GCINHESU-01</td>
<td>Graduate Certificate in Indigenous Health (Substance Use)</td>
<td>GradCertIndigH(SubUse)</td>
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</tr>
<tr>
<td>Code</td>
<td>Course Description</td>
<td>Code</td>
<td>Hours</td>
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<tr>
<td>GCINFIMM-01</td>
<td>Graduate Certificate in Infection and Immunity</td>
<td>GradCertInfImm</td>
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</tr>
<tr>
<td>GCMEDICI-02</td>
<td>Graduate Certificate in Medicine</td>
<td>GradCertMed</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Clinical Neurophysiology</td>
<td>GradCertMed(ClinNeuroPhysiol)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Critical Care Medicine</td>
<td>GradCertMed(CritCare)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- HIV, STIs and Sexual Health, Sexual and Reproductive Health</td>
<td>GradCertMed(HSSH)(SRH)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Internal Medicine</td>
<td>GradCertMed(InternalMedicine)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Maternal Fetal and Reproductive Medicine</td>
<td>GradCertMed(MFReprod)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Metabolic Health</td>
<td>GradCertMed(MetabHlth)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Paediatric Medicine</td>
<td>GradCertMed(Paed)</td>
<td>24</td>
</tr>
<tr>
<td>GCSCMEDI-01</td>
<td>Graduate Certificate in Science in Medicine</td>
<td>GradCertScMed</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Clinical Neurophysiology</td>
<td>GradCertScMed(ClinNeuroPhysiol)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Critical Care Medicine (not available in 2017)</td>
<td>GradCertScMed(CritCare)</td>
<td>24</td>
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<tr>
<td></td>
<td>- HIV, STIs and Sexual Health, Sexual and Reproductive Health</td>
<td>GradCertScMed(HSSH)(SRH)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Maternal Fetal and Reproductive Medicine</td>
<td>GradCertScMed(MFReprod)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Metabolic Health</td>
<td>GradCertScMed(MetabHlth)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Pharmaceutical &amp; Medical Device Development</td>
<td>GradCertScMed(PharmDev)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Psychiatry</td>
<td>GradCertScMed(Psychiatry)</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>- Sleep Medicine</td>
<td>GradCertScMed(SleepMedicine)</td>
<td>24</td>
</tr>
<tr>
<td>GCPAIMGT-02</td>
<td>Graduate Certificate in Pain Management</td>
<td>GradCertPainMgt</td>
<td>24</td>
</tr>
<tr>
<td>GQUAHER-01</td>
<td>Graduate Certificate in Qualitative Health Research</td>
<td>GradCertQHR</td>
<td>24</td>
</tr>
<tr>
<td>GCSURGSC-01</td>
<td>Graduate Certificate in Surgical Sciences</td>
<td>GradCertSurgSc</td>
<td>24</td>
</tr>
<tr>
<td>GCSURGER1BSU</td>
<td>Graduate Certificate in Surgery (Breast Surgery)</td>
<td>GradCert(BreastSurg)</td>
<td>24</td>
</tr>
</tbody>
</table>
### Pathway: HIV AND STIs

#### 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>Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study</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 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online; online/face to face</td>
</tr>
<tr>
<td>Master students must complete 12 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; online/face to face</td>
</tr>
<tr>
<td>SEXH5406 Professional Practice</td>
<td>6 (available semester 1 and 2)</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 point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete SEXH5401 plus an additional 18 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>SEXH5401 Introduction: Sexual and Reproductive Health</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6 (available semester 1)</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6 (available semester 2)</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5414 Public Health: Sexual and Reproductive Health</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
</tbody>
</table>
## General Elective Units of Study

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students complete 6 credit points of elective units of study. Students can also select any additional stream specific units of study as electives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Masters students complete 12 credit points of elective units of study. Students can also select any additional stream specific units of study as electives. |

<table>
<thead>
<tr>
<th>Offered Semester 1 and Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5402 6 Counselling for Health Professionals online/intensive</td>
</tr>
<tr>
<td>SEXH5412 6 Sexual Health &amp; Relationships Education online/intensive</td>
</tr>
<tr>
<td>SEXH5416 6 Advanced Readings in Sexual Health supervision</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offered Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5417 6 Reproductive Endocrinology and Infertility online/intensive</td>
</tr>
<tr>
<td>SEXH5404 6 Variations in Sexual Function online/intensive</td>
</tr>
<tr>
<td>SEXH5409 6 Medical Management of Interpersonal Violence online/intensive</td>
</tr>
<tr>
<td>SEXH5410 6 Sexual Health Promotion 1 online/intensive</td>
</tr>
<tr>
<td>PUBH5018 6 Introductory Biostatistics face to face; online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offered Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5205 6 Advanced Adolescent Sexual Health online</td>
</tr>
<tr>
<td>SEXH5405 6 Contraception and Preconception Care online/intensive</td>
</tr>
<tr>
<td>SEXH5407 6 Sex, Gender and Sexuality online/intensive</td>
</tr>
<tr>
<td>INIM5012 6 Infection Control and Epidemiology face to face</td>
</tr>
<tr>
<td>MIPH5116 4 Culture, Health, Illness and Medicine online; face to face</td>
</tr>
<tr>
<td>MIPH5118 4 Global Perspectives of HIV/AIDS online; face to face</td>
</tr>
<tr>
<td>MIPH5135 4 Health Systems in Developing Countries face to face</td>
</tr>
</tbody>
</table>

**Project Units of Study - Master (Advanced)**

*Minor Course Amendment Proposal*
Students accepted in 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 point</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>
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</table>

### Pathway: Public Health

**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>Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study</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 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online; online/face to face</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6 (available semester 1)</td>
<td>online</td>
</tr>
<tr>
<td>Master students must complete 12 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; online/face to face</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBH5010 Epidemiology Methods and Uses</td>
<td>6 (available semester 1)</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5406 Professional Practice</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

**Stream Specific Units of Study**

*Minor Course Amendment Proposal*
# Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study

# Graduate Diploma students must complete 24 credit points of stream specific 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>SEXH5401 Introduction: Sexual and Reproductive Health</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5414 Public Health: Sexual and Reproductive Health</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5408 HIV/STI Program Delivery</td>
<td>2 (available semester 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
<td>4</td>
<td>online; face to face;</td>
</tr>
<tr>
<td>MIPH5131 Foundations of International Health</td>
<td>6 (available semester 1)</td>
<td>online;</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6 (available semester 1)</td>
<td>face to face (evening or day);</td>
</tr>
</tbody>
</table>

## General Elective Units of Study

Graduate Diploma students complete 6 credit points of elective units of study. Students can also select any additional stream specific units of study as electives.

Masters students complete 12 credit points of elective units of study. Students can also select any additional stream specific units of study as electives.

### Offered Semester 1 and Semester 2

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5402 Counselling for Health Professionals</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health &amp; Relationships Education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5416 Advanced Readings in Sexual Health</td>
<td>6</td>
<td>supervision</td>
</tr>
</tbody>
</table>

### Offered Semester 1

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face (evening or day);</td>
</tr>
</tbody>
</table>

---

Minor Course Amendment Proposal

Version 01.10.2014
### Project Units of Study - Master (Advanced)

Students accepted in 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 point</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>
### Pathway: Counselling Psychosexual Therapy

**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>Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SEXH5401</strong> Introduction: Sexual and Reproductive Health</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td><strong>SEXH5406</strong> Professional Practice</td>
<td>6 (available semester 1 and 2)</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 point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study</td>
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</tr>
<tr>
<td><strong>SEXH5402</strong> Counselling for Health Professionals *</td>
<td>6 (available semester 1 and 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td><strong>SEXH5404</strong> Variations in Sexual Function</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
</tr>
<tr>
<td><strong>SEXH5403</strong> Counselling in Psychosexual Therapy</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
</tr>
<tr>
<td><strong>SEXH5407</strong> Sex, Gender and Sexuality</td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td><strong>SEXH5415</strong></td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

Minor Course Amendment Proposal

Version 01.10.2014
Advanced Issues in Psychosexual Therapy

**SEXH5401**
Introduction: Sexual and Reproductive Health
6 (available semester 1 and 2)
online

* This unit of study is only a stream-specific unit of study for students who are NOT from a counselling background.

**General Elective Units of Study**

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma students complete 6 credit points of stream specific elective units of study. Students can also select any additional stream specific units of study as electives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters students complete 12 credit points of stream specific elective units of study. Students can also select any additional stream specific units of study as electives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Offered Semester 1 and 2**

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100 Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>online; online/face to face</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health &amp; Relationships Education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5416 Advanced Readings in Sexual Health</td>
<td>6</td>
<td>supervision</td>
</tr>
</tbody>
</table>

**Offered Semester 1**

<table>
<thead>
<tr>
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<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5409 Medical Management of Interpersonal Violence</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5417 Reproductive Endocrinology and Infertility</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
<td>6</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>

**Offered Semester 2**

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5405 Contraception and Preconception Care</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5414 Public Health: Sexual and Reproductive Health</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>BMRI5006 Cognitive Behaviour Therapy</td>
<td>6</td>
<td>block mode</td>
</tr>
</tbody>
</table>
**Project Units of Study - Master (Advanced)**

Students accepted in 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 point</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>

**Pathway: Reproductive Health and Fertility**

**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>Graduate Certificate students must complete SEXH5401 plus an additional 18 credit points of stream specific units of study</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 Introduction to Clinical Epidemiology</td>
<td>6 (available semester 1 and 2)</td>
<td>online; online/face to face</td>
</tr>
</tbody>
</table>

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 point</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; online/face to face</td>
</tr>
<tr>
<td>SEXH5406 Professional Practice</td>
<td>6 (available semester 1 and 2)</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 point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate students must complete SEXH5401 plus an additional 18 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>SEXH5401 Introduction: Sexual and Reproductive Health</td>
<td>6 (available semester 1 and 2)</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5417</td>
<td>6</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>
## General Elective Units of Study

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5405 Contraception and Preconception Care</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5414 Public Health: Sexual and Reproductive Health</td>
<td>6 (available semester 2)</td>
<td>face to face; online</td>
</tr>
</tbody>
</table>

**Graduate Diploma students** complete 6 credit points of stream specific elective units of study. Students can also select any additional stream specific units of study as electives.

**Masters students** complete 12 credit points of stream specific elective units of study. Students can also select any additional stream specific units of study as electives.

### Offered Semester 1 and Semester 2

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5402 Counselling for Health Professionals</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health &amp; Relationships Education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5416 Advanced Readings in Sexual Health</td>
<td>6</td>
<td>supervision</td>
</tr>
</tbody>
</table>

### Offered Semester 1

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5404 Variations in Sexual Function</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5409 Medical Management of Interpersonal Violence</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</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>
</tbody>
</table>

### Offered Semester 2

<table>
<thead>
<tr>
<th>Units of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5407 Sex, Gender and Sexuality</td>
<td>6</td>
<td>online/intensive</td>
</tr>
</tbody>
</table>
Project Units of Study - Master (Advanced)

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<tbody>
<tr>
<td>MEDF5301 Project (Advanced Masters)</td>
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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>
</tr>
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</table>

No Pathway Selected

Compulsory Units of Study

<table>
<thead>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SEXH5401 Introduction: Sexual and Reproductive Health</td>
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</tr>
<tr>
<td>SEXH5200 Advanced STIs</td>
<td>6 (available semester 1)</td>
<td>face to face; block mode</td>
</tr>
<tr>
<td>SEXH5206 Diagnostic Methods in Sexual Health</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
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<tr>
<td>SEXH5202 Advanced HIV Infection</td>
<td>6 (available semester 2)</td>
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</tr>
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<td>6 (available semester 2)</td>
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</tr>
<tr>
<td>SEXH5403 Counselling in Psychosexual Therapy</td>
<td>6 (available semester 1)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5407 Sex, Gender and Sexuality</td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5415 Advanced Issues in Psychosexual Therapy</td>
<td>6 (available semester 2)</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5417 Reproductive Endocrinology and Infertility</td>
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</tr>
<tr>
<td>SEXH5410 Sexual Health Promotion 1</td>
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</table>

### General Elective Units of Study

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</tr>
<tr>
<td>Offered Semester 1 and Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit of Study code and name</td>
<td>Credit point</td>
<td>Delivery mode</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>SEXH5412 Sexual Health &amp; Relationships Education</td>
<td>6</td>
<td>online/intensive</td>
</tr>
<tr>
<td>SEXH5416 Advanced Readings in Sexual Health</td>
<td>6</td>
<td>supervision</td>
</tr>
</tbody>
</table>

**Offered Semester 1**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>PUBH5033 Disease Prevention and Health Promotion</td>
<td>6</td>
<td>online; block mode</td>
</tr>
<tr>
<td>MIPH5131 Foundations of International Health</td>
<td>6</td>
<td>online; face to face</td>
</tr>
<tr>
<td>PUBH5018 Introductory Biostatistics</td>
<td>6</td>
<td>face to face; online</td>
</tr>
<tr>
<td>HPOL5000 Introduction to Health Policy</td>
<td>6</td>
<td>block mode</td>
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</tbody>
</table>

**Offered Semester 2**

<table>
<thead>
<tr>
<th>Unit of Study code and name</th>
<th>Credit point</th>
<th>Delivery mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEXH5205 Advanced Adolescent Sexual Health</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>MIPH5116 Culture, Health, Illness and Medicine</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5118 Global Perspectives of HIV/AIDS</td>
<td>4</td>
<td>online; face to face</td>
</tr>
<tr>
<td>MIPH5135 Health Systems in Developing Countries</td>
<td>4</td>
<td>face to face</td>
</tr>
<tr>
<td>CEPI5200 Quality and Safety in Health Care</td>
<td>6</td>
<td>online</td>
</tr>
<tr>
<td>MIPH5112 Global Communicable Disease Control</td>
<td>4</td>
<td>online; face to face</td>
</tr>
</tbody>
</table>

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<td>supervision</td>
</tr>
<tr>
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<td>6 (available semester 1 and 2)</td>
<td>supervision</td>
</tr>
</tbody>
</table>
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 Surgery; and
2) Approve the amendment of the Unit of Study Tables arising from this proposal with effect for Semester 2, 2017.

EXECUTIVE SUMMARY

To propose a new six credit point elective unit of study for the Master of Surgery: SURG5042 Urological Oncology.

The AQF outcomes are not in any way affected by this change.
Minor Course Amendment Proposal

Faculty: Sydney Medical School

Contact person: Associate Professor Manish Patel
Western Clinical School/Discipline of Surgery
mpatel@med.usyd.edu.au  Ph: 9687 8252

1. Name of award course

Master of Surgery

2. Purpose of proposal

The purpose of this proposal is to introduce a new elective unit of study to the Master of Surgery commencing in Semester 2, 2017. The unit "Urological Oncology" is a comprehensive introduction to all the major urological cancers. It is aimed at the trainee surgeon, and will give them skills to manage patients with urological cancers in the ward and in the clinic. This unit of study is important for a number of reasons. Firstly it will be a urology specific unit of study which would benefit a large number of students doing the Master of Surgery who are or aim to be on the urology advanced training program. Secondly, oncology comprises a very large proportion of the urology clinical workload so it will benefit these students who are working in the area clinically. Thirdly with urology specific units of study, I believe it will encourage more students with aspirations to be urologists to enroll in the Urology stream in the Master of Surgery.

While developing this unit of study, I have consulted widely, including most urologists who are affiliated with Sydney Medical School and also other specialties such as pathology, radiology, medical oncology and radiation oncology.

The new unit of study was discussed at the Discipline of surgery executive meeting in 2016 and approved to proceed with development.

3. Details of amendment

See attached Unit of Study form and unit of study table below.

4. Transitional arrangements

NA

5. Other relevant information

6. Signature of Dean

[Signature]
Professor Arthur Conigrave
Dean, Sydney Medical School

Minor Course Amendment Proposal  Version 01.10.2014
## Unit of study table

### Master of Surgery

**Students must complete 6 credit points of compulsory units of study**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEPI5100</td>
<td>Introduction to Clinical Epidemiology</td>
<td>6</td>
<td>N PUBH5010</td>
</tr>
<tr>
<td>PUBH5018</td>
<td>Introductory Biostatistics</td>
<td>6</td>
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</tr>
</tbody>
</table>

**Students must complete 18 credit points of dissertation units of study**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5007</td>
<td>Dissertation A</td>
<td>9</td>
<td>1, 2</td>
</tr>
<tr>
<td>SURG5008</td>
<td>Dissertation B</td>
<td>9</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

**Students must complete 24 credit points of elective specific units of study**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SURG5042</td>
<td>Urological Oncology</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>SURG5003</td>
<td>Scientific Communication for Surgeons</td>
<td>6</td>
<td>1, 2</td>
</tr>
<tr>
<td>SURG5011</td>
<td>Imaging Surgical Patients</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>SURG5012</td>
<td>Surgical Metabolism</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>SURG5016</td>
<td>Vascular and Endovascular Surgery</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Limit 12 students per semester</td>
</tr>
<tr>
<td>SURG5017</td>
<td>Microsurgery</td>
<td>6</td>
<td>Note: Department permission required for enrolment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Waitlist: Due to the limitation of students, please contact the Discipline of Surgery office to be waitlisted for this course.</td>
</tr>
<tr>
<td>SURG5021</td>
<td>Transplantation Immunobiology</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>SURG5022</td>
<td>Principles and Practice of Transplantation</td>
<td>6</td>
<td>P SURG5021</td>
</tr>
<tr>
<td>SURG5025</td>
<td>Adv. Hepatobiliary and Pancreatic Surgery</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>SURG5031</td>
<td>Surgical Skills</td>
<td>6</td>
<td>A Waitlist: 16 places, strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be waitlisted for this course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Department permission required for enrolment</td>
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<td></td>
<td>Waitlist: 16 places, strictly limited, please contact Jayne Seward in the Discipline of Surgery office to be waitlisted for this course.</td>
</tr>
<tr>
<td>SURG5032</td>
<td>Physiology and Pharmacology for Surgeons</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>SURG5035</td>
<td>Surgical Research and Evaluation</td>
<td>6</td>
<td>A It would be helpful if candidates have completed Introductory Biostatistics PUBH5018</td>
</tr>
<tr>
<td>SURG5036</td>
<td>Surg Research: Translation and Innovation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>SURG5041</td>
<td>Surgical Oncology: Principles and Practice</td>
<td>6</td>
<td>A Candidates are expected generally to be undertaking advanced surgical training or similar P PATH5000 Note: Department permission required for enrolment</td>
</tr>
<tr>
<td>PATH5000</td>
<td>Surgical Pathology</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
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.

EXECUTIVE SUMMARY

The University’s Academic Honesty Procedures 2016 (the Procedures) were approved by the Academic Board in August 2016 (Resolution AB2016/5-53). The Procedures include, for the first time, an explicit process by which potential breaches of academic and research integrity by higher degree by research (HDR) students are to be managed relative to the requirements of the Research Code of Conduct 2013. Consequential changes were also proposed and approved for the Thesis and Examination of Higher Degree by Research Policy 2015 and Progress Planning and Review for Higher Degree by Research Students Policy 2015 (the Progress Planning and Review Policy).

A key feature of the Procedures is the specification of the process for managing potential breaches that arise during a student’s candidature, including as identified through an integrity check to be conducted at the first year milestone. At the time the Procedures were approved however, changes to the Progress Planning and Review Policy did not include the amendments required to give effect to the first year milestone integrity check as the process for implementation had not yet been finalised.

A high level implementation plan was subsequently put to and endorsed by the then SEG Research Training Committee at its meeting in September 2016. This requires the creation of dedicated sites within the Learning Management System for each HDR supervisor into which the students they have primary responsibility for supervising will be enrolled. Students will then be required to submit a substantial piece of text-based written work to similarity detection software (i.e., Turnitin) for the purposes of conducting the milestone integrity check. The challenges associated with implementation have now been resolved, so the amended Progress Planning and Review Policy attached to this paper now formalises the milestone requirement and facilitates implementation of the associated process.
Non-Confidential

CONSULTATION

The amended policy was considered by University Executive - Research Education committee and the Academic Board’s Graduate Studies Committee and Academic Standards & Policy Committee with no changes required. As a result of consultation with the Directors of Student Support Services and Safety, Health & Well-being respectively, a number of small clarifications have been made to the policy.

COMMUNICATION

Communication of the implementation of this change will be coordinated through the Office of Educational Integrity. A substantial component of the Office’s work in 2016 involved providing dedicated advice and support to faculty Educational Integrity Coordinators and the professional staff who support them in managing the decision-making processes initiated by the Policy, these skills and experiences will be translated to working with Associate Deans (Research Education). The Office also acted as a central point of contact for the wider University community, responding to over 7,000 discrete enquiries from unit of study coordinators, students, and professional staff from across the University. The Office will work very closely with the Higher Degree by Research Administration Centre (HDRAC) as a means of ensuring targeted communication to the relevant cohorts of HDR students.

The Office initiated a targeted communications campaign from now until the end of the year, with communications planned to ensure staff and students were informed of their obligations and relevant issues at the most appropriate points in time. A key challenge for the communications plan will be ensuring we reach all of the relevant stakeholders; many of the supervisors of our HDR students hold adjunct/affiliate roles or are research-only staff. These staff will receive extra training, the availability of which will be clearly articulated in our communications.

A detailed implementation plan will be presented to the University Executive – Research Education Committee and also to the Graduate Studies Committee of Academic Board.

ATTACHMENTS

Attachment 1 – Progress Planning and Review for Higher Degree by Research Students Policy 2015
PROGRESS PLANNING AND REVIEW FOR HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2015

The Academic Board, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 2 December 2015
Last amended: 27 October 2016 (administrative amendment only)

Signature:
Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

This is the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

2 Commencement

This policy commences on 1 January 2016.

3 Policy is binding

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

4 Statement of intent

(1) The University aspires for all higher degree by research students to have a quality research training experience and to produce research of the highest calibre. This includes the development of skills and knowledge necessary to be a successful researcher in the chosen discipline and the timely completion and successful examination of their research projects and theses.

(2) The University will partner with students to plan their progression throughout their candidature and set clear expectations of satisfactory progress. The University will provide appropriate institutional support and resources, regular reviewing, including a written submission and meeting, and support students to maintain research integrity and quality.

(3) This policy details the elements of the higher degree by research progress planning and review process. It should be read in conjunction with the University of Sydney (Higher Degree by Research) Rule 2011 (‘the Rule’), the Delegations of Authority – Academic Functions, and the Progress Planning and Review for Higher Degree by Research Students Procedures 2015 (‘the Procedures’).

(4) This policy supports the conduct of research training in a safe manner which is conducive to student wellbeing. The University aspires for all higher degree by research students to complete their research training experience and produce high calibre research and to do so in a way that their wellbeing is supported and all research education is produced delivered in a safe manner.

5 Application

(1) Except to the extent that a contrary intention is expressed, this policy applies to higher degree by research students, staff and affiliates.

Note 1: See clause 20 for transitional provisions.

(2) It is a condition of each student’s admission to candidature that the student complies with his or her obligations under this policy.
6 Definitions

(1) In this policy:

- **activity** means a specific requirement in a student’s candidature that contributes to the completion of a milestone.

- **Associate Dean** means the Associate Dean responsible for overseeing higher degrees by research in the relevant faculty.

- **Dean** means the Dean of the relevant faculty, or Head of School and Dean of the relevant University school.

- **Coordinating supervisor** means the supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.

- **degree** means the relevant higher degree by research.

- **Department** means the academic unit responsible for a student’s higher degree by research candidature. It may be called a department, discipline or school within the University.

- **disability support academic plan** means the statement of support and adjustments for educational needs provided for students registered with the Disability Support service of the University.

- **faculty** means a faculty or a board of studies as established by Senate in each case by its constitution, University school, and refers to the student’s faculty or University school of enrolment.

- **head of department** means the head of the relevant department.

  Note: Functions performed by the head of department may be performed by the Head of School, Dean or Associate Dean, in accordance with paragraph section 1.4(4) of the Rule, particularly in faculties that are not organised into departments or disciplines.

- **higher degree by research** means a doctorate by research or master’s by research, as defined in the Rule.

- **milestone** means a significant event in a student’s candidature that is useful in monitoring and guiding the student’s progress to successful completion. Milestones may comprise a number of activities.

- **postgraduate coordinator** means the postgraduate coordinator for the relevant department.

- **progress** means the student’s progress against the requirements specified in subclause 13(1).

- **progress plan** means a progress plan developed in accordance with Part 2.
progress review means a progress review conducted in accordance with Part 3.

research period means a research period set by the University and published on its website.

Note: Research periods are published at: http://sydney.edu.au/study/study-dates.html

Review Panel means a panel established to conduct a progress review in accordance with clause 11.

Rule means the University of Sydney (Higher Degree by Research) Rule 2011.

student means a person who is currently admitted to candidature in a higher degree by research award course of the University.

supervisor means a person appointed to discharge the responsibilities set out in the Supervision of Higher Degree by Research Students Policy 2013, including research supervisors, coordinating supervisors and auxiliary supervisors.

supplementary progress review means a progress review conducted in accordance with clause 17.

PART 2 PROGRESS PLANNING

7 Progress plans

(1) Students and supervisors must begin progress planning at an early stage in each student’s higher degree by research candidature.

(2) All students must have a progress plan within three months from the date of commencement of candidature, or within six months for part-time students.

Note 2: See clause 20. This subclause does not apply to students enrolled as at 31 December 2015 with a latest completion date later than 30 June 2016.

(3) The purpose of a progress plan is to align and manage student, University and faculty expectations about what is required to achieve the award of the degree.

(4) A student’s progress plan must include all activities and milestones required to achieve the award of the degree, including:

(a) formulation and approval of research proposal;
(b) formulation and approval of research projects;
(c) thesis development and examination;
(d) research training activities;
(e) coursework requirements;
(f) compliance and risk management activities.

Note 3: See Part 4 for information on activities and milestones.
8 Creating progress plans

(1) Students are responsible for creating their progress plan, based on current University templates, with the participation and support of their coordinating supervisor.

(2) Progress plans must be:
   (a) endorsed by the student’s coordinating supervisor; and
   (b) approved by the head of department or postgraduate coordinator; and
   (c) for students with disabilities, compliant with the needs identified on the Disability Services Academic Plan.

Note 4: Progress plan templates are available on the University’s website at: myuni.sydney.edu.au.

9 Maintaining and varying progress plans

(1) Students are responsible for maintaining their progress plan, and for identifying any variations required, with the participation and support of their coordinating supervisor.

(2) Students must review their progress plan, in consultation with their coordinating supervisor, at least twice per year, with at least one review being conducted as part of the student’s preparation for a progress review.

(3) A variation to a progress plan may be required for many reasons, including:
   (a) where a student:
      (i) changes attendance mode;
      (ii) requests a leave of absence or suspends candidature;
      (iii) transfers to another course or program;
      (iv) achieves a milestone;
      (v) fails to achieve or is delayed in achieving a milestone;
      (vi) submits a request for an extension of candidature;
      (vii) has encountered unanticipated barriers to progress; or
   (b) where it becomes clear that the student’s research project needs improvement or is not viable,

(4) Changes in a student’s health or disability state require different project approaches and support.

(5) Variations to progress plans may be material or non-material.

(6) Material variations are variations that:
   (a) extend the date for achievement of a University, faculty or department milestone by more than three months from the original date;
   (b) require a change to the thesis submission date to:
      (i) a new research period; or
      (ii) a date that is beyond the latest date for submission, as defined in clauses sections 2.20, 3.20 and 4.19 of the Rule;
   (c) substantially change the nature of the research.
Note 5: Clauses Sections 2.20, 3.20 and 4.19 of the Rule authorise a Dean or Associate Dean to permit a student to submit his or her thesis after a period of time greater than the maximum periods specified in that clause.

(7) Material variations to progress plans must be:
   (a) endorsed by the student’s coordinating supervisor; and
   (b) approved by the head of department or postgraduate coordinator.

(8) Students should discuss non-material variations to progress plans with their coordinating supervisor.

PART 3 PROGRESS REVIEW

10 Progress reviews

(1) Progress reviews (including supplementary progress reviews) must be conducted in accordance with this policy and the procedures.

(2) The purpose of a progress review is to:
   (a) assess whether the student has adequate support and resources to complete his or her research project and thesis in accordance with the progress plan;
   (b) assess whether the current supervisory arrangements are satisfactory;
   (c) assess the feasibility of the progress plan; and
   (d) assess and rate the student’s progress.

(3) A copy of the student’s progress plan will be provided to all parties involved in the progress review.

(4) A progress review must be conducted for each student as required by the head of department or postgraduate coordinator and at least once per year.

(5) Students re-enrolling for a period of more than six months as a result of a requirement to revise and resubmit in a previous thesis examination, must participate in a progress review between three and six months from the date of re-enrolment.

(6) Progress reviews should be supported by continuous evaluation of progress and regular meetings between students and supervisors.

11 Review Panel

(1) The head of department or postgraduate coordinator must appoint two or more academic staff members to form a review panel for each student’s review, and nominate one of the panel members to act as chair.

(2) Each Review Panel member must have one or more of:
   (a) relevant disciplinary expertise;
   (b) experience in supervising and managing higher degree by research candidatures; or
   (c) other relevant specialist knowledge.
(3) In appointing members of a Review Panel, the head of department or postgraduate coordinator:

(a) may appoint from outside the department or faculty;
(b) must not appoint any of a student's supervisors; and
(c) must consider and manage any actual, potential or perceived conflicts of interests.

Note 6: For information on evaluating and managing conflicts of interest, see the External Interests Policy 2010.

12 Progress review meetings

(1) Students must participate in a progress review meeting as required by the head of department or postgraduate coordinator and at least once per year.

(2) Students may be accompanied at the progress review meeting by a support person, such as a colleague, friend, family member or student representative.

(3) Progress review meetings will be conducted by the Review Panel.

(4) The Review Panel:

(a) may invite any or all of the student's supervisors to attend part of the progress review meeting;
(b) must discuss the progress plan, and any required variations to the progress plan, with the student and (when in attendance) his or her supervisors; and
(c) must provide the student with an opportunity to speak to the Review Panel without any of the student's supervisors present.

13 Progress review outcomes

(1) The student's progress will be measured against:

(a) University, faculty, department and student milestones and activities that are within the student's control;
(b) action items identified in the student's previous progress reviews; and
(c) compliance with student responsibilities set out in relevant University policies and procedures.

(2) Students must meet the requirements specified in subclause 13(1) to the required standard or quality.

(3) The progress review ratings are:

(a) meets or exceeds objectives;
(b) marginal progress;
(c) unsatisfactory progress.

(4) The Review Panel must prepare a written report for the head of department or postgraduate coordinator:

(a) giving its assessment of the feasibility of the progress plan;
(b) setting out any required variations to the progress plan;
(c) identifying any actions to be taken as a result of the progress review, and who will be responsible for them;
(d) recommending whether a supplementary progress review is required;
(e) indicating, where relevant, whether the student’s scholarship is at risk, and the time frame for any potential termination of scholarship; and
(f) recommending a progress review rating based upon its assessment of the student’s progress.

(5) The Review Panel may prepare a report and recommend a progress review rating in the student’s absence, if:
(a) the student fails to attend the progress review meeting without notice or good cause; or
(b) the student is unable to attend and the Review Panel forms the reasonable view that the progress review meeting can properly be conducted in the student’s absence.

(6) The student will have an opportunity to respond to the Review Panel’s report.

(7) The head of department or postgraduate coordinator must:
(a) determine a progress review rating, taking into account:
   (i) the recommendation of the Review Panel;
   (ii) the student’s response; and
   (iii) any exceptional circumstances related to the candidature and beyond the reasonable control of the student;
(b) specify any actions to be taken as a result of the progress review, including who will be responsible for them and timeframes for their completion;
(c) state whether the proposed supervision arrangements are satisfactory;
(d) determine whether a supplementary progress review is required; and
(e) monitor the implementation of any action items for the department, faculty or University identified by the Review Panel. Such items should be completed within three months of the date of the progress review.

14 ‘Meets or exceeds objectives’

(1) A rating of ‘meets or exceeds objectives’ means that the student’s progress since the last progress review, or since commencement of candidature, has been satisfactory or exceeded expectations.

(2) To achieve a rating of ‘meets or exceeds expectations’ the student must:
   (a) have satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review;
   (a)(b) for a first progress review, have submitted a major piece of writing for similarity checking; and
   (a) be expected to submit the thesis for examination on time, or in a timely fashion, allowing for any previous delays.
15 ‘Marginal progress’

(1) A rating of ‘marginal progress’ indicates that:
   (a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review;
   (b) there is some risk that the student’s thesis will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or
   (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.


(2) If a student receives a rating of ‘marginal progress’, the head of department or postgraduate coordinator:
   (a) must specify a set of required actions and due dates; and
   (b) must set a date for a supplementary progress review; and
   (c) may:
      (i) refer the Review Panel’s report to the postgraduate coordinator or Associate Dean; and
      (ii) take such other action as they consider appropriate, consistent with the Rule and this policy.

(3) A rating of ‘marginal progress’ will be considered satisfactory for the purposes of a student’s scholarship, where the terms and conditions of the scholarship are under the University’s control.

(4) A rating of ‘marginal progress’ cannot be used as a trigger for the requirement for a student to show good cause why he or she should be permitted to continue the candidature.

(5) If a student is required to meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

16 ‘Unsatisfactory progress’

(1) A rating of ‘unsatisfactory progress’ indicates that:
   (a) the student has not satisfactorily met all requirements (as specified in subclause 13(1)) since the last progress review; or
   (b) there is a significant risk that the thesis:
      (i) will not be submitted for examination on time, or in a timely fashion, allowing for any previous delays; or
      (ii) will not be completed at all; or
   (c) there has been a finding of inappropriate academic practice, academic dishonesty, research misconduct or a breach of the Research Code of Conduct or Research Data Management Policy.

(2) If a student receives a rating of ‘unsatisfactory progress’, the head of department or postgraduate coordinator:

(a) must, except where the student is asked to show good cause:
   (i) specify a set of required actions and due dates;
   (ii) set a date for a supplementary progress review;
   (iii) refer the Review Panel’s report to the postgraduate coordinator or Associate Dean; and
   (iv) take such other action as they consider appropriate, consistent with the Rule and this policy.

(b) may:
   (i) where relevant, recommend to the University that the student’s research scholarship be terminated;
   (ii) recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(3) In determining what action to take in accordance with subclause (2), the head of department or postgraduate coordinator will take into account:

(a) any injury, illness or misadventure experienced by the student that has had an impact on progress since the last progress review;
(b) any difficulties caused by, or fault on the part of, the University; and
(c) any exceptional circumstances related to the candidature and beyond the reasonable control of the student.

(4) If a student receives a rating of ‘unsatisfactory progress’ at two consecutive progress reviews, the head of department or postgraduate coordinator must recommend to the Associate Dean that the student be asked to show good cause why he or she should be permitted to continue the candidature.

(5) If a student must meet a required set of actions and due dates, the coordinating supervisor is responsible for overseeing their completion.

17 Supplementary progress reviews

(1) If the head of department or postgraduate coordinator requires a student to undertake a supplementary progress review, that supplementary progress review:

(a) should take place in one of the scheduled review cycles;
(b) must take place no sooner than two months and no later than six months from the date of the previous review; and
(c) must be conducted in accordance with this policy.

(2) Subject to sub-clause (3), if a student receives a rating of ‘marginal progress’ at a supplementary progress review, clause 15 of this policy will apply.

(3) If after two consecutive supplementary progress reviews the student fails to achieve a rating of ‘meets or exceeds expectations’, the student must receive a
rating of ‘unsatisfactory progress’ for the second supplementary progress review, and clause 16 of this policy will apply.

PART 4 MILESTONES AND ACTIVITIES

18 Milestones and activities

(1) There are three types of milestones and activities:
   (a) University;
   (b) faculty and department;
   (c) student.

(2) University milestones and activities are:
   (a) set out in Schedule 1 of this policy;
   (b) mandatory (including the items listed in bullet-points); and
   (c) common for all candidates.

(3) Faculty and department milestones and activities:
   (a) are additional to University milestones and activities;
   (b) are mandatory specialist requirements specific to the faculty or department;
   (c) are common for all candidates in the faculty or department;
   (d) may include department specific activities required to achieve University milestones; and
   (e) must be approved by the UE Research Education Committee.

(4) Student milestones and activities are:
   (a) specific to the student’s candidature;
   (b) set in consultation with the student, and endorsed by the coordinating supervisor.

(5) Progress plans must include at least one faculty or department milestone between the University milestones ‘Confirmation’ and ‘Intent to Submit’.

19 Rescissions and replacements

This document replaces the *Progress Review of Higher Degree by Research Students Guidelines*, which commenced on 21 August 2014, which is rescinded as from the date of commencement of this document.

20 Transitional provisions

(1) For students enrolled as at 31 December 2015 with a latest completion date earlier than 1 July 2016:
   (a) Part 2 does not apply; and
(b) Part 3 applies, but is amended to exclude requirements for, and reference to, progress plans.

(1) For students enrolled as at 31 December 2015 with a latest completion date later than 30 June 2016, the following provision applies in place of subclause 7(2):

(a) All students must have a progress plan by the earlier of:

(i) 30 June 2016; or

(ii) one month prior to the date of their next scheduled progress review.
# SCHEDULE 1: UNIVERSITY MILESTONES AND ACTIVITIES

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Time frame</th>
<th>Research Project &amp; Thesis</th>
<th>Research Training</th>
<th>Compliance</th>
<th>Outcome Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary appraisal</td>
<td>6 months</td>
<td>• Review research idea.</td>
<td>• Complete training needs analysis.</td>
<td>• Complete Responsible Research Practice module.</td>
<td>• Have all relevant action items been identified and included in the progress plan?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft research plan.</td>
<td>• Submit a substantial piece of written work (e.g., proposal or literature review) for similarity checking, and discuss outcome with supervisor</td>
<td>• Complete induction(s).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Draft data management plan.</td>
<td>• Schedule relevant training activities.</td>
<td>• Identify any need for ethics approval.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review communication skills (especially writing).</td>
<td>• Review communication skills (especially writing).</td>
<td>• Conduct intellectual property review, and consider need for IP agreements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify subsequent actions in progress plan.</td>
<td>• Identify subsequent actions in progress plan.</td>
<td>• Conduct autonomous sanctions check.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Consider potential for restricted information.</td>
<td></td>
</tr>
<tr>
<td>WHS [Activity, within Preliminary Proposal Milestone]</td>
<td>2 months</td>
<td></td>
<td></td>
<td>• Complete WHS training</td>
<td>• WHS training completed.</td>
</tr>
<tr>
<td>Confirmation</td>
<td>12 months</td>
<td>• Finalise research proposal/plan.</td>
<td>• Ensure student has adequate written English to write thesis, or that measures are in place to assist the student to meet this requirement within a specified timeframe.</td>
<td>• Confirm ethics plan and commence ethics application process (where relevant).</td>
<td>• Is the research project feasible? If not, consider next steps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Finalise data management plan.</td>
<td>• Submit a substantial piece of written work (e.g., proposal or literature review) for similarity checking, and discuss outcome with supervisor</td>
<td>• Ensure autonomous sanctions check completed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduct resources review, including information technology, hardware, software, space, funding, supervision.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milestone</td>
<td>Time frame</td>
<td>Research Project &amp; Thesis</td>
<td>Research Training</td>
<td>Compliance</td>
<td>Outcome Checklist</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| Finalise Research Proposal [Activity, within Confirmation Milestone] | 12 months | • Agree a final research proposal | | | • Is the research proposal feasible?  
• Is the research proposal agreed by all parties? |
| Intent to submit | 3 months from projected submission | • Check thesis draft.  
• Student to provide input on potential examiners. | • Ensure all training activities from training needs analysis are complete. | • Check compliance with ethics approvals, data management plan, IP agreements.  
• Consider whether the thesis contains restricted information. | • Will the thesis be ready for examination?  
• If no, does the progress plan need to be updated and an extension sought? |
| Submit for examination | Submission date | • Coordinating supervisor confirms thesis is in a form suitable for examination.  
• Faculty decides to proceed with examination. | | • Consider whether confidentiality agreements are required for examiners. | • Is the thesis examinable?  
• If yes, have examiners been appointed? |
| Examination | Complete within 4 months of submission | • Determine outcome of examination. | | | • Does the thesis satisfy the requirements for award?  
• If yes, are there any conditions that must be satisfied?  
• If no, can the student revise and resubmit? |
| Award | Within 4 months of award notification | • Complete requirements for award, including emendations.  
• Lodge final version of thesis. | • Comply with data management plan.  
• Comply with any ethics approval and protocol. | | • Can the degree be conferred? |
| Confer degree | | | | | |
NOTES

Progress Planning and Review for Higher Degree by Research Students Policy 2016

Date adopted: 2 December 2015
Date registered: 11 December 2015
Date commenced: 1 January 2016
Date amended: 17 August 2016, commencing 19 September 2016
                         27 October 2016 (administrative amendment only)
Administrator: Director, Graduate Research
Review date: 1 January 2021

Rescinded documents:

Progress Review of Higher Degree by Research Students Guidelines

Related documents:

University of Sydney (Higher Degree by Research) Rule 2011
Essential Resources for Postgraduate Research Students Policy 2012
Research Data Management Policy 2014
Research Data Management Procedures 2015
Supervision of Higher Degree by Research Students Policy 2013
Thesis and Examination of Higher Degree by Research Policy 2015
Thesis and Examination of Higher Degree by Research Procedures 2015
Academic Honesty Procedures 2016

AMENDMENT HISTORY

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<td>19 September 2016</td>
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<td>15(2)(c)(ii), 16(2)(a)(iv)</td>
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RECOMMENDATION

The Academic Board approve the amendment of the Supervision of Higher Degree by Research Students Policy 2013.

EXECUTIVE SUMMARY

The Supervision of Higher Degree by Research Students Policy 2013 codifies the qualities, requirements and expectations around supervision of higher degree by research (HDR) students. Of particular interest is the establishment and maintenance of a register of academic, affiliate or adjunct staff deemed to be suitable to supervise HDR students. The policy provides for qualified staff to be entered directly onto the Supervisor Register and for staff without such qualifications as specified by the policy, to have their entry on to the Register approved by a delegated person.

Previous versions of the procedures for appointing staff to the Supervisor Register gave the responsibility of approving academic and affiliate staff onto the register to Associate Deans (RE) at a faculty level. Owing to some inconsistency in practice, there was a desire to centralise the decision making into the Graduate Studies office reporting to the PVC Academic Affairs, with the PVC being the delegated decision maker. This was coincident with the amalgamation for the faculty-based supervisor register to a single list, The Policy was amended before the establishment of the office of Director, Graduate Research and post the dissolution of the Graduate Studies Office. Hence the practical solution was to have the Chair of the Graduate Studies Committee approve entry to the Register for prospective supervisors that have not completed the Educational Innovation Foundations of Research Supervision Programme.

Reverting the decision to appoint supervisors to the supervisor register to a faculty-based delegation aligns the process with the existing processes for appointing academic staff on the basis of excellent research and teaching. Faculties will still be required to apply a quality and excellence filter when considering the appointment of supervisors to the register. The Director, Graduate Research will advise Associate Deans on the comparability of supervisor training courses other than the University’s own training scheme.

Changing section 12 of the policy, which relates to the Supervisor Register, would help develop a more streamlined practice of approving the entry of staff on to the Supervisor Register and also align the operation of the Supervisor Register with the strategic intent of improving our supervisory practices.

The amended policy was considered by University Executive - Research Education committee and the Academic Board’s Graduate Studies Committee and Academic Standards & Policy Committee with no
Non-Confidential
changes required. As a result of consultation with the Directors of Student Support Services and Safety, Health & Well-being respectively, a number of small clarifications have been made to the policy.
SUPERVISION OF HIGHER DEGREE BY RESEARCH STUDENTS POLICY 2013

The Academic Board as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 22 February 2013

Last amended: 30 August 2016 (administrative amendments only)

Signature: [Signature]

Position: [Chair, Academic Board]

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1 Name of policy

This is the Supervision of Higher Degree by Research Students Policy 2013.

2 Commencement

This policy commences on 22 February 2013

3 Policy is binding

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

This policy:

(a) ensures that higher degree by research students are supported to produce research of the highest national and international quality;

(b) enables students involved in a higher degree by research to be part of an intellectually stimulating academic environment and receive effective supervision during their studies;

(c) provides for a positive and proactive approach to research supervision; and

(d) requires provision of foundational guidance, support, recognition, development and leadership opportunities for supervisors; and.

(e) supports the conduct of research training in a safe manner which is conducive to student wellbeing. Affirms the University aspiration for all higher degree by research students to supervised in their research training experience in such a way that their wellbeing is supported and all research is produced in a safe manner.

5 Application

This policy applies to:

(a) staff, students and affiliates; and

(b) any formal research supervision program provided to students in either of the following degrees:

(i) Doctorate by research; or

(ii) Master’s by research.

6 Definitions and interpretation

(1) In this policy:

academic dishonesty means seeking to obtain or obtaining academic advantage (including in the assessment or publication of work) by dishonest or unfair means or knowingly assisting another to do so.

Note: See also Academic Honesty in Coursework Policy 2015

affiliate has the meaning provided in the Code of Conduct – Staff and Affiliates, which at the date of this policy is:

clinical title holders; adjunct, conjoint and honorary appointees; consultants and contractors to the University; holders of offices in University entities, members of Boards of University Foundations, members of University Committees; and any other persons appointed or engaged by the University to perform duties or functions on its behalf.

AQF means the Australian Qualifications Framework (http://www.aqf.edu.au/)
associate dean means the associate dean with authority for overseeing higher degrees by research in the relevant faculty.

auxiliary supervisor has the meaning provided in clause 8 of this policy.

candidature means the period commencing when a person accepts the University's offer of admission to an award course, in accordance with University and government requirements as amended from time to time, and ending when the degree is conferred or the candidature otherwise ceases.

co-ordinating supervisor means the research supervisor in a supervisory team who has designated academic delegations and responsibility for administrative requirements.

co-supervision means the situation where two or more research supervisors are appointed to supervise a student.

dean means the dean of the relevant faculty.

delegate means a person authorised by the Senate to act on behalf of the University in specified situations, as provided in the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended) or the Delegations of Authority – Academic Functions or the Supplementary Delegations of Authority – Academic Functions.

department means the academic unit responsible for a student's higher degree by research candidature. It may be called department, discipline or school within the University.

doctorate by research has the meaning provided in the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) which at the date of this policy is:

a degree with the word 'Doctor' in the title comprising a minimum of two-thirds research that is approved by the Academic Board.

Note: The Academic Board will not approve a Doctorate by research unless it complies with the Australian Qualifications Framework at AQF level 10.

Educational Innovation means the Educational Innovation unit within the Deputy Vice-Chancellor (Education) portfolio.

ESOS National Code means the standards governing the protection of overseas students and the delivery of courses to such students, established under the Education Services for Overseas Students (ESOS) Act 2000 (Cth).

faculty means a faculty or a board of studies University school, as established by Senate in each case by its constitution, and refers to the student's faculty or University school of enrolment.

Graduate Studies Committee means the Graduate Studies Committee of the Academic Board.
head of department or head of school means the head of the relevant department

Note: Functions performed by the head of department may be performed by the head of school, dean or associate dean, in accordance with paragraph 1.02(5) of [the University of Sydney (Higher Degree by Research) Rule 2011](https://www.accreditation.gov.au/), particularly in faculties that are not organized into departments or disciplines.

HDR Administrative Centre means the Higher Degree by Research Administrative Centre within the Deputy Vice-Chancellor (Registrar) portfolio.

international student advisers means staff within the International Student Office who provide support to international students on issues related to student visa, scholarship and general academic progression.

master's by research has the meaning provided in the University of Sydney (Higher Degree by Research Rule) 2011 (as amended) which at the date of this policy is:

da degree with the word ‘Master’ in the title comprising a minimum of two thirds research that is approved by the Academic Board.

Note: The Academic Board will not approve a Master’s by research unless it complies with the Australian Qualifications Framework at AQF Level 9.

plagiarism means presenting another person’s work as one’s own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. Plagiarism is a form of academic dishonesty.

Note: See also [Academic Honesty in Coursework Policy 2015](https://www.unistudy.com/policies-and-procedures/academic-honesty-in-coursework-policy-2015)

postgraduate coordinator means the postgraduate coordinator for the relevant department.

probationary period has the meaning as described in clauses 2.05, 3.05, and 4.04 of the University of Sydney (Higher Degree by Research) Rule 2011.

progress review means a progress review conducted in accordance with Part 3 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

research supervisor has the meaning provided in clause 8 of this policy.

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

supervisor means, in relation to a higher degree by research student, a person appointed to discharge the responsibilities set out in clause 14 of this policy. For the purpose of this policy, the generic term supervisor(s) will be used to include research supervisors, co-ordinating supervisors, and auxiliary supervisors.
Supervisor Register means the University-wide register of individuals approved as supervisors for higher degree by research students, established under clause 13 of this policy.

supervisory team means a group team of supervisors appointed to supervise a student in accordance with the provisions of clause 13 of this policy.

7 Principles of supervision

(1) Roles and responsibilities

(a) Higher degree by research students are ultimately responsible for their own work.

(b) Supervisors are responsible for offering tailored guidance and constructive feedback.

(c) Supervisors and students must discuss their respective roles, and the expectations and requirements of the degree. They must reach a common understanding of:

(i) key project aims;

(ii) key milestones;

(iii) proposed timetable; and

(iv) methods of working together,

and must revisit these regularly to ensure that the project stays on track.

(2) Quality of relationships

(a) Supervisors and students must establish and maintain clear communication, which means actively clarifying any misunderstandings or divergent expectations as they arise.

(b) Giving and receiving critical feedback, and learning how to use it effectively, are integral aspects of the research process. Supervisors and students should undertake these activities with a spirit of goodwill and a common focus on producing quality learning as well as quality work.

(c) Supervisors should be responsive to students’ changing needs at different stages of the degree.

(3) Diversity

(a) Supervisors and students must treat each other fairly and reasonably and should respect the social and intellectual diversity of the University community.

(b) Supervisors and students must not engage in, or tolerate, harassment and discrimination.

Note See also: Code of Conduct – Staff and Affiliates; Code of Conduct for Students Bullying, Harassment and Discrimination Prevention Policy 2015.

(c) Supervisors and students must recognise that every supervisory relationship is unique and will reflect the particular needs, preferences and work styles of those involved.
(d) Supervisors and students must recognise that intellectual and practical input from other supervisors is necessary and desirable, and is to be encouraged.

(e) Supervisors and students must exercise professional discretion in their relationship, maintaining confidentiality where appropriate.

(4) **Life-long learning**

(a) Students are encouraged to take part in opportunities at the University to develop skills and knowledge that complement their research.

(b) The University recognises its responsibility to foster research communities that welcome and engage research students as active participants.

Note: See also *Learning and Teaching Policy 2015*

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8 **Supervisors**

(1) All supervisors must be current staff or affiliates of the University and will be categorised as either:

(a) research supervisors; or

(b) auxiliary supervisors.

(2) Supervisors may come from the same faculty or department as the one in which the student is enrolled or from different faculties or departments as appropriate to the research project.

(3) Supervisors are appointed to a particular candidature by the relevant head of department.

(4) **Research supervisors:**

(a) have the primary responsibility for the conduct of the candidature in accordance with guidelines determined by the Academic Board;

(b) are responsible for monitoring the provision of appropriate support, resources, information and guidance to the student; and

(c) are responsible for reporting the progress of the candidature to the relevant head of department and the relevant dean or associate dean.

(5) **Auxiliary supervisors** are appointed to assist in the supervision of the candidature.

(6) The practice of auxiliary supervision is flexible to allow for a variety of models as may be appropriate for individual candidatures. Appropriate models include:

(a) a person with considerable experience as a research supervisor serving as an advisor or mentor to a research supervisor who is new to that role;

(b) a person with the appropriate knowledge required for part of the student’s candidature;

(c) a person whose links with industry enable a student to have access to specialised equipment and facilities; or

(d) a person in an external institution or university who is an expert on the subject matter.
9 Supervisory teams

(1) All higher degree by research students will be supervised by a supervisory team consisting of at least two supervisors, of whom at least one will be a research supervisor.

(2) The relevant head of department must determine appropriate supervisory arrangements for each student based on skills, experience, workload, projected availability of staff and other requirements appropriate to the candidate, degree and research project.

(3) The head of department may review and change supervisory arrangements as required throughout the course of the candidature.

(4) Supervisory teams must include at least one member of the academic staff with the requisite skills, knowledge and experience for supervision of the particular student.

(5) Each individual member of a supervisory team must:
   a) be eligible to supervise higher degree by research students;
   b) be familiar with the University’s policies, procedures and resources, and applicable faculty requirements.

(6) Together the team must:
   a) have content expertise in the area of the student's research;
   b) be structured in such a way that no individual supervisor is a research supervisor for more than 5 full time candidates except as permitted according to Clause 13 of this policy; and
   c) be able to provide continuous supervision for the likely duration of the student's candidature, allowing for changes in any individual supervisor's availability.

(7) One research supervisor in the team must be nominated as the co-ordinating supervisor.
   a) The co-ordinating supervisor is responsible for:
      i) meeting administrative requirements; and
      ii) reporting the aggregated views of team members to the head of department or dean or associate dean.
   b) An auxiliary supervisor may not act as co-ordinating supervisor except when appointed in the temporary absence of a research supervisor as set out in clause 14(10)(c) of this policy.

(8) Supervision of higher degree by research students must follow one of the models specified below.

(9) Default model of supervision
   a) For an individual student the relevant head of department or postgraduate coordinator will appoint:
      i) one research supervisor; and
      ii) one auxiliary supervisor.
   b) The research supervisor will be the co-ordinating supervisor.
Co-supervision model

(a) The relevant head of department or postgraduate coordinator will appoint two research supervisors to supervise an individual student, each of whom will have equal responsibility for the candidature.

(b) The relevant head of department or postgraduate coordinator will designate one research supervisor to be the co-ordinating supervisor. Where a student is being supervised by supervisors from different faculties, the co-ordinating supervisor will normally be from the faculty in which the student is enrolled.

(c) The academic workload for each supervisor will be determined by the dean or associate dean of the supervisors’ faculties.

Supervisory panel model

(a) The relevant head of department or postgraduate coordinator may decide that any individual candidature requires the appointment of a supervisory panel of more than two supervisors.

(b) Such panels will consist of a mix of research and auxiliary supervisors, according to the requirements of individual candidatures.

(c) The relevant head of department or postgraduate coordinator will nominate one research supervisor as co-ordinating supervisor. Where a student is being supervised by supervisors from different faculties, this will normally be a research supervisor from the faculty in which the student is enrolled.

(d) The academic workload for each supervisor will be determined by the dean or associate dean of the supervisors’ faculties.

10 Supervisor development

(1) All academic staff with supervisory responsibilities must undertake development activities relating to the supervision of higher degree by research students. This may involve taking part in formal and informal opportunities for exchanging expertise on research supervision, research learning and research processes - whether at a department, faculty, division or University-wide level.

(2) Academic staff new to supervision should undertake University staff development programs for research supervision.

(3) If a potential supervisor has already undertaken an equivalent course or has substantial suitable experience in supervising students to completion, the relevant dean or associate dean may exempt them from taking the Educational Innovation course. However, it is strongly recommended that such staff participate in the Educational Innovation development course or other workshops to ensure familiarity with current supervisory practices and expectations.

11 Supervisor eligibility

(1) Subject to subclause (2), to be eligible to be approved as a supervisor, a person will:

(a) be a member of the academic staff at Level B or above; or

(b) have a current affiliation with the University approved by the relevant faculty or department; and
(c) have participated in ongoing and appropriate development activities including but not limited to:
   (i) the Foundations of Research Supervision course run by Educational Innovation; or
   (ii) other relevant workshops and programs; or
   (iii) demonstrated experience at supervising at another university; and

(d) be research active; and

Note: Standards for research activity are set by each faculty and are available through Career Path.

See also: Performance Planning and Development Policy 2012; Academic Planning and Development Guidelines

(e) be qualified to undertake research supervision appropriate to the discipline by:
   (i) holding a qualification at AQF Level 10; or
   (ii) having equivalent professional or research experience.

Note: This may include a higher doctorate other than a PhD; a research Masters plus experience in research and research training supervision; or a significant publishing record in peer-reviewed journals. See TEQSA Higher Education Standards panel on technical amendments to Provider Course Accreditation Standards.

12 The Supervisor Register

(1) The HDR Administrative Centre will maintain a register of all individuals approved as supervisors for higher degree by research students.

(2) The register will distinguish between those people who are approved to act as:
   (a) research or auxiliary supervisors; and
   (b) auxiliary supervisors only.

(3) Academic staff at Level B or above who have completed the Foundations of Research Supervision course run by Educational Innovation will automatically be approved and registered as a research supervisor.

(4) Affiliates and academic staff below Level B who have completed the Foundations of Research Supervision course run by Educational Innovation will automatically be approved and registered as an auxiliary supervisor.

(5) Academic staff and affiliates who have not completed the Foundations of Research Supervision course run by Educational Innovation require approval for registration from the Chair of the Graduate Studies Committee Director, Graduate Research or, if they are unavailable, Chair of the Graduate Studies Committee dean or associate dean of the relevant faculty.

(6) Routine deregistration
   (a) A person will be routinely removed from the Supervisor Register when that person:
      (i) is no longer actively affiliated with the University;
(ii) no longer meets the supervision criteria as specified in clause 11 of this policy; or

(iii) has not supervised an enrolled student for a period of three continuous years.

(7) Performance related deregistration

(a) The relevant dean or associate dean must request removal of an approved supervisor from the Supervisor Register when that person is identified in their academic performance and development review as failing to perform their duties to a satisfactory standard.

Note: See Performance Planning and Development Policy 2012 and Academic Planning and Development Guidelines

(b) The relevant dean or associate dean must notify any person who is deregistered on this basis, in writing.

(c) The relevant dean, associate dean or academic advisor may recommend suitable development activities for such people.

(8) Misconduct related deregistration

(a) When a person is found to have committed research misconduct or other professional misconduct, the Provost, in consultation with the relevant delegate (or their designated nominee) responsible for managing the misconduct proceedings and the dean of the relevant faculty, may request removal of the person from the Supervisor Register.

(b) The Provost must notify any person who is deregistered on this basis, in writing.


(9) Appeals against deregistration

(a) A person may appeal against routine deregistration to the HDR Administrative Centre.

(b) A person may appeal against performance related deregistration to the relevant dean or associate dean.

(10) Reactivating registration

(a) The relevant dean or associate dean may request the re-registration of supervisors who have been previously deregistered.

(11) Reporting

(a) The HDR Administrative Centre will report annually to the Graduate Studies Committee of the Academic Board on issues relating to the Supervisor Register.

(b) Reports must include a summary of actions taken and any recommendations relating to operation of the Supervisor Register.

13 Supervisor workload

(1) A research supervisor will not normally supervise more than 5 full-time equivalent postgraduate research students at one time, or pro rata for a supervisor employed on a fractional basis.
A research supervisor may only exceed the normal load with approval from the relevant dean, which may only be provided after consideration of a recommendation, including reasons, from the relevant head of department or postgraduate coordinator.

The relevant dean must report all such approvals to the HDR Administrative Centre as soon as possible after they are given.

The dean may assign a student to an auxiliary supervisor if the dean is satisfied that the auxiliary supervisor can provide the necessary skills and expertise, without compromising their existing students’ candidatures. Academic workload should also be taken into consideration.

Note: See the Enterprise Agreement 2013-2017, Section G.

### 14 Responsibilities of supervisors

**1** Unless otherwise specified, the responsibilities described in this clause apply equally to each supervisor of a student.

**2** Where the supervisory team contains more than one research supervisor, each research supervisor must fulfil all of the responsibilities of research supervisors described in this clause.

**3** Supervisors must maintain a professional relationship with their students, other supervisors and other University staff.

**4** The supervisor’s primary role is to provide academic support and guidance throughout a candidature with the objective of enabling the student to achieve a high standard of research activity and output.

**5** In agreeing to registration on the Supervisor Register, the supervisor accepts the responsibilities set out in this clause.

**6** **Selection of student and or project**

(a) The research supervisor will consider a prospective student’s relevant research background, interests and abilities to complete a proposed research project, and decide whether the proposed topic is manageable. If the supervisor is not confident at the application stage that the research proposal is likely to be manageable and consistent with the aims of the doctoral degree, they must raise their concerns with the head of department.

(b) The supervisor will ensure that they have the ability, capacity and related research interest in the project to carry out the supervision. If a supervisor has any doubts about their capacity to supervise a student for any reason, they must raise their concerns with the head of department.

**7** **Conflicts of interests**

(a) Where the supervisor becomes aware of an actual, potential or perceived conflict of interests in relation to a particular project or student, the supervisor must immediately declare the conflict of interests in accordance with the External Interests Policy 2010.

(b) The head of department may vary the supervisory arrangements as a result of a conflict of interests declaration.

**8** **At the commencement of the candidature**

(a) The research supervisor will:
(i) notify the student about orientation and induction events run by the University, faculty or department;

(ii) ensure that the student participates in induction programs and workshops as directed by the faculty or department;

(iii) ensure that the student participates in programs and workshops in accordance with University, faculty or departmental work health and safety requirements.

(b) The research supervisor must be aware of the attributes that the University expects its graduates to have and, in consultation with the student, prepare a plan for future skill acquisition as the student proceeds through their degree program.

Note: See Learning and Teaching Policy 2015

(c) The research supervisor is responsible for identifying, with the student, the most appropriate data-gathering and analysing techniques.

(d) All supervisors must familiarise themselves with the Essential Resources for Higher Degree by Research Students Policy 2016, and use it to inform their discussions with the student and the department about the resources that may be available to support each particular candidature.

(e) The research supervisor is responsible for ensuring that the facilities which are identified as necessary for the project to succeed are available.

(f) If the research supervisor is not confident that the required facilities are or will be available they must raise this with the head of department, postgraduate coordinator or faculty.

(g) The research supervisor may be expected to help their student develop a research budget, and advise them on how to acquire information about relevant research funding schemes.

(9) **During the candidature: supervisory teams and relationships**

(a) The composition of a supervisory team will depend on faculty arrangements, the interdisciplinary nature of the research project, or other criteria as determined by the faculty, project, and as appropriate to the project, the candidate and the degree.

Note: See clause 9 of this policy for models for supervisory teams.

(b) The head of department must approve all supervisory arrangements.

(c) Members of a supervisory team should clarify the responsibilities of each person in the team, and coordinate advice and guidance appropriately. The research supervisor, or where there is more than one research supervisor, the co-ordinating supervisor, is responsible for advising the student of these arrangements.

(d) All supervisors must:

   (i) build and maintain supervisory relationships with their students;
   (ii) clarify with their students what is expected of each other within this relationship;
   (iii) establish agreed methods of working with their students; and
   (iv) fulfil their side of any agreement.

(e) The research supervisor should be available to meet with their student at least once per fortnight during the probationary period.
(f) After the completion of the probationary period, the research supervisor and their student are jointly responsible for negotiating ongoing and appropriate contact arrangements. This may include face to face or electronic forms of communication.

(g) Supervisory arrangements should be adapted according to the nature of the candidature (full-time or part-time) and make due allowance for approved absences by the student.

(h) If it is not possible for the supervisor and student to meet regularly, then the head of department should be consulted by either the student or the supervisor regarding appropriate alternative arrangements.

(i) The auxiliary supervisor should negotiate ongoing and appropriate contact arrangements with their student.

(j) Where a change in research direction occurs, appropriate supervisory arrangements should be negotiated by the student, supervisor, and head of department as required. Changes in supervision as a result of these negotiations must be approved by the head of department.

(10) **During the candidature: administrative requirements**

(a) The research supervisor must identify applicable degree and other administrative requirements and advise the student as necessary, although the student is responsible for ensuring that these requirements are met. This includes but is not limited to planned leave or time away, re-enrolment, and progress reviews.

(b) Where there are two supervisors with equal responsibility for the candidature, the co-ordinating supervisor is responsible for ensuring that all administrative requirements are met. This includes but is not limited to: re-enrolment advice, progress review reporting, and leave arrangements.

(11) **During the candidature: absence of supervisor**

(a) Supervision must be provided for the duration of a candidature. It is not acceptable for a student to have their candidature disrupted by supervisor absence.

(b) The research supervisor who is intending an absence of one month or more must ensure that the head of department is informed that appropriate alternative supervisory arrangements should be put in place.

(c) Alternate supervisory arrangements may comprise remote supervision (e.g. email, phone, video link), or increased direct supervision from another member of the supervisory team (e.g. the auxiliary supervisor).

(d) If the supervisor appointed to cover a research supervisor’s absence has not previously been involved in the supervision of the student, it is the responsibility of the current research supervisor to inform the acting supervisor about the progress of the candidature.

(e) Where an absence is foreseeable, the supervisor must notify the head of department, the student and any other supervisor at least one month before the intended departure date so that appropriate supervisory arrangements can be put in place.

(f) If the supervisor is leaving the University, the head of department must notify the student as soon as is practical. In that event:

(i) the departing supervisor must discuss ongoing supervisory arrangements with the student and the head of department; and
(ii) the head of department may vary the supervision arrangements, including appointing a new research supervisor, as required.

(12) During the candidature: managing progress

(a) The research supervisor should ensure that the student works within a planned framework which marks out the milestones expected to be completed at various stages.

(b) Planning and time management should begin at an early stage and the research supervisor must encourage the student to make productive use of their time.

(c) Where the supervisory team consists of a research supervisor and an external auxiliary supervisor, the research supervisor must ensure that the direction of the work is entirely under the control of the University and the student.

(d) The research supervisor is responsible for reaching agreement with the student about:

(i) indicators of progress being made; and
(ii) submission of appropriate written work, interim reports or research results.

(e) The supervisor must return written work to the student, with constructive feedback, in a timely fashion. Unless other time frames are agreed between the supervisor and the student:

(i) written work up to the equivalent in length to a chapter must be returned within one month; and
(ii) written work up to the equivalent in length to two chapters must be returned within two months.

(f) The research supervisor must provide feedback on progress to the student and make progress reports to the faculty and any scholarship authority.

(g) The research supervisor must monitor progress within the context of the overall research plan, ensuring that sufficient time is left for writing up the thesis and, if necessary, that the scope of the project is reduced to meet the time available.

(h) The research supervisor must inform the student about inadequate progress or standards of work that are below that generally expected, identify problems and suggest ways of addressing them.

(i) The research supervisor should work with the student to ensure that, by the end of the probationary period, the student’s research topic and aims are clearly defined.

(j) At the end of the probationary period, the research supervisor must determine whether the student is able to identify, access, organise and communicate knowledge in both written and oral English to a standard generally acceptable to the discipline. If necessary, the supervisor will direct the student to relevant courses available at the University.

Note: See Learning and Teaching Policy 2015

(k) The research supervisor must advise the student in writing when progress is unsatisfactory and identify improvements which are necessary for continuation of the candidature.
(13) **During the candidature: duty of care**

(a) The research supervisor must be aware of, and inform the student about, the range of support services which exist to help them while they are studying at the University, including University Health Services, Counselling and Psychological Services, other student support services, and SUPRA.

Note: see Student Support services website for a list of available services http://sydney.edu.au/current_students/student_services/index.shtml

Note: Students can seek professional advice through the University Health Service (http://sydney.edu.au/health-service/services/index.php) and the Counselling and Psychological services (http://sydney.edu.au/current_students/counselling/).

(b) Supervisors must recognise and respond to varying student circumstances such as illness or personal issues which may arise and be able to establish processes to manage these issues.

(c) The research supervisor must encourage a student with health concerns to seek professional assistance and must be prepared to discuss the various candidature options available, such as sick leave, approved leave of absence or a move to part time study.

(d) The research supervisor must ensure that the head of department and the dean are informed in writing if concerns regarding the candidature arise.

(e) The research supervisor must be aware of the particular challenges that may be faced by an international student and be sensitive to the social, academic and intellectual transition issues that an international student moving to Australia for the first time may experience.

(f) The supervisor should be aware of the services available to an international student, particularly in relation to the provisions of the ESOS National Code, and refer the student to appropriate sources of information as required.

Note: Information relevant to the support of international students is available from the International Office, international student advisors and SUPRA.

(14) **The research community**

(a) The research supervisor must arrange for the student to participate in the work of the department, including attendance and presentation at departmental seminars.

(b) The supervisor must encourage the student to extend their contacts within the academic community e.g. in the department, faculty, University and external to the University. This may include academic staff, postgraduate fellows, and other higher degree by research students.

(c) The supervisor must encourage the student to take the opportunity to discuss their research with other staff and students in the relevant subject area and to communicate their research findings to others in the wider academic community.
(15) Thesis content, writing and submission

(a) The research supervisor must give appropriate and timely advice on the requirements regarding content, style, presentation and production of theses.

(b) As far as possible, the research supervisor should ensure that the work submitted is the student's own and that data are valid.

(c) When required by the course resolutions of the degree, the research supervisor will:

(i) consider the suitability and availability of potential examiners; and

(ii) make recommendations to the head of department regarding potential examiners in good time before the thesis is submitted.

(d) The research supervisor is responsible for certifying that a thesis is in a form suitable for examination at the time of submission.

(16) Compliance requirements

(a) The research supervisor must ensure that students are aware of, and abide by, all applicable laws, University policies and procedures, including those applicable to research integrity.

Note: All current University policies and procedures are available from the Policy Register.

(b) The research supervisor must advise the student of the requirement to obtain ethics approval for studies on animal and human subjects (including the use of questionnaires) prior to undertaking research to which such requirements may apply.

(c) As chief investigators on student ethics applications, the research supervisor is responsible for submission of the application, including review of content and accuracy.

Note: Ethics approval cannot be provided retrospectively.

(d) The research supervisor must advise the student about academic honesty, and in particular the avoidance of plagiarism.

(e) The research supervisor must ensure that the student is aware of their rights with respect to intellectual property and encourage, where appropriate, the exploitation of such intellectual property through the University. The student may be encouraged to seek independent advice regarding their intellectual property.


(f) The supervisor must reach agreement with the student concerning authorship of publications and acknowledgement of contributions during and after the candidature. It is recommended that, wherever necessary, the agreement be re-evaluated just prior to publication in case of any significant shifts to workload allocations and intellectual input since the agreement was initially made.

Note: See Research Code of Conduct 2013.

(g) There should be open and mutual recognition of the student's and the supervisor's contributions on all published works arising from the project.
A research supervisor must ensure that student is aware of all applicable requirements for retention of data, and requirements for members of staff to complete a statement of authorship for each paper submitted for publication.

The supervisor must ensure that safe working practices are developed and maintained at all times. This includes:

(i) ensuring that the student is aware of the University's work and health safety requirements; and
(ii) recommending that the student participates in appropriate work health and safety training.

Note: See Work Health and Safety Policy 2012.

Supervisors must be aware of, and abide by, their obligations under the Autonomous Sanctions Act 2011 (Cth).

Note: As at the date of this policy, Commonwealth legislation is available at http://www.comlaw.gov.au/Home

The research supervisor is responsible for ensuring that the student is aware that a copy of their thesis will be lodged with the University Librarian, and should guide the writing of the thesis to ensure that they fulfil the necessary requirements.

Note: See University of Sydney (Higher Degree by Research Rule) 2011.

15 Responsibilities of students

(1) It is the responsibility of students to maintain a professional relationship at all times with supervisors and other University staff.

(2) At the commencement of the candidature

(a) Students must play an informed part in the process of the selection and appointment of supervisors.

Note: See University of Sydney (Higher Degree by Research) Rule 2011.

(b) Students must ensure that they are correctly enrolled according to faculty and University requirements prior to commencing their degree program and throughout their candidature.

(c) Students must comply with the requirements of any scholarship, external funding, sponsorship or other monetary provisions.

(d) Students should take part in University or faculty or department orientation programs, and must take part in induction programs and workshops if directed by the supervisor, faculty or department. This may include attendance at workshops on safety and health procedures.

Note: See also Essential Resources for Higher Degree by Research Students Policy 2016.

(e) Students should familiarise themselves with the qualities and skills the University expects its graduates to have and must, with the assistance of their supervisors, prepare a plan for future skill acquisition as they proceed through their degree program. This will include undertaking a research training needs analysis at the beginning of, and during, their candidature, to identify specific areas in which development is required.
(f) Students must undertake any coursework or other activities required by the University.

(g) Students must familiarise themselves with the **Essential Resources for Higher Degree by Research Students Policy 2016**, to inform their discussions with their supervisors, department, faculty and the University about the resources that may be available to support their candidature.

(h) Students may be expected to develop a research budget in consultation with their supervisors, and to seek information about relevant research funding schemes.

(3) **During the candidature**

(a) Students are responsible for meeting the administrative requirements of their candidature. This includes but is not limited to planned leave, time away and re-enrolment.

(b) Students must ensure that all administrative requirements of the faculty and the University, such as re-enrolment and progress reviews are met.

(c) Students must notify and negotiate any planned leave, time away or change in enrolment status with their supervisors, and follow appropriate faculty or University approval processes.

(d) Students should make every effort to build and maintain satisfactory supervisory relationships. This includes:

   (i) establishing with their supervisors agreed methods of working;

   (ii) fulfilling their side of any agreement; and

   (iii) meeting regularly with their supervisors. In the probationary period of their candidature this should be at least fortnightly. As the candidature progresses different contact arrangements may be negotiated as appropriate.

(e) Students must devote sufficient time to their research. Full time candidature requires at least the same time commitment as would full time professional employment in Australia.

(f) Students should plan and execute the project within the time limits defined, taking into account the nature of the program (full time or part-time) and the milestones agreed with supervisors.

(g) Students are expected to attend as agreed for consultation and provide evidence of progress made.

(4) **The research community**

(a) Students should be aware of opportunities for meeting other researchers in the field and attend internal and external seminars, meetings and conferences.

(b) Students should participate in the opportunities offered by the department to be part of that intellectual community. This includes taking part in activities of the faculty or department such as presentation of research at University seminars and conferences.

(5) **Compliance requirements**

(a) Students must be aware of, and abide by, all applicable laws, University policies and procedures including those applicable to research integrity.
Note: All current University policies and procedures are available from the Policy Register.

(b) Students must familiarise themselves with the resolutions governing the degree course in which they are enrolled.

(c) Students must consult their supervisors about applications for ethics approval where their project involves the study of animal or human subjects (including the use of questionnaires).

(d) Ethics approval must be applied for prior to the commencement of the project and cannot be provided retrospectively.

(e) Students must ensure that they avoid all forms of academic dishonesty, including plagiarism.

(f) Students must familiarise themselves with the requirements of the Research Code of Conduct 2013.
   (i) If students are concerned about possible research misconduct, they should seek advice from their supervisors.
   (ii) If a student does not feel comfortable doing this, or if the supervisor is involved in the issue of concern, the student should approach the postgraduate co-ordinator or associate dean for the faculty.

(g) Students should read the Intellectual Property Policy 2016 and explore with their supervisor and the University the possible exploitation of any invention or other intellectual property arising from their research.

(h) Students must at all times adopt safe working practices relevant to the field of research and comply with the University’s work health and requirements.

(i) Students must attend any workshops on safety and health procedures required by the faculty or department in which the student is undertaking research.

Note: See Work Health and Safety Policy 2012

(6) Grievances

(a) Students are encouraged to take the initiative in raising problems or difficulties and seeking solutions to them as soon as possible. Problems may be raised during the progress review process or at any other time.

(b) Students are encouraged to inform supervisors or postgraduate co-ordinators about difficulties being experienced as soon as possible.

(c) In the first instance, locally negotiated solutions should be sought before recourse to formal processes.

(d) Students must be aware of, and implement as required, the University's grievance resolution policies and procedures, including:
   (i) Research Code of Conduct 2013;
   (ii) Bullying, Harassment and Discrimination Prevention Policy 2015;
   (iii) Reporting Wrongdoing Policy 2012;

(e) Students are encouraged to familiarise themselves with the mechanisms available for helping with supervisor-student difficulties and to take advantage of them if necessary.
Students may seek independent advice or representation, including from the Sydney University Postgraduate Representative Association (SUPRA).

16 Responsibilities of departments

(1) Departmental responsibilities for higher degree by research students will be discharged by the head of department.

(2) Departments are responsible for:

(a) determining appropriate supervisory arrangements for each student based on skills, experience, workload, projected availability and other requirements appropriate to the candidate, degree and research project;

(b) varying supervisory arrangements as required;

(c) requiring, when necessary, all supervisors to participate in University supervision development courses and workshops;

(d) explaining their respective roles to all members of a supervisory team;

(e) making recommendations to the dean for approval of proposed increases in the supervisory workload of research supervisors;

(i) A normal supervisory workload is the equivalent of supervising five full time higher degree by research students.

(ii) The dean is responsible for approving all such arrangements.

(f) determining appropriate alternative supervision arrangements if a research supervisor is absent for one month or more, and is unable to adequately supervise their students remotely;

(g) notifying all affected students as soon as practical if a supervisor is leaving the University and discussing ongoing supervisory arrangements with both the student and the departing supervisor;

(h) clearly defining the duties and responsibilities of postgraduate co-ordinators providing adequate resources to assist in the performance of those duties and properly recognising the workload these duties entail;

(i) determining coursework or alternative development activities required by individual students, after consultation with the relevant research supervisors and consideration of the applicable research training needs analysis;

(j) ensuring that review procedures, including progress reviews, are carried out in accordance with University policies and procedures;

(k) ensuring that necessary approvals for conditions of candidatures are obtained from the faculty, and that scholarship reporting requirements are met;

(l) determining, in consultation with the research supervisors, the facilities likely to be required for any particular candidature, and ascertaining their availability;

(m) advising applicants and students about the availability of facilities, including access to physical space and other resources, and the financial support that is likely to be available to them;

(n) reporting to the dean or associate dean if the required facilities are not available;
(o) encouraging interaction and the development of beneficial intellectual relationships amongst students and staff and encouraging students to participate in appropriate departmental or faculty activities;

(p) providing students with the names of individuals to whom they can turn to for advice;

(q) the proper and expeditious conduct of the examination process, including the timely selection of appropriate examiners in accordance with University policies and procedures; and

(r) informing students and supervisors of the University’s policies and procedures with respect to ethics, intellectual property, academic dishonesty and plagiarism, research integrity, and grievance procedures.

17 Responsibilities of faculties

(1) Faculty responsibilities for higher degree by research students will be discharged by the relevant dean or associate dean.

(2) Faculties are responsible for:

(a) ensuring that applicants for admission to candidature meet the minimum requirements for admission to the relevant degree and the proposed course of study;

(b) ensuring that all supervisors in their faculty are included in the Supervisor Register;

(c) establishing and explaining appropriate review mechanisms, including the progress reviews, within departments;

(d) explaining students’ rights and obligations;

(e) providing necessary resources in accordance with the Essential Resources for Higher Degree by Research Students Policy 2016, and discussing the availability of necessary resources, appropriate to the candidature, with students and their supervisors as required;

(f) monitoring students during their candidature through reports from departments, and intervening where necessary;

(g) providing students with the names of individuals to whom they can turn to for advice; and

(h) ensuring that examiners recommended are appropriately qualified and that the examination process maintains the standards required for the degree concerned.

(i) lodging of an awarded thesis to the University Library. This is to ensure that the Library receives the properly awarded thesis and an assurance that all compliance requirements under the University of Sydney (Higher Degree by Research Rule) 2011 have been met.

18 Responsibilities of the University

(1) The University will ensure that higher degree by research students are provided with an acceptable level of access to physical space and other facilities, including library facilities, and that departments are required to advise applicants about the facilities that are available.
(2) The University is responsible for maintaining the Supervisor Register and providing:

(a) support services in areas such as learning assistance;
(b) development activities for supervisors of postgraduate students;
(c) effective reporting and review mechanisms throughout the candidature;
(d) procedures which allow students to seek assistance in the resolving difficulties; and
(e) appropriate appeal mechanisms.

19 Rescissions

This policy replaces the Code of Practice for Supervision of Postgraduate Research Students, the Postgraduate Research Higher Degree Training Supervision at the University of Sydney Policy, and the Probationary candidature and English expression policy, all of which are rescinded as from the effective date of this policy.

NOTES

Supervision of Higher Degree by Research Students Policy 2012

Date adopted: 22 February 2013
Date commenced: 22 February 2013
Date amended: 2 December 2015, commencing 1 January 2016
17 August 2016 (administrative amendments)
30 August 2016 (administrative amendments)
Administrator: Deputy Vice-Chancellor (Education)
Review date: 20 February 2018
Related documents:

- Autonomous Sanctions Act 2011 (Cth)
- Education Services for Overseas Students (ESOS) Act 2000 (Cth)
- University of Sydney (Higher Degrees by Research) Rule 2011
- Intellectual Property Policy 2016
- Learning and Teaching Policy 2015
- Academic Planning and Development Guidelines
- Code of Conduct for Students
- Research Code of Conduct 2013
- Code of Conduct - Staff and Affiliates
Essential Resources for Higher Degree by Research Students Policy 2016

Work Health and Safety Policy 2012

Performance Planning and Development Policy 2012

Enterprise Agreement 2013-2017

Progress Planning and Review for Higher Degree by Research Students Policy 2015

### AMENDMENT HISTORY

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<tr>
<th>Provision</th>
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<tr>
<td>Various clauses</td>
<td>Amendments throughout the policy to align it with the new Progress Planning and Review for HDR Students Policy, recognise the change in administrative processes from the Graduate Studies Office to the HDR Administration Centre, and to reflect agreed amendments to the processes associated with the Supervisor Register.</td>
<td>1 January 2016</td>
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<td>Various</td>
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<td>1 January 2016</td>
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<td>Various</td>
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<td>Professor Jane Hanrahan, Chair, Academic Standards and Policy Committee</td>
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<td>Report from Academic Standards and Policy Committee</td>
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<td>Purpose</td>
<td>This report summarises for the Academic Board the business of the meeting of the Academic Standards and Policy Committee held on 18 April 2017</td>
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RECOMMENDATION

That the Academic Board note the report from meeting of the Academic Standards and Policy Committee held on 18 April 2017; and

(1) 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.

ITEMS FOR DECISION

10.1 Educational Integrity Reports 2016

The Office of Educational Integrity provided the committee with faculty Educational Integrity reports for Semester 2 2016, an overview of which is attached. The new reporting process, which was recognised by the committee as a significant improvement on the previous process, allows faculties to focus on identifying gaps and to address issues in implementation of the new policy and procedures.

The committee noted the report and agreed to recommend that the Academic Board constitute a working group to develop University-wide guidelines for the determination of Educational Integrity outcomes and penalties.

The Committee also:

- noted the report of the Academic Board meeting held on 28 March 2017;
- noted proposed changes to the Progress and Planning for Higher Degree by Research Students Policy 2015 and Supervision of Higher Degree by Research Students Policy 2013; and
- received a report on faculty Simple Extensions data for Semester 2, 2016.

Full agenda papers are available from the Academic Standards and Policy Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/academic-standards/2017/20170418-ASPC-Agenda-Pack.pdf.

Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
EXECUTIVE SUMMARY

Faculty annual reports (Attachments 2 to 15) are provided here to promote discussion, share practice, and to comply with the Academic Honesty in Coursework Policy 2015. Prepared by the Office of Educational Integrity (the Office), the Educational Integrity Annual Report 2016 (the Report; Attachment 1) provides an overview of University-wide trends. As the first of its kind, this report also creates a benchmark for performance improvement, and is a requirement both of policy, and of the Senate Education and Research Committee. Together, these reports provide an opportunity to further examine the use of assessment in the University, including the integrity of the same, as highlighted in the Strategic Plan.

The Office report provides an overview of the University-level initiatives pursued in 2016 to enhance the education and information provided to students on academic honesty; to improve the prevention, detection and reporting of instances of plagiarism and academic dishonesty; and presents high-level analysis of reporting trends seen across the University in 2016. With this as their context, the reports of faculties present a summary of the number and outcomes of the allegations received by each faculty in 2016, and provide commentary on the steps being taken within each faculty to strengthen academic integrity and compliance with the Policy. Taken together, the reports of the Office and faculties demonstrate the comprehensive steps taken by the University community in response to the recommendations made in 2015 by the Vice-Chancellor’s Taskforce on Plagiarism and Academic Misconduct (the Taskforce).

While the reports of the Office and faculties highlight the commitment of the University’s staff and students to its culture of academic integrity, they nonetheless demonstrate that there is still more work to be done. The issues of under-detection and under-reporting are still evident, and more can be done to support students in the early stages of candidature, those studying full-time, and those coming to the University from overseas. Made evident in these reports is the need for those initiatives already identified as part of the University Strategy that will address the timing and volume of assessment at the major or degree level, as well as the way in which group-based assessment is conducted. Faculties should also continue to focus on developing mechanisms that assure the integrity of assessment and ensure all students in the early stages of both undergraduate and postgraduate candidature are given appropriate opportunities to develop their understanding of academic honesty and effective writing strategies. To complement the work of faculties, the Office will investigate ways to address these issues at the University-level, and will continue to work toward
streamlining University systems and processes to reduce the burden on academic staff, faculty Educational Integrity Coordinators and nominated academics, and the professional staff who support them. The Academic Board's support is sought to further investigate the trends identified in the report, via a cross-faculty research group, and to assist faculties in setting University-wide guidelines for penalties.

BACKGROUND

The Academic Honesty in Coursework Policy 2015 (the Policy) sets out the responsibilities of the Academic Board, faculties, and the Deputy Vice-Chancellor (Education) as they relate to assuring the academic integrity of the University's coursework programs.

The Academic Board is responsible for monitoring academic integrity throughout the University by way of scrutinising the annual reports of faculties. In doing so, the Academic Board is responsible for making recommendations to faculties, the Vice-Chancellor and Deputy-Vice Chancellors.

Faculties are responsible for ensuring compliance with and the implementation of the Policy and Academic Honesty Procedures 2016 (the Procedures). This involves providing all students with formal education (including tutorial exercises and scaffolded writing tasks) about academic integrity and effective written communication during the early stages of the first year of all undergraduate and postgraduate award courses. Faculties are required to monitor and oversee unit of study co-ordinators' development and review of assessment requirements within each unit of study to provide academic integrity processes within the faculty that are consistent, aligned and effective. Each year, faculties report annually to the Academic Board on steps taken to support academic integrity within the faculty based on information provided by the Office.

Through the Office, the Deputy Vice-Chancellor (Education) is responsible for overseeing the maintenance of academic integrity in all courses across the University. Among other things, this includes coordinating the work of faculties to ensure consistency of practice and standards; maintaining University-wide education modules and systems for the prevention, detection and reporting of plagiarism and academic dishonesty; and providing information from centralised University systems to Educational Integrity Coordinators for reporting to faculties and the Academic Board.

At the request of the Senate Education and Research Committee, the Office is to prepare a report annually for University-wide discussion and keep the Senate informed of University-wide trends and the progress being made. As a result of the introduction of the centralised reporting system in 2016, the Office is now able to report on these trends at a level of detail not possible in the past. The Office has also undertaken to submit its report each year to the Academic Standards and Policy Committee alongside those submitted by faculties. The Office’s report provides the most comprehensive presentation of the data on incident reporting across the University in the previous year, and has been developed to provide context to the faculty reports. As agreed by the Academic Standards and Policy Committee in January 2017, faculty reports are to provide in-depth commentary on the steps taken to implement the Policy and Procedures, although a more streamlined approach to reporting will come into effect from 2018.

ISSUES

A total of 3,330 incidents involving 2,929 students were reported to faculty Educational Integrity Coordinators (EICs) and nominated academics during 2016, which is more than double the average number of 1,500 incidents reported annually in each of the previous 6 years. In almost all faculties, more than half of the reported incidents were resolved with an outcome of no impropriety or through an educational, rather than disciplinary, pathway. Rates of recidivism also appear quite low, with only 10% of the reported students being involved in more than one incident and only 3.3% being reported in more than one session. While this is encouraging, the report of the Office (Attachment 1) identifies residual under-detection and under-reporting as potential issues, with incident reports being made for only a small proportion (approx. 20%) of the units of study taught at the University. This means that the actual incidence of plagiarism and academic dishonesty, along with the true rate of recidivism, may potentially be higher than is presently known.
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Under-detection and under-reporting

The issues of under-detection and under-reporting are also identified in the reports of faculties. In February 2017, information on the use of Turnitin and the nature of assessment in units of study as advertised in faculty handbooks was provided to each faculty to facilitate investigation of the issue of under-detection. As noted in the reports submitted by the Conservatorium of Music, Health Sciences, Medicine, Nursing, and Science, some of these investigations have been concluded or are underway (see Attachments 5, 9, 11, 12 and 14). Though all faculties have taken steps to emphasise the importance of using Turnitin, it may be necessary for some faculties to conduct further investigation of this issue.

A number of faculties have identified, either explicitly or implicitly, lack of awareness of policy and procedures, and difficulties with, or resistance to, using the online reporting system as possible reasons for under-reporting. Lack of awareness appears to have led to very low levels of reporting in Dentistry (Attachment 6), for example, although the EIC in Dentistry is seeking to address this by holding a staff forum at each of the Faculty’s different sites with the support of faculty executives and the Office. All faculties have also reported implementing communications to address the issues of awareness and resistance to using the online reporting system, and a number have or plan to conduct staff fora throughout the year. Engineering has also suggested that the issue of under-reporting might be partially addressed if there were closer integration of the online reporting system with Turnitin (Attachment 8). The Office will explore the extent to which this is possible with Educational Innovation, Records Management Services, and the University’s Information and Communications Technology Services. In the meantime, however, all faculties are reminded that the Policy requires that all instances of suspected plagiarism and academic dishonesty must be reported via the central reporting system.

In terms of faculty-level initiatives to address under-reporting, the EIC in Health Sciences undertook a review of units using Turnitin but for which no incident reports were received (Attachment 9). The primary aim of this was to identify opportunities to provide additional education to relevant unit of study coordinators, all of whom have now been contacted. Engineering has also identified a number of large units of study from which it expected to see a higher level of reporting, an issue the Faculty’s EIC is now monitoring (Attachment 8). The EIC in Education and Social Work has developed a guide to using Turnitin (Attachment 7). These three cases present models of best practice that may be usefully adopted in other faculties. The Office is also working with the Educational Innovation team to develop improved training resources for unit coordinators, and has recently implemented a communication action plan to address the issues of delayed and under-reporting.

Education in academic honesty and effective writing practices

All faculties have reported taking steps to provide commencing students education on academic honesty, with Architecture, Design and Planning, and Arts and Social Sciences indicating that this has been done via orientation sessions (Attachments 2 and 3). The EICs in the Conservatorium, Engineering and Health Sciences have taken this one step further by giving a one hour lecture in key first year undergraduate and postgraduate units (Attachments 5, 8 and 9). The Law School includes a dedicated class on academic honesty in both the Bachelor of Laws and Juris Doctor (Attachment 10), and in Pharmacy first year undergraduate students are required to complete practical exercises on plagiarism and identifying the bounds of legitimate cooperation (Attachment 13). Nursing has also introduced a novel approach by way of introducing a number of “referencing surgeries” held in the Nursing library, which give students the opportunity to work through issues on referencing together (Attachment 12). As an exemplar of best practice, the Business School requires its commencing students to undertake a diagnostic writing task in the first week of semester in core first year undergraduate and postgraduate units (Attachment 4). Again, these cases present other faculties with models they may usefully adopt to ensure that all students are provided with education on academic honesty and writing early in their candidatures.

Assessment and managing risks to academic integrity

The nature, timing and volume of assessment also emerged as issues in 2016, be that in the report of the Office or those of faculties. Group work involving the submission of a single item of work appears to have been problematic in the Business School (Attachment 4), although not exclusively so, and led to a number of students being reported where they had engaged in no impropriety. As noted in the Office’s report (Attachment 1), the timing and volume of assessment may be one potential factor in leading some students to breach the University’s academic honesty standards. This issue has also been identified by Nursing, which has introduced mechanisms for ensuring that assessment tasks in the units constituting a program are appropriately distributed across each semester (Attachment 12).
A number of faculties have also instituted formal mechanisms for having unit coordinators regularly review the risks to assessment, including Architecture, the Conservatorium, Health Sciences, Medicine, Nursing and Science (Attachments 2, 5, 9, 11 and 14). In 2017, the Office is also exploring the possibility of having this task integrated into the curriculum mapping tool being developed by Educational Innovation. Broader issues with the nature, timing and volume of assessment are also being considered as part of the strategic review of assessment currently being conducted under the auspices of the Academic Board and the Education portfolio. Even so, all faculties are encouraged to separately consider ways to address issues associated with the design, timing, volume and integrity of assessment.

Broader support for students
The need to provide more focussed support for some students has also emerged as an issue through the University’s educational integrity processes. For instance, the report of the Office (Attachment 1) has identified that incidents involving international students were reported at a rate disproportionate to the number of international course enrolments (i.e., 54.1% of reported incidents compared to 31.8% of course enrolments). However, only Nursing identified this as an issue in 2016, primarily because of the number of incidents reported involving students enrolled in its Singapore program (Attachment 12). In a novel analysis, Science have also identified that, for the students reported within the faculty in 2016, the average WAM was 59, though likely to be lower when ‘donor’ students whose work was copied by others are removed from the statistics (Attachment 14). Science has concluded that this pattern emphasises the importance of providing students in need of further development with adequate support and maintaining high admissions standards.

Providing international students and those requiring additional assistance to develop their skills more fully with adequate development opportunities are issues for the entire University community, although the University’s educational integrity processes provide a rich source of data for exploring these issues further and identifying ways in which to enhance the support available to students. The Office is committed to doing so in 2017, although it is likely that additional expertise will be required, which could be achieved by way of constituting a cross-faculty research group comprised of interested academic staff and capable of conducting in-depth analysis of the patterns in the reporting data.

Resourcing and decision making
A number of faculties have reflected on the challenges associated with the implementation of the new processes and reporting system in 2016. For instance, the report submitted by Education included substantive reflections on the efforts of the professional staff supporting the process and the challenges this entailed (Attachment 7). The Business School and Engineering have also reflected on the challenges of implementation, with the latter faculty also suggesting ways in which reporting processes and systems could be enhanced (Attachments 4 and 8). The Office pursued several system enhancements during 2016 based on faculty feedback and will continue to do so throughout 2017 and beyond. The Office is also considering whether possible amendments could be made to the Policy to streamline the University’s educational integrity processes.

However, many of the challenges identified by faculties arise from the need to ensure that students are afforded procedural fairness. At the same time, some of the issues identified by faculties are also specific to each faculty, and largely turn on the specific way in which the work has been allocated and the level of resourcing that has been made available. While the Office will continually seek to improve the efficiency of University systems, it appears necessary for faculties to regularly review and modify the way in which they manage and resource their own processes.

As the faculty reports also demonstrate, the consistency of the outcomes achieved for students is of signal importance across all faculties. However, the reports also highlight cross-faculty differences in decision making and the determination of penalties. This suggests that there is more work to be done to achieve consistency of decision making and equity of outcomes across the University. Faculty EICs are undoubtedly best placed to drive reforms in this regard, so the Academic Board is encouraged to constitute a working group comprised of faculty EICs, supported by the Office, to work collaboratively on a set of guidelines to be applied in the determination of outcomes and penalties.

1 It should be noted that the Higher Education Standards Framework requires universities to maintain standards of integrity and rigour in connection with educational activity carried out with third parties.
COMMUNICATION

In addition to being submitted to the Academic Board, an integrated Educational Integrity Annual Report 2016 comprised of the report of the Office and faculty reports attached to this paper will be submitted to the University Executive Education Committee for its May meeting. The report will be subsequently made available to all staff via the educational integrity pages of the staff intranet and promoted via Staff News. A summary of the key findings of the report will also be provided to students via Student News. The full report will then be submitted to the Senate Education and Research Committee for its August meeting.

ATTACHMENTS

Attachment 1 – Educational Integrity Annual Report 2016
Educational Integrity
Annual Report 2016

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Executive Summary

Following from the recommendations made in 2015 by the Vice-Chancellor’s Taskforce on Academic Misconduct and Plagiarism, a number of new or enhanced initiatives were introduced by the University of Sydney in 2016 to assure the integrity of its educational courses. These initiatives have served to enhance the University’s efforts to promote a strong culture of educational integrity, educate students to high ethical standards, and prevent, detect and report potential breaches of academic honesty. They are coordinated by the Office of Educational Integrity, also established following the recommendations of the Taskforce.

In 2016, the Office oversaw the implementation of University-wide systems for reporting potential breaches of its academic integrity standards. To do so, it provided dedicated support and training to the faculty staff responsible for managing each faculty’s educational integrity processes, and acted as a central point of contact for unit of study coordinators, tutors, students and other professional staff from across the University.

The University-wide introduction of the Academic Honesty Education Module in Semester 1 was also managed by the Office, which coordinated its review, redevelopment and migration to a new platform during Semester 2. The Office continues to work collaboratively with other teams within the Education Portfolio and other stakeholders across the University to enhance the new systems and to provide students and staff with improved development opportunities. In recognition of the University’s approach, the Office was approached and has agreed to host the 8th Asia Pacific Conference on Educational Integrity in November 2017.

Approximately 22,000 students completed the Academic Honesty Education Module in 2016. This complemented the efforts of faculties to embed contextualised education on academic conventions and honesty within all award courses and units of study. Over 1,000 students also completed an approved development course at the direction of a faculty Educational Integrity Coordinator or other nominated academic. This was made possible by expanding the availability of the workshops delivered by Education Portfolio’s Academic Enrichment team and their development, in Semester 2, of an online alternative for those students unable to attend a workshop on the main campus.

Effective from 1 January 2016, the Academic Honesty in Coursework Policy 2015 requires that all text-based written assignments be submitted electronically to similarity detection software (Turnitin). As a result, the number of Learning Management System (LMS) sites with Turnitin enabled climbed markedly in 2016, with over 460,000 student submissions being made via the software, an increase of 215% on 2015 levels.

Across the University, a total of 3,330 incidents involving 2,929 individual students were reported for investigation to faculty Educational Integrity Coordinators and nominated academics in 2016. This represented a 220% increase on the average 1,500 incidents reported annually in each of the 6 preceding years. While this is a consequence of the increased use of similarity detection software, it is also a direct result of the more reliable, transparent and consistent reporting procedures made possible by the online reporting system developed by the University’s Records Management Services. The capabilities of the new system now enable the University to better understand the incidence of plagiarism and academic dishonesty in its coursework programs, and identify and respond to emerging trends more comprehensively than in the past.

Despite the considerable gains made in 2016, some residual under-detection and under-reporting of plagiarism and academic dishonesty is still evident. It is also apparent that more can be done to enhance the educational opportunities available to students in the early stages of candidature and those coming to the University from overseas. Work in these areas is ongoing, and will require continued effort on the part of the entire University community. As this report also demonstrates, however, the University is well placed in this regard since its staff and students are, overwhelmingly, committed to its culture of academic integrity and reputation for educational excellence.
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Abbreviations

AHEM  Academic Honesty Education Module
ARCH  Faculty of Architecture, Design and Planning
ARTS  Faculty of Arts and Social Sciences
BUSI  The University of Sydney Business School
CONS  Sydney Conservatorium of Music
DENT  Faculty of Dentistry
EDSW  Faculty of Education and Social Work
ENGI  Faculty of Engineering and Information Technologies
HSCI  Faculty of Health Sciences
LAWS  The University of Sydney Law School
LMS   Learning Management System (or Blackboard)
LSRE  Language Strategies for Referring to Evidence (workshop)
MEDI  The University of Sydney Medical School
NURS  Sydney Nursing School
PHAR  Faculty of Pharmacy
QPSS  Quoting, Paraphrasing and Summarising Sources (online module)
QSP   Quoting, Summarising and Paraphrasing Evidence (workshop)
SCIE  Faculties of Science (incl. Agriculture and Environment, and Veterinary Science)
SCVA  Sydney College of the Arts
UEE   Using Evidence in Essays (workshop)
The Office of Educational Integrity

The Office of Educational Integrity (the Office) was established within the Education Portfolio in January 2016 on the basis of the recommendations made in 2015 by the Vice-Chancellor’s Taskforce on Academic Misconduct and Plagiarism (the Taskforce), and following the Academic Board’s approval of the new Academic Honesty in Coursework Policy 2015.

As instituted by the Policy, the Office is the primary channel through which the Deputy Vice-Chancellor (Education) oversees the maintenance of the academic integrity of all courses across the University. To do so, the Office:
- coordinates the work of faculties to ensure the consistency of relevant practices and processes
- ensures that students and staff have access to suitable development opportunities as they relate to academic integrity
- maintains University-wide systems related to prevention, detection and recordkeeping
- monitors and reports breaches of academic integrity to faculties and the Academic Board.

Coordination, support and communications

A substantial component of the Office’s work in 2016 involved providing dedicated advice and support to faculty Educational Integrity Coordinators and the professional staff who support them in managing the decision-making processes initiated by the Policy. The Office also acted as a central point of contact for the wider University community, responding to over 7,000 discrete enquiries from unit of study coordinators, students, and professional staff from across the University.

The Office initiated a targeted communications campaign for Semester 2, 2016, with communications planned to ensure staff and students were informed of their obligations and relevant issues at the most appropriate points in time. A substantial revision and extension of the information provided to all staff via the staff intranet and work was undertaken with the Student Information team in the Deputy Vice-Chancellor (Registrar) Portfolio to more clearly communicate University policy, procedures and practices to students via the University’s new Current Students website. In consultation with the staff and student communications teams, a detailed staff and student communication action plan has also been developed to address the issues that emerged during 2016.

Student and staff development

Following its introduction in Semester 1, the Office initiated the review of the Academic Honesty Education Module during Semester 2. Working with academics drawn from across the University, this review identified an expanded range of issues more reflective of the diversity of disciplines taught at the University. Functional issues encountered with the module in Semester 1 were resolved by migrating the module to the more user-friendly platform, Smart Sparrow. The revised and expanded module was built by the Education Portfolio’s Educational Innovation team during the final quarter of 2016, and was tested by a number of academic staff and students over the summer in preparation for implementation at the start of Semester 1, 2017.

The Office also worked closely with the Education Portfolio’s Academic Enrichment team throughout 2016 to ensure that adequate places were made available to students instructed to complete an approved development course delivered through the Learning Centre. To provide students with a flexible means by which to complete further development activities and to assist faculties in managing their residual Semester 2 caseloads over the summer period, the Office worked collaboratively with Academic Enrichment to develop a wholly online development module, which was launched in November 2016.

The Office is committed to expanding the range of development activities available to Educational Integrity Coordinators and students, and will be investigating ways to do this throughout 2017. Work was also initiated in late 2016 to enhance the training resources.
available to academic staff in relation to evaluating the risks to the integrity of assessment tasks in units of study, and the use of Turnitin and the online reporting forms. Additional group and on-site system training sessions for professional staff who are responsible for administering faculty educational integrity processes are also being delivered in 2017.

**Prevention and detection**

University-wide use of similarity detection software (i.e., Turnitin) for the submission of all text-based written work has been mandatory since 1 January 2016. Along with the more vigilant approach adopted by academic staff, this was a significant contributing factor behind the increase in incidents reported during 2016 relative to previous years. Despite improvements in detection, the issue of contract cheating and proliferation of document sharing websites used by students has emerged as a significant threat to the integrity of the University’s courses, although this phenomenon is international in its character. The Office has therefore commenced work on an external risk management strategy in consultation with stakeholders from across the University, including from the Office of General Counsel. This strategy aims to develop a systematic approach to managing external risks, and is slated to include development of software capable of facilitating the coordinated issuing of trademark and copyright take-down notices.

**Reporting and recordkeeping**

The gains made by the University in its management of academic integrity issues in 2016 were first reported in the *Educational Integrity Trend Report, Semester 1 2016*. As was noted by the Taskforce in 2015, the University previously had limited ability to produce a report of this kind prior to the implementation of the new reporting and recordkeeping system developed by the University’s Records Management team. The Trend Report demonstrated the capabilities of the new system for constructing a University-wide snapshot of the incidence of academic dishonesty and plagiarism in coursework programs and identifying incident reporting trends at the point they emerge.

Despite these improved capabilities, the Office continued to work closely with Records Management Services through Semester 2 to refine and enhance the system to improve the effectiveness, efficiency and consistency of the University’s integrity processes. A number of system enhancements are also slated for 2017. This includes enhancements aimed at capturing more precise data on the specific issues affecting coursework programs and to identify ways to improve the consistency of academic decision-making across the University. A new, ‘real time’ reporting dashboard will also be launched in Semester 1, 2017, which at the same time as streamlining case management at the faculty level, will also enable the University to identify and respond to emerging trends more rapidly than was possible in the past (see Figure 1 below).

**Asia Pacific Conference on Educational Integrity**

Following the successful implementation of the comprehensive approach recommended by the Taskforce in 2015 and the substantive gains made throughout 2016, the University was approached and has agreed to host the 8th Asia Pacific Conference on Educational Integrity in November 2017. The theme of the conference — *Academic Integrity as a Public Good* — has been selected to highlight the importance of academic integrity to ethical public, professional and business cultures. Among other things, the conference will provide the Office and wider University community with an opportunity to showcase our leadership on these issues within the Australian higher education sector.
**Figure 1:** Educational integrity reporting dashboard (to be launched in April 2017)
Education in academic honesty

Giving effect to the recommendations of the Taskforce, the Academic Honesty in Coursework Policy 2015 and Academic Honesty Procedures 2016 require that all students be clearly informed about the University’s academic standards. Faculties and unit of study coordinators are also required to ensure that students are provided with discipline-specific education in academic writing and referencing conventions early in their first year of candidature.

To ensure consistency of message and to assist faculties with the first of these requirements, two further initiatives were pursued at the University level in 2016:

1. the introduction of a university-wide Academic Honesty Education Module (AHEM) to be completed by all commencing coursework students; and
2. the scaling up of the development courses delivered by the University’s Learning Centre.

Academic Honesty Education Module (AHEM)

In 2016, AHEM was comprised of five sections covering the University’s Academic Honesty in Coursework Policy 2015, general information on referencing conventions, the way in which similarity detection software informs academic judgement, and the kinds of conduct the University considers to be academically dishonest. Effective from 1 January 2016, all students commencing study under a new coursework award have been required to complete the module within the first semester of their candidature. This includes students commencing their first or a new degree, internal or external transfers, candidates in appended Honours courses, and students enrolled in a combined or embedded program where they progress to the second or higher order degree. Faculties are also permitted to require all or some of their students to undertake the module.

In 2016, approximately 22,000 (95%) students required to complete mandatory education in academic honesty did so, primarily in the early stages of Semester 1. These students have had their student records updated, and do not need to complete AHEM again within the next 10 calendar years unless instructed to do so by a faculty Educational Integrity Coordinator or nominated academic. A small number of students (approx. 1,200) did not complete the module, so they have been automatically enrolled into the 2017 module. As stipulated in the Academic Honesty Procedures 2016, any student who fails to complete the module by the last day of their first semester risks the suppression of their academic results, effective from Semester 1, 2017.

Learning Centre Development Courses

The Academic Honesty in Coursework Policy 2015 enables faculty Educational Integrity Coordinators and nominated academics to direct reported students to complete an approved development workshop. For much of 2016, three such workshops delivered by the Academic Enrichment team’s Learning Centre were approved for this purpose:

- Quoting, Summarising and Paraphrasing Evidence (QSP).
- Using Evidence in Essays (UEE).
- Language Strategies for Referring to Evidence (LSRE).¹

To accommodate the volume of students required to complete a development course, the Learning Centre substantially increased the number of QSP workshops offered in 2016. Although most students were directed to complete QSP, a small number of students were also directed to complete the UEE and LSRE workshops. Notably, the expansion of the QSP program also led to an increase in the number of students voluntarily registering for this workshop, particularly during Semester 1.

However, as became apparent, a small number of students referred to a development course did not regularly attend the main Camperdown campus, so attending a workshop was not

¹ The University of Sydney Business School also runs an approved workshop for their own students in addition to those delivered by the Learning Centre, and have reported that 333 students completed this workshop in 2016.
possible. In Semester 1, these students were instructed to complete, or in some cases recomplete, AHEM as one means by which to provide them with a further development activity.

To ensure that the needs of students in similar circumstances were more comprehensively met in future, the Office worked closely with the Academic Enrichment team to develop an online development module adapted from the core QSP workshop: Quoting, Paraphrasing and Summarising Sources (QPSS). The online module was launched in November 2016, and provided faculties and students with an effective alternative to the more traditional workshops. The online module will therefore be made available on an ongoing basis to provide students with a flexible means by which to meet any further development requirements within the allocated time.

**Figure 2: Development course completions in 2016**

![Development course completions in 2016](image)

**Detecting plagiarism and academic dishonesty**

The *Academic Honesty in Coursework Policy 2015* mandates that all text-based written assignments must be submitted electronically to similarity detection software. To facilitate this, dedicated sites for every unit of study were automatically created by the Educational Innovation team within the University’s Learning Management System (LMS).

Based on our current data, Figure 3 shows the proportion of unit of study LMS sites accepting online submission of assignments via Turnitin across the University (approx. 74%) as compared to those that do not have Turnitin enabled (approx. 26%). As is demonstrated in Figure 4 and in the incident reported data discussed below, this represents a significant increase in the use of Turnitin across the University in 2016 relative to previous levels.

In terms of University-wide Turnitin coverage, it is worth noting that the University of Sydney Business School operated its own LMS up to the end of 2016, so Business School coverage is omitted from these headline figures. As the Business School mandated the use of Turnitin in all units of study prior to the successful passage of the *Academic Honesty in Coursework Policy 2015*, the proportion of sites with Turnitin enabled is likely higher than that presented here.

As for those sites for which Turnitin is not enabled, it is also worth noting that not all units of study students may enrol in are expected to have an active LMS site or are required to have electronic submission of assignments via Turnitin. Examples of these units are:

- exchange or shell units, such as those used in some Honours programs;
- units in which students undertake clinical work or professional placements; or
- units which do not include text-based written assignments.
This is reflected in Figure 5, which depicts Turnitin in coverage in each faculty. Although it is a University-wide issue, the extent to which Turnitin is in use in discrete units of study is largely a matter for faculties to address. Consequently, the Office provided faculties with data on the use of Turnitin and information on the nature of unit of study assessment as advertised in faculty handbooks in order to facilitate further investigation ahead of the submission of annual reports to the Academic Standards and Policy Committee of the Academic Board.

Figure 3: Proportion of LMS sites with Turnitin enabled

![Pie chart showing 74% Turnitin Enabled and 26% Turnitin Not Enabled]

Figure 4: LMS sites with Turnitin enabled (progressive)

![Graph showing increasing percentage of LMS sites with Turnitin enabled]

2 Note that Figure 7 includes data on Turnitin coverage for the Business School in Semester 1 only. The Semester 2 data were unavailable as a result of the Business School’s migration to the University’s LMS in late 2016.
As demonstrated in Figure 6 below, there has been a significant increase in the volume of student assignments submitted to Turnitin. In 2015, a total of 214,152 assignments were submitted to Turnitin, whereas in 2016 the total submissions made rose to a total of 461,624. This represents an increase of 215% on the previous year, and goes some way toward explaining the increased rates of incident reporting seen across the University. There was a marginal difference between the number of Turnitin originality reports generated and the number of assignments submitted, although this may be related to units in which students are permitted to make iterative submissions up until the final assessment deadline.

**Figure 6**: University-wide Turnitin submissions and originality reports generated (progressive)
Incidence of plagiarism and academic dishonesty

In 2016, the University introduced a new online reporting system for all staff to use in referring cases of suspected plagiarism and academic dishonesty for investigation to their faculty’s Educational Integrity Coordinator or another of its nominated academics. This provides the University with a more transparent and immediate view of the cases being investigated at any point in time, and marks a significant improvement on the previously irregular, often poorly documented incident reporting identified by the Taskforce in 2015.

In the years 2010 to 2015, the incidents reported by all faculties to the Academic Board averaged approximately 1,500 incidents per annum, although as noted above, this figure is unreliable. The number of unique cases reported in Semester 1, 2016, exceeded this average, totaling 1,857. By the end of Semester 2, the number of incidents reported across the University had risen to a total of 3,330, more than double the average annual incidents reported in the previous 6 years. This increase was spread almost evenly across all faculties, implying that it is most likely attributable to improved detection, reporting and recordkeeping practices rather than it is representative of a sudden increase in the number of students engaging in academically dishonest conduct.

General patterns in reporting

Figure 7 below demonstrates overall patterns in incident reporting in 2016. There was an initial spike in reporting in the middle third of Semester 1, which was then eclipsed by the larger spike in reporting at or after the end of the teaching session. This overall pattern holds for Semester 2, although a significantly higher number of incidents were reported in Semester 1 following the final day of the session on 25 June 2016 than were reported at or after the end of Semester 2.

Perhaps due to familiarity with centralised reporting mechanisms, unit of study coordinators in the Business School appear to have been early movers in Semester 1, with reporting commencing during the Universities Australia common week at the end of March. In most other faculties, though, reporting does not appear to have commenced in earnest until Week 9 in May. While this may reflect the timing of assessment, some larger faculties noted that there were often considerable delays—sometimes up to 4 to 5 weeks—between the date a student submitted work and the point at which any issues were reported to a faculty Educational Integrity Coordinator.

There was also general decline in the level of reporting between the two sessions in 2016, down from the 1,857 incidents reported in Semester 1 to the eventual 1,473 incidents reported in Semester 2. There are likely multiple reasons for this general decline, including the cultural impact of the mandatory education on academic honesty introduced in Semester 1 and improved detection and reporting practices on the part of staff. The implementation of enhanced identity verification procedures by the Examinations Office contributed to a significant reduction in the number of examination incidents reported from 179 in Semester 1 to 49 in Semester 2. Although partially attributable to delayed unit of study reporting, delays in the resolution of Semester 1 cases possibly led some teaching staff to disengage with the central reporting processes.

There was, however, a notable reduction in the average length of case resolution, declining from 38 days in Semester 1 to 29 days in Semester 2. Though the Office’s promotion of timelier reporting contributed to this, much of the credit for improvements in average case durations rests with faculty educational integrity teams, who had become more experienced and familiar with the new procedures and systems. Through the latter stages of the Semester 2 reporting cycle, the availability of the online further development module described above also played a part. While the improvement in average case durations is welcome, the implementation of the new online reporting dashboard and enhanced reporting forms are likely to contribute to continued improvements in this area.
Figure 7: Incidents reported by week in 2016
Breadth of reporting

The increased number of incidents reported in 2016 provides strong evidence of a significant improvement in detection and reporting across the University. However, the available data also suggests that the breadth of reporting sought by the Taskforce is yet to be achieved. As shown Figure 8 below, incidents were reported for only a small proportion (18.7%) of all units of study for which there was an active LMS presence. This proportion increases marginally when the number of units from which incident reports were received is compared to the number of units in which Turnitin is in use (27.8%). Even so, the limited breadth of reporting indicates that some residual under-detection and/or under-reporting may still be an issue across the University, which may be the case for a number of reasons.

First amongst these is a potential lack of staff awareness and training, an issue the Office is seeking to address in 2017 through a more comprehensive communications strategy and its work with the Educational Innovation team on enhancing the training resources currently available to staff. As emerged in 2016, under-reporting may also be the result of a genuine concern on the part of some staff that a permanent finding on a student’s record may have implications for their future career prospects.

While adverse findings might be made against some students, it is important to emphasise that these findings are recorded on a confidential file within the relevant student file, not the student’s transcript. These files are visible only to Educational Integrity Coordinators, nominated academics, the Registrar, and relevant administrative officers. For many students, one adverse finding also often acts as a strong deterrent against future breaches of the University’s academic honesty standards, so it is important that all potential instances of plagiarism and academic honesty are reported.

It is also important to draw attention to the educational approach that forms a significant component of the University’s management of risks to the integrity of its coursework programs. Timely and effective reporting means that the University, vis-à-vis faculty Educational Integrity Coordinators, is able to ensure that students who need to develop their academic skills are given appropriate (and verifiable) opportunities to do so.

Figure 8: Unit of study LMS Sites, LMS sites using Turnitin, unique units of study reporting incidents in 2016

3 On the Business School, see footnote 1 above.
Individual students and rates of recidivism

In total, 2,929 students were reported for suspected plagiarism or academic dishonesty, constituting approximately 5% of the University’s total coursework cohort in 2016. A small number of students (298 or 0.52% of all coursework students) were reported for more than one incident, which were often reported concurrently. Only 98 (0.17%) students were reported in multiple sessions, with an even smaller proportion reported in more than one faculty (26, 0.05%).

As was apparent for many students reported for two or more incidents, it is possible that a student reported for suspected plagiarism in one unit of study may also engage in similar practices in other units of study. This probability is likely higher again for students enrolled in the first semester of the first year of candidature and where the identified breach is a result of a lack of proficiency with academic conventions. While the improved educational interventions of unit of study coordinators and faculty Educational Integrity Coordinators have contributed to limiting the potential for a student to be reported for multiple incidents, it is also possible that the low rates of recidivism identified through the reporting data indicate a level of under-reporting on the part of some unit of study teaching staff.

Reported incidents by outcome

Of the 3,330 incidents reported in 2016:
- 870 were resolved with an outcome of “no impropriety”
- 966 with an outcome of “development workshop completed”
- 587 with an outcome of “plagiarism”
- 826 with an outcome of “academic dishonesty”
- 67 were referred to the Registrar on grounds of “potential misconduct (academic)”
- 3 were referred to the Registrar on grounds of “potential misconduct (other)” and
- 11 remain with outcomes pending (see Table 2).

This means that over half (55%) of the incidents reported in 2016 were resolved without a finding of plagiarism, academic dishonesty or misconduct being recorded against the relevant students’ internal record. Notwithstanding the potential issue of under-reporting, it also reveals the rather low number of students engaging in misconduct serious enough to warrant being

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4 As at 31 March 2017.
referred to the Registrar for consideration under the University of Sydney By-Law 1999 (as amended). 5

Outcome of no impropriety
As the data show, just over a quarter of reported incidents (870 or 26.1%) were resolved with a finding or outcome of no impropriety, which is a result of a number of factors. For instance, well over 100 of the reported examination incidents resolved with an outcome of no impropriety involved students who had failed to present identification to exam invigilators, although as noted above this was less an issue in Semester 2. Unit of study teaching staff are also known to have used a Turnitin similarity index floor or “cut off” point as a measure of whether a student’s work should be reported or not (e.g., everything above 30%). This is contrary to the University’s guidelines on the use of similarity detection software, which state that the originality of all students’ work must be given due consideration regardless of the similarity index included in the Turnitin originality report.

Otherwise, multiple students were reported for submitting work that was the same, or substantially the same, as another student’s work, often because it is not always evident whether the students have engaged in collusion or if one student had simply copied the work of another. Similarly, the submission of a single piece of written work by a group of students has emerged as an issue in faculty educational integrity processes. As it is not always clear whether one or more students in a group has engaged in suspected plagiarism or academic dishonesty, all students in the affected group must be initially reported separately for the same incident though, upon investigation, the behavior may relate to only one.

Outcome of development workshop completed
The Academic Honesty in Coursework Policy 2015 makes provision for students to be directed to complete an approved development course and submit a corrected or alternative piece of work where they have evidently failed to understand academic referencing conventions. As this is most often the case for students in the first semester or year of candidature, this provision enables faculty Educational Integrity Coordinators and nominated academics to resolve incidents of this nature by way of an explicitly development-oriented pathway without having to record a more adverse finding of plagiarism against the student’s internal record.

In 2016, almost a third of the reported incidents (966 or 29%) were resolved in this way, including 463 of the incidents reported in Semester 1 and 503 incidents in Semester 2. Consequently, where many incidents may once have resulted in an outcome of negligent plagiarism being recorded under the Academic Dishonesty and Plagiarism in Coursework Policy 2012, these reported incidents are now able to be resolved without a formal finding of plagiarism being recorded on the affected students’ files. While recidivism among the group of students who attended development workshops will need to be studied as more data is accumulated, this may have contributed to the low rates of recidivism described above.

Outcome of plagiarism
The introduction of the further development pathway provides some explanation for the declining proportion of cases resolved with an outcome of plagiarism recorded in each semester in 2016: that is, 313 incidents in Semester 1 and 273 in Semester 2, for an annual total of 587 (17.6%). It is worth noting here, though, that while seemingly more adverse than the development outcome, a finding of plagiarism made in accordance with the Academic Honesty in Coursework Policy 2015 is typically based on a student’s failure to fully understand referencing conventions as opposed to dishonesty. In a number of cases, students found to have engaged in plagiarism had first failed to complete a development course and/or submit a corrected or compliant piece of work, despite being given repeated opportunities to do by faculty educational integrity teams.

5 The University of Sydney By-Law 1999 (as amended) was superseded in March 2017 by the University of Sydney (Student Discipline) Rule 2016. The new Rule provides for a more streamlined approach to investigating misconduct allegations and will therefore address delays reported by some faculties in the resolution of referrals made to the Registrar.
Outcome of academic dishonesty

In accordance with the Academic Honesty in Coursework Policy 2015, incidents resolved with a finding of academic dishonesty involved students found to have engaged in: dishonest plagiarism; illegitimate cooperation (i.e., collusion); inappropriate reuse of previously assessed work (i.e., recycling); the fabrication of data or other information; or different forms of examination misconduct (i.e., using cheat notes, unapproved or inappropriate devices, etc.).

A total of 826 (24.8%) incidents were resolved with a finding of academic dishonesty. These incidents involved 754 students, representing 1.3% of all coursework students, with the proportion of cases higher in Semester 1 (30.1%) than in Semester 2 (17.8%). In part, the higher proportion of incidents involving academic dishonesty in Semester 1 can be explained by a high number of incidents (171) reported in two computer programming courses, most of which involved collusion or peer-to-peer plagiarism. As a result of the improved reporting procedures, the relevant faculty has since taken steps to further assure the integrity of these units. Given these somewhat exceptional circumstances, it is likely that the Semester 2 figure is closer to what we may expect to see in future semesters.

It is also likely the case that, rather than there being a particularly significant increase in academically dishonest conduct by our students, the University is witnessing greater consistency in detection and transparency in reporting. To develop a more precise understanding of the specific kinds of conduct for which students are being reported, the Office has worked closely with the University’s Records Management Services on enhancements for collecting more detailed information through the reporting system.

Potential misconduct (academic and “other”)

The number of incidents referred to the Registrar for consideration under the University of Sydney By-Law 1999 (as amended) appears to have risen considerably in 2016 relative to previous years. For instance, a total of 31 incidents were referred to the Registrar in 2014, which is the last year for which we have complete and stable historical data. In contrast, this figure increased to 70 in 2016 (67 of an academic nature and 3 classified as “other”), which represents only 2% of the total incidents reported.

Note, however, that a number of incidents (30) referred to the Registrar were returned to the referring faculty for resolution under the Academic Honesty Procedures 2016. While this indicates that there is still some need to clarify the kinds of matters that should be referred to the Registrar, it also indicates that only a very small number of students were considered to have engaged in potentially serious misconduct. At least two individual students were referred in relation to a high number of incidents, such that only 55 individual students (0.09% of all coursework students) were referred to the Registrar. This figure is lower again when the incidents referred back to faculties are accounted for, dropping to 25 (0.04%) students overall. This reinforces the broadly held view that the vast majority of University’s students are demonstrably committed to its culture of academic integrity and excellence.

![Figure 10: Misconduct referrals by outcome](image-url)
Figure 11: Incidents reported by outcome and faculty

[Bar chart showing incidents reported by outcome and faculty across various disciplines.]

Legend:
- No Impropriety
- Development Completed
- Plagiarism
- Potential Misconduct (Academic)
- Potential Misconduct (Other)
- Outcome Pending
- Academic Dishonesty

Academic Board
2 May 2017
Reported incidents by use of similarity detection software

In addition to renewed commitment on the part of the University’s academic staff, the required implementation of similarity detection software for assignment submission has contributed to the increased number of reported incidents. In 2016, over 80% of the incidents reported were identified as a result of the use of Turnitin (see Table 5). However, when we exclude examination incidents from our analysis, this figure is greater than 90%, a pattern identified in the Semester 1 Trend Report in 2016.

While Turnitin is the University’s primary similarity detection software program, it is not always suitable in particular disciplinary contexts where text-based assignments are not used. Consequently, faculties and their academic sub-units are encouraged to consider other software packages that may be more suited to their specific needs. By way of example, the School of Information Technologies employed the program MOSS (Measure of Software Similarity) to check work submitted by students enrolled in several of their large core programming units of study. This led to a number of students being reported for engaging in academically dishonest conduct. It has also enabled the School to identify specific risks to the integrity of the assessment in these units and, in turn, to take appropriate steps to ensure the integrity of their programs.

Figure 12: Incidents reported by use of similarity detection software

Reported incidents by level of coursework qualification

Undergraduate and postgraduate students were generally reported for suspected plagiarism or academic dishonesty at a rate proportional to the relevant enrolment ratio in each faculty (see Table 6). Somewhat surprising, however, is the slightly higher rate at which postgraduate students as a proportion of the University-wide cohort (43.1% and 36.2%) were reported than their undergraduate peers (56.9% and 63.8%). This therefore signals the importance of remaining vigilant and providing education in academic honesty and literacy at both the undergraduate and postgraduate levels.

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6 Reported incidents form our principal unit of analysis, hence our emphasis on incident ratios rather than unique students. Note, too, that examination incidents are also counted within the number of incidents for which similarity detection software was not used in this table. Figures 14 and 15 reflect the actual number of non-examination based incidents in which Turnitin was not used.

7 We have included enrolment ratios based on unique coursework enrolments in this and the following tables for illustrative purposes. Although this may prove problematic in future, enrolment ratios appear as a useful comparator given that only 26 (0.8%) students were reported in more than one faculty. Course enrolments also provide a closer approximation of overall faculty populations, something EFTSL tends to obscure. Following enhancements made to the reporting system, we will be able to report on the faculty and course of enrolment for all students in future.
As may generally be expected, the data show that there is a negative correlation between the length of time a student has been enrolled and the likelihood of their being reported (see Table 7). Students in their first and second year of candidature were most likely to be reported for suspected plagiarism or academic dishonesty, with well over half of reported cases involving a student in their first year and just under 85% of cases involving students within the first two years of candidature. This therefore reinforces the view that education in academic honesty and literacy in the early years of candidature is an essential strategy in promoting the academic integrity of the University’s coursework programs.

The closest proxy to year of candidature recorded in the University’s student administration system is the course block, which can obscure the actual year of candidature for students who have experienced non-standard course progression or who have transferred between courses, including between undergraduate and postgraduate programs. Even so, the course block is reasonably reliable at the first and second year level.

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**Figure 13: Incidents reported by level of coursework qualification**

- Undergraduate: 57%
- Postgraduate: 43%

**Figure 14: Incidents reported by year of candidature (course block)**

- Year 1: 61%
- Year 2: 23%
- Year 3: 12%
- Year 4: 3%
- Year 5: 1%
Reported incidents by attendance pattern
As was first identified in the Semester 1 Trend Report in 2016, reported incidents of suspected plagiarism or academic dishonesty overwhelmingly involved students undertaking full-time study. This trend continued through Semester 2, such that 90% of all incidents reported involved students studying full-time (see Table 8).

One reason for this could be related to the volume of work full-time students complete relative to students enrolled part-time, which means the chances of being reported for suspected plagiarism or academic dishonesty are substantially higher. However, as demonstrated in the time series data presented in Figure 7 (p.13), there also appears to be a noticeable concentration of the incidents reported in each semester, commencing around Weeks 8 and 9, and running through to at least the end of the examination period. Despite the delays seen in reporting in 2016, Semester 1 in particular, this concentration in reporting is probably a result of a concentration of assessment deadlines across a high number of units. As an overall trend, then, it appears that the volume of assessment peaks first during the middle of each semester, and then again toward the end of semester right through to the end of the formal examination block.

The apparent concentration of assessment is corroborated by feedback the Office has received from faculty educational integrity teams. Many of the students they met with reported having difficulty managing their regular and assessment-related workloads, and expressed feelings of stress and anxiety as a result. While there is no acceptable excuse for engaging in academically dishonest conduct, the issues described by students do shed light on what may lead some to making regrettable choices or submitting work of a poorer standard than they may otherwise be able to produce. There is therefore a compelling case to be made for investigating ways to better manage the timing and volume of assessment at the major and degree level, which is an issue currently under consideration as part of the University’s strategic review of assessment being conducted in 2017.

Figure 15: Incidents reported by attendance pattern

Reported incidents by enrolment type
The Semester 1 Trend Report also noted that, overall, international students were more likely than their domestic counterparts to be reported for suspected plagiarism or academic dishonesty, although this varied slightly among faculties. This trend also appears to have continued across the University throughout the second half of 2016, with the incidents involving international students constituting 54.1% of all reported incidents as compared to an overall enrolment ratio of 31.8% (see Table 9).
While international students were more likely to be reported overall, the relevant incidents overwhelmingly involved students in their first or second year of candidature (71% and 21%), which is somewhat higher than the relevant University-wide averages (61% and 23%). International students were also more likely to be enrolled full time than part time (94% and 6%), which is to be expected given that they are required to be engaged in a full course load under the Education Services for Overseas Students Act 2000. This means that the timing and volume of assessment may have contributed to the higher rate at which international students were reported.

The incidents involving international students were just as likely as those involving domestic students to be resolved with an outcome of no impropriety (26.8% and 26.1%) or “development workshop completed” (28.9% and 29%). In contrast, fewer of the incidents involving international students were resolved with a finding of plagiarism relative to those involving domestic students (12.8% and 17.6%), although there were slightly more findings of academic dishonesty (28.5% versus 24.8%) or matters referred to the Registrar (2.8% versus 2%). However, as indicated above, this latter figure may be artificially high as a number of incidents involving international students were referred back to the relevant faculties.

In total, 327 domestic and 221 international students were found to have engaged in plagiarism, representing 0.08% of all domestic and 1.21% of all international coursework students, respectively. A further 288 domestic and 466 international students were also found to have engaged in academic dishonesty, representing 0.07% of all domestic and 2.56% of all international coursework students, respectively. Here, though, it is also worth noting that inappropriate cooperation and the reuse of work previously submitted for assessment are included in the University’s definition of academic dishonesty. These types of academic dishonesty, formally defined, appeared to be prevalent amongst the reported international students, particularly for those reported in the programming courses described above (see p. 17).

The above represents only a preliminary analysis of the reporting data for 2016 as it relates to international students and the higher rate at which they were reported relative to their domestic peers. While this is in itself concerning, it may also indicate that a culture of peer (albeit illegitimate) cooperation has developed within international cohorts as a strategic response to the challenges posed by studying in a foreign country as second language students. The higher rate at which international students were reported also indicates that more can be done to support them in their transition to the University and a foreign educational culture. The Office will therefore be seeking to work closely with other stakeholders across the University, including the student advocacy services, to more thoroughly investigate the specific issues affecting international students and to identify additional ways to improve their overall student and learning experiences. Faculties should also consider initiatives in this regard.

Figure 16: Incidents reported by enrolment type
Reported incidents by gender

Of all the variables against which the 2016 reporting data has been analysed, gender appears to have had the least influence on the overall incidence of plagiarism and academic dishonesty across the University. Of the students reported in 2016, 58.2% were female, 41.7% male, and 0.1% identified as neither. These proportions are congruous with the University’s overall coursework enrolments when sorted by gender (see Table 10). This indicates that there is a degree of parity between the gender of students reported in 2016 and the gender make up of the coursework student population overall.

Despite this general parity, a higher proportion of the 548 individual students found to have engaged in plagiarism were female (64.5%). In contrast, a slightly higher proportion of students found to have engaged in academic dishonesty were male (53.5%). These proportions appear to hold for both domestic and international students, with female domestic and international students more likely to have engaged in plagiarism (65.1% and 63.8%), and male domestic and international students more likely to have engaged in academic dishonesty (55.2% and 51.5%, respectively). This suggests that there may be some minor, though not exclusive, differences in the kinds of behaviours engaged in by female and male students.

That being said, a much closer analysis of the nature of the incidents for which male and female students were reported would need to be conducted to develop a clearer understanding of this. This kind of analysis was not possible in relation to the present report due to the considerable resourcing required to work through the detail of all 3,330 case records. However, the recent enhancements to the recordkeeping system, particularly those associated with the collection of more detailed data on the nature of reported incidents, will prove useful in this regard.

Figure 17: Incidents reported by gender

Conclusions

The successful implementation of the University-wide reporting and recordkeeping system has enabled the University to develop a more holistic view of the incidence of plagiarism and academic dishonesty in its coursework programs and quantify the need for support and development courses. As data accumulates, it will be possible to consolidate our understanding of the effectiveness of development courses and interventions in reducing recidivism, which, on the basis of recidivism rates between Semester 1 and Semester 2, are positive. We also predict that some of the relativities relating to year of study, level of award, attendance pattern, enrolment type and gender will be replicated as reporting becomes more complete.
While the issue of under-reporting identified by the Taskforce still appears to be present, the data on incident reporting has nonetheless highlighted a number of other issues with which the University community can actively engage. In particular, there is still some work to be done in communicating the University’s academic standards to students, especially students in their first year of candidature and those coming to the University from overseas. This holds true for students at both the undergraduate and postgraduate levels.

The revamped Academic Honesty Education Module and improved information for students moves us some way toward doing so, although additional work appears necessary at the unit of study level, possibly through an increased use of formative assessment. Attention also needs to be given to developing a strategy to better educate international students about the University’s academic honesty standards, which includes academic writing and referencing conventions, but also the distinction between legitimate and illegitimate cooperation.

The data also demonstrate that the timing and volume of assessment may be an issue for the University, not just in terms of the academic integrity of its courses, but also for the health and well-being of its students. The University’s strategic review of assessment will be significant in this regard, although it is likely that a broader, more coordinated review of the issues affecting students – particularly those from overseas – will be necessary to identify other factors that may lead some students to engage in conduct at odds with the University’s high academic standards. Alternatively, this could potentially be achieved by constituting a University-wide research group with the objective of undertaking in-depth analysis of the issues emerging through the University’s educational integrity reporting processes.

Overwhelmingly, though, the reporting data demonstrate the impact that improved detection and reporting practices, and early educational intervention with students, can have on curbing the incidence of plagiarism and rates of recidivism. At the same time, the data also demonstrate the strong commitment of both staff and students to the University’s culture of academic integrity. The continued efforts and vigilance of all concerned will therefore remain as the strongest means by which to maintain the University’s reputation for educational excellence and the value of its qualifications.
### Tables and additional figures

#### Table 1: Incidents reported per unique student identification number

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<th>Unique SIDs reported across multiple sessions</th>
<th>Unique SIDs</th>
<th>Incidents per unique SID</th>
<th>Unique SIDs reported across multiple sessions</th>
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* This figure is based on the number of unique SIDs reported in each faculty. The actual number of unique SIDs reported across the University is 2,929.

#### Table 2: Incidents reported by semester and outcome

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<th>Plagiarism</th>
<th>Academic Dishonesty</th>
<th>Potential Misconduct (Academic)</th>
<th>Potential Misconduct (Other)</th>
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* 11 outcomes pending as at 31 March 2017*
Table 3: Incidents reported by faculty and outcome, Semester 1, 2016

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Table 4: Incidents reported by faculty and outcome, Semester 2, 2016

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### Table 5: Incidents reported by use of similarity detection software

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<th>Examination Incidents</th>
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<td>171</td>
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<td>6</td>
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**Figure 19:** Incidents reported by use of similarity detection software
Table 6: Incidents reported by level of coursework qualification

<table>
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<th></th>
<th>Total Incidents</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
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<td>Enrolment Ratio</td>
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<td>193</td>
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</tr>
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<td>ARTS</td>
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<td>79.6%</td>
</tr>
<tr>
<td>BUSI</td>
<td>1031</td>
<td>32.3%</td>
<td>36.2%</td>
</tr>
<tr>
<td>CONS</td>
<td>52</td>
<td>86.5%</td>
<td>89.9%</td>
</tr>
<tr>
<td>DENT</td>
<td>9</td>
<td>33.3%</td>
<td>20.9%</td>
</tr>
<tr>
<td>EDSW</td>
<td>105</td>
<td>61.9%</td>
<td>65.6%</td>
</tr>
<tr>
<td>ENGI</td>
<td>583</td>
<td>73.2%</td>
<td>69.5%</td>
</tr>
<tr>
<td>HSCI</td>
<td>191</td>
<td>81.2%</td>
<td>71.8%</td>
</tr>
<tr>
<td>LAWS</td>
<td>42</td>
<td>21.4%</td>
<td>25.5%</td>
</tr>
<tr>
<td>MEDI</td>
<td>152</td>
<td>30.3%</td>
<td>8.4%</td>
</tr>
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<td>79.0%</td>
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<tr>
<td>SCVA</td>
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<td>86.9%</td>
</tr>
<tr>
<td>Total</td>
<td>3330</td>
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<td>63.8%</td>
</tr>
</tbody>
</table>

Figure 19: Incidents reported by level of coursework qualification

Note that the Sydney Medical School ceased accepting undergraduate enrolments in 2014, although the School still delivers undergraduate units of study taught within other faculties’ programs (e.g., Bachelor of Pharmacy in the Faculty of Pharmacy and the Bachelor of Medical Science in Faculty of Science).
Table 7: Incidents reported by year of candidature (course block)

<table>
<thead>
<tr>
<th>Course Block</th>
<th>Incidents Reported</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>293</td>
<td>181</td>
<td>58</td>
<td>43</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
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<td>1031</td>
<td>771</td>
<td>184</td>
<td>63</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>CONS</td>
<td>52</td>
<td>35</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
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<td>21</td>
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<td>150</td>
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<td>71</td>
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<td>0</td>
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<td>31</td>
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<tr>
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<td>6</td>
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<td>2</td>
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<td>0</td>
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</tr>
<tr>
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<td>761</td>
<td>385</td>
<td>117</td>
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<td>Ratio</td>
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<td>22.8%</td>
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<td>3.5%</td>
<td>0.7%</td>
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</table>

Figure 20: Incidents reported by year of candidature (course block)
Table 8: Incidents reported by attendance pattern

<table>
<thead>
<tr>
<th></th>
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<th>Incidents</th>
<th>Full-time Incident Ratio</th>
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<th>Incidents</th>
<th>Part-time Incident Ratio</th>
<th>Enrolment Ratio</th>
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<td>20.6%</td>
</tr>
<tr>
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<td>24.6%</td>
</tr>
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<td>86.5%</td>
<td>43</td>
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<td>13.5%</td>
</tr>
<tr>
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<td>1.9%</td>
<td>11.2%</td>
</tr>
<tr>
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<td>0.0%</td>
<td>4.8%</td>
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<td>86.0%</td>
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<td>5.2%</td>
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</tr>
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Figure 21: Incidents reported by attendance pattern
Table 9: Incidents reported by enrolment type

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<th>Domestic Enrolment Ratio</th>
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<th>International Enrolment Ratio</th>
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<td>34.6%</td>
<td>8.3%</td>
</tr>
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<td>72.4%</td>
<td>3</td>
<td>33.3%</td>
<td>27.6%</td>
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<td>88.9%</td>
<td>10</td>
<td>9.5%</td>
<td>11.1%</td>
</tr>
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<td>19</td>
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<td>13.2%</td>
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<td>16.4%</td>
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</tr>
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</table>

Figure 22: Incidents reported and enrolment type
Table 10: Incidents reported by gender

<table>
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<th>Male Incidents</th>
<th>Male Incident Ratio</th>
<th>Enrolment Ratio</th>
<th>Incidents</th>
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<tbody>
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<td>50.8%</td>
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<tr>
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<td>293</td>
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<td>98</td>
<td>33.4%</td>
<td>37.5%</td>
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<td>1031</td>
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<td>65.1%</td>
<td>360</td>
<td>34.9%</td>
<td>37.9%</td>
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<td>21.2%</td>
<td>48.7%</td>
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<tr>
<td>DENT</td>
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<td>7</td>
<td>77.8%</td>
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<tr>
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<td>24</td>
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<td>77</td>
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<td>32.4%</td>
<td>0</td>
</tr>
<tr>
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<td>20</td>
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<td>44.4%</td>
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<tr>
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<td>42.1%</td>
<td>42.1%</td>
<td>2</td>
</tr>
</tbody>
</table>

Figure 23: Incidents reported by gender
EXECUTIVE SUMMARY

That the Academic Board note the Preparing More Indigenous Teachers at the University of Sydney Taskforce 2016 Report, as presented.

EXECUTIVE SUMMARY

A multi-disciplinary Taskforce was established to investigate optimal ways of delivering teacher education for Indigenous students. The Taskforce examined domestic and international literature to ascertain best practice approaches. There is an under-representation of Indigenous secondary school teachers across Australia. In NSW, the Sydney School of Education and Social Work is the only provider of secondary Indigenous ITE program. The Taskforce has initiated the development of an Indigenous Languages Teacher Education subgroup. Internationally, Indigenous language revitalisation programs within Schools of Education positively empower Indigenous communities and increase Indigenous participation and graduation. The subgroup will investigate engagement pathways with the Indigenous community concerning language protocols and Indigenous language curriculum in preparing teachers. 2017 will see the Taskforce actively looking at strategies and pathways for future Indigenous ITE students. The Taskforce will engage a number of Indigenous and non-Indigenous agencies in the development of a new Indigenous Teacher Education Programs.

BACKGROUND / CONTEXT

In 2014, market research company Pollinate investigated enrolment numbers of Indigenous students in the Bachelor of Education (Secondary: Aboriginal Studies) ‘Block’ program. In 2015, Professor Mayer and Deputy Vice-Chancellor (Indigenous Strategy & Services) Prof Houston presented to the Academic Board a proposal to establish a Taskforce to develop strategies and pathways towards increasing the number of Indigenous Initial Teacher Education (ITE) students. The Taskforce was established in 2016 with a brief to investigate and make recommendations on:

1. Maintaining and strengthening pathways into teacher education for Indigenous students;
2. Strategies to ensure the viability and sustainability of teacher education programs for Indigenous students taking full advantage of expertise across the University;
3. Strategies to improve integration of Block mode programs with other programs in the University;
4. Modes of delivery which will ensure sustainability, integration and an outstanding student experience;
5. Ways of ensuring access for students living in Indigenous communities in remote areas;
6. Ensuring optimal outcomes in terms of the promotion of Indigenous knowledge, the promotion of educational participation by Indigenous students and pathways for further study and research; and
7. Further the University’s goals regarding cultural competence for all students.
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ACTIVITIES

Research has been undertaken to inform the Taskforce discussions, including:

- A national scan of demographic data on the Indigenous teacher workforce,
- A national scan of demographic data on Indigenous ITE students,
- An investigation of ITE programs both in Australian and internationally,
- An examination of the research literature about Indigenous Teacher Education Programs which have had positive impacts for institutions and the wider community
- A review of effective teacher education practices between Schools of Education, Indigenous students and Indigenous communities,
- A review of the More Aboriginal & Torres Strait Islander Initiative (MATSITI) and Australian Council of Deans of Education (ACDE) report – ITE Retention and Graduation (Phase 1), ITE engagement and Success (Phase 2), and
- An investigation into Indigenous Language programs operating in the Secondary School system.

FINDINGS

- The number of registered Indigenous classroom teachers in NSW is approximately 938, with an additional 227 employed as Principals/Deputies/Executives (MATSITI: 2014).
- The Indigenous teacher workforce is under-represented in the secondary school sector (approximately 1.56% of total NSW teacher population).
- 67% of Indigenous teachers are employed in primary schools or early childhood facilities.
- In 2014 there were approximately 5,427 Indigenous students enrolled in a Sydney public secondary school (NSW Dept of Education: 2014).
- Nationally, the Australian Council of Deans of Education enrolment data indicates that of the 1386 Indigenous enrolments in teacher education programs, only 243 were in a secondary teacher education degree (ACDE: 2012).
- In NSW, the University of Sydney is the only institution to offer an Indigenous secondary ITE program.
- Nationally, Indigenous University enrolments are predominately within Early Childhood or Bachelor of Primary Teacher Education programs (ACDE: 2012).
- In the Sydney School of Education and Social Work, the past five years has seen enrolment numbers fluctuate for Indigenous ITE. In 2016, there have been six new enrolments, whereas in 2015 there were 14 new enrolments. The Taskforce is developing a number of internal and external strategies towards understanding the environmental factors impacting these falling enrolment numbers.
- International programs show that Indigenous Language programs combined with a specialised ITE degree attract local Indigenous students.
- Canadian, New Zealand and Hawaiian research shows that university ITE programs engaging with local communities have a higher success rate with student attendance and graduation.
- Programs in Canada, New Zealand and Hawaii show that a stronger bond/relationship is formed with local Indigenous community through the development of mutually beneficial cultural protocols.

ONGOING WORK

- Offering a second teaching area in Aboriginal Studies within the Bachelor of Education (Secondary H&PE).
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- Working with a number of local sporting agencies, promoting and encouraging Indigenous athletes into Health & Physical Education degrees.

- Engagement with internal and external agencies to target recruiting and attraction of Indigenous high school students throughout NSW.

- The establishment of an Indigenous Education Ambassador program with the assistance of the Sydney University Indigenous alumni.

- Developing an Indigenous SSeszW Alumni network.

- Development of an Indigenous Language Teacher Education subgroup (chaired by Prof Jakelin Troy). This subgroup will assist the Taskforce with the development and construction of culturally appropriate language program strategies and community protocol engagement strategies. Furthermore, this new program will complement the Masters of Indigenous Language Education (MILE).

- New programs might involve cross-institutional enrolment and will promote and explore Indigenous knowledge, investigate various modes of teaching, and investigate research opportunities between the Sydney School of Education and Social Work and the Indigenous community (such as the NSW Aboriginal Education Consultative Group, University of Sydney Indigenous Alumni, MURDI P AAKI Regional Assembly, Australian Indigenous Lecturers in Initial Teacher Education, Metropolitan Local Aboriginal Land Council).

- Inviting academics for special seminars – such as A/Prof Jo Lampert (QUT) & A/Prof Bruce Bennett (QUT) on National Exceptional Teaching for Disadvantaged Schools Program.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Alison Green</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Robyn Watson</td>
</tr>
<tr>
<td>Paper title</td>
<td>Dental Elective Immersion Unit of Study</td>
</tr>
<tr>
<td>Purpose</td>
<td>To offer overseas dental students the opportunity to gain an insight into Australia’s contemporary model of oral health care.</td>
</tr>
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</table>

**RECOMMENDATION**

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

**EXECUTIVE SUMMARY**

The Faculty of Dentistry proposes to offer a 3 credit point unit of study for overseas students in conjunction with Sydney Global Mobility. It is proposed that visiting dental students, who are in their third year or above, will participate in an observational and didactic learning experience for four weeks during July.

This unit of study will not form any part of the existing courses offered by the faculty and will not be accepted as credit for previous study.

The purpose of this Unit of Study is to allow the dental faculty to provide a vehicle for the many requests we have for overseas students to complete an elective at the University of Sydney Dental Faculty.

**Classes:**

Six hours per week of clinical observation or SIM clinic activity, and one hour per week of didactic sessions which may include: core dental subjects, Academic Writing and Reading, Communications, Ethics and Professionalism, Research Methods and Dental Informatics.

**Learning outcomes:**

Participating students will:

1. be able to describe the different types of dental specialties available in Australia
2. understand infection control protocols in Australia
3. understand the importance of cultural competency in providing patient care to the Australian community
4. be able to reflect on experiences in the context of dentistry in the community
5. provide a self-reflection report either as a digital poster or a written report

**Assessment:**

Students will produce a self-reflection report about their experience.
Dental Elective Immersion Program

Faculty of Dentistry
Unit of Study Co-ordinator

Mrs Robyn Watson
Phone: 0457 837 579, Email: robyn.watson@sydney.edu.au
Office: Faculty of Dentistry/Level 6, Sydney Dental Hospital
Staff: TBA

Unit of Study Information

Classes

6 hours per week of clinical observation or SIM clinic, and one hour per week of didactic teaching which may include: core dental subjects, Academic Writing and Reading, Communications, Ethics and Professionalism, Research Methods and dental informatics

Prerequisites

Student must be 3rd year and above in dental school, have command of English at level of IELTS6.0 and from an accredited dental school whose ranking is approved by the University of Sydney, and have good character reference from their school.

(This course will not be offered for less than 10 students)

Aims and Content

The Dental electives immersion program provides opportunities for overseas dental students to participate in observational and didactic learning experience within the dental faculty. The students will gain experience and insight of Australian’s contemporary model to oral health care as well as the opportunity to participate in dental research.

A minimum of 4 weeks will be allocated to this program in the month of July during the University ‘Short term study abroad” period between 9th July and 12th August, 2017 (see attached guide)

Insurance, health and legal issues

Students will be expected to provide proof of vaccination, insurance and criminal record checks according to hospital and university protocols.

Elective placements

Observational opportunities will be provided according to availability at the hospital clinics and cannot be guaranteed to particular areas of interest.
Learning outcomes, Learning and teaching activities and assessment

Intended Learning outcomes

Participating students will:
1. Be able to describe the different types of dental specialties available in Australia
2. Understand the infection protocols in Australia
3. Understand the importance of cultural competency in providing patient care to the Australian community
4. Be able to reflect on experiences in the context of dentistry in the community

Learning and teaching activities

Students will attend classes with dental students once per week on a range of topics in dentistry.

Assessment

Students will produce a digital poster or a self-reflection report about an aspect of their experience.

Workload and minimum requirements

Elective Immersion is a 3 credit point Unit of Study, equivalent to 28 hours.
Four weeks of placements are required within the following framework:
Each student will undertake a minimum placement of 3 hours per week in a voluntary hospital facility. Outside facilities may be utilised for observational visits

Unsatisfactory performance during elective

A student who fails to maintain satisfactory attendance and or fails to maintain an appropriate standard of conduct during the elective will be discontinued from the program.
When a violation occurs, the electives coordinator will notify the student in writing and outline the following:
- Why they are at risk
- Highlight clearly that the consequence of the violation may be that they are not able to continue in the elective program.

Where an elective is unable to continue due to matters beyond the student’s control, the student should advise the electives coordinator immediately, in writing and discuss possible alternative options.

A student should discontinue their elective at any time if they feel that their personal safety is being compromised. The electives coordinator should be advised in writing and possible alternative options can be negotiated.
Reflection

Means you need to perceptively revisit, analyse and evaluate your personal and professional growth. It is important to express not just facts but values and meaning. Some issues you can address are:
- Consider whether your personal assumptions and preconceptions have been challenged
- What were your reactions and consequential feelings about yourself and others on your elective placement?
- What inspired you?
- How did this project go to the essence of who you are and how will this experience affect the way you will practice dentistry in the future?
- How did this project reveal your own learning style and did it change the way you will approach your learning from now on? If so, how?
- What did this project reveal about the way you may make decisions in times of uncertainty? (Is your decision making strategy open for change and refinement?)
- How do you feel the experience changes the way you see your chosen profession of Dentistry and has it helped to focus what aspect of the profession you want to follow after graduation. What is about that choice that inspires you?
- Did you get to see the expectations held by the community, patients or government about dentistry more clearly and how would that be expressed?
- Consider your confidence in procedural and communication skills
- Think about the way you recognise and work within your skill limitations. How do you balance this with skill development and taking risks?
- Consider the importance of protocols and record keeping
- Think about what went wrong? What went right? And Why? What was difficult? What am I worried about? What did I waste time on?

Role and responsibilities for Elective Immersion program

Definitions

Electives Coordinator: The member of the University’s staff designated by the Dean as responsible for the planning, coordination and assessment of the elective program, and ensuring that the educational objectives of the program are met.

Elective (field) Supervisor: The person nominated by the elective co-ordinator who will be responsible for on-site supervision and assessment during the elective period. There will be one elective supervisor per placement.

Roles and responsibilities of the Electives Coordinator

- Delivers an orientation about the Elective immersion program
- Provides students with written documentation regarding the program:
- Background information and Unit of Study
- Fieldwork safety guidelines, Health and Safety Guidelines for Clinical Fieldwork, travel and personal accident insurance policies
- Evaluates the educational outcomes of the program
- Provides ongoing support and advice for students during the elective
- Coordinates assessment of the elective program

Roles and responsibilities of the student

Students will be expected to:
- Complete all required documentation and submit these to the Electives coordinator by the due dates as advised by Faculty.
- Compile an individual learning agreement
- Familiarise themselves with the University’s risk assessment policy, occupational health and safety policy and fieldwork, travel etc

During the elective students will be expected to:
- Adhere to all by-laws, policies, rules and regulations of the elective site.
- Maintain a level of conduct appropriate to a student in a professional setting and in accordance with the University’s student code of conduct.
- Work with the knowledge that students are not registered dental practitioners and are therefore not registered to practice dentistry
- Maintain an appropriate level of confidentiality regarding their elective experiences and information which they have gained through the placement, in accordance with Privacy legislation.
- Keep a log book/journal of day-to-day activities and reflections.
- Inform both the elective supervisor and the electives coordinator of any absences and provide any documentation relating to the absence.
- Advise the elective supervisor and the electives coordinator immediately of any incident or concern regarding their personal safety during the elective study period.

University policies

All students must comply with and follow all Faculty and University policies and procedures.

Faculty policies are contained on the below website. It is crucial that you take the time to consult these documents early in your studies in order to familiarise yourself with policies and procedures relating to critical issues

University policies are available here
http://sydney.edu.au/policies/

Assistance is also available from the University’s Student Centre
http://sydney.edu.au/current_students/student_administration/ or the Student Affairs Unit.

The code of conduct is an important policy which outlines the University’s expectations about treating all staff, employees and students with respect, dignity, impartiality, courtesy and sensitivity and refrain from acts of discrimination, harassment or bullying.
Appendix

Guidelines for Photographs from Elective Projects
(from J Williamson, Oral Health Foundation, July 2010)

Photos help to tell the story of your Elective Projects, they help to convey the environmental conditions and certainly capture the mood. However despite the ‘field clinic’ conditions that you may have worked in for your Elective Projects your photos still need to reflect the professional nature of dentistry. The main areas are infection control, professional clinical attire and the level of treatment that you are qualified to give.

Professional Clinical Attire

When observing patient care your mask should be in place and your protective eyewear on. Your dental jacket/gown should be clean, not excessively creased and correctly fastened. Please refer to the Faculty of dentistry Dress Provisions:

Level of Treatment

Photos may depict you observing treatment but not administering treatment in the mouth.

Branding Guidelines

The University’s branding architecture attempts to depict personalities and personalities within situations. Photos from elective projects are ideal for this. We try not to have posed and formal photos of people looking straight at the camera.

Camera settings: use high definition: this provides good resolution when producing large photos either electronically or in printed form. Images need to be high resolution @ 300dpi.
Non-Confidential

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<thead>
<tr>
<th><strong>Author</strong></th>
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<tbody>
<tr>
<td><strong>Reviewer/Approver</strong></td>
<td>Professor Stephen Garton, Provost and Deputy Vice-Chancellor</td>
</tr>
<tr>
<td><strong>Paper title</strong></td>
<td>Membership of the Central Promotions Committees 2017</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>To inform the Academic Board of the membership of the Central Promotions Committees 2017</td>
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**RECOMMENDATION**

That the Academic Board note the membership of the Central Promotions Committees 2017, as presented.
Membership of the Central Promotions Committees 2017

The Provost and Deputy Vice-Chancellor, Professor Stephen Garton has approved the following appointments to the membership of the Central Promotions Committees, Levels D and E, for 2017.

**Level D**

<table>
<thead>
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<th>Name of Incumbent</th>
<th>Faculty/Institution</th>
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<td>Provost and Deputy Vice-Chancellor or nominee (Chair)</td>
<td>Ex-Officio</td>
<td>Professor Stephen Garton</td>
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<tr>
<td>Chair of the Academic Board or nominee</td>
<td>Ex-Officio</td>
<td>Associate Professor Tony Masters</td>
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<td>One senior academic from another university</td>
<td>Provost</td>
<td>Associate Professor Joanne Gray</td>
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<td>Provost &amp; Chair, AB</td>
<td>Associate Professor Arlie Loughnan</td>
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<td>Associate Professor Rae Cooper</td>
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## Level E

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<td>Chair of the Academic Senate, Western Sydney University</td>
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<tr>
<td>Dean</td>
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<td>Senior Member of Academic Staff</td>
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<td>Chair, AB</td>
<td>Professor Brad Buckley</td>
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*AB Meeting date: 28 March, 2017*