NOTICE OF MEETING

Meeting 2/2017 of the Academic Board will be held from 1:00pm – 3:00pm on Tuesday 28 March 2017 in the Refectory, Holme Building – PLEASE NOTE THE CHANGE OF VENUE. 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.

<table>
<thead>
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<th></th>
<th>Presenter</th>
<th>Paper</th>
<th>Timing</th>
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<tr>
<td>1</td>
<td>WELCOME AND APOLOGIES</td>
<td>Chair</td>
<td>1:00pm</td>
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<td>2</td>
<td>PROCEDURAL MATTERS</td>
<td>Chair</td>
<td>1:05pm</td>
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<tr>
<td>2.1</td>
<td>Starring of agenda and adoption of unstarrerd items</td>
<td>Chair</td>
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<td>2.2</td>
<td>Minutes of Meeting 1/2017, 18 February 2017</td>
<td>Chair</td>
<td>attached</td>
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<td>2.3</td>
<td>2017 Membership of the Academic Board</td>
<td>Chair</td>
<td>attached</td>
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<tr>
<td>3</td>
<td>STRATEGIC ITEMS OF BUSINESS</td>
<td>Chair</td>
<td>1:10pm</td>
</tr>
<tr>
<td>3.1</td>
<td>Report of the Academic Board Composition Working Party</td>
<td>Jane Hanrahan</td>
<td>attached</td>
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<tr>
<td>3.2</td>
<td>Initial Senior Executive Response to the Review of the Academic Board</td>
<td>Chair</td>
<td>attached</td>
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<td>3.3</td>
<td>Review of the Academic Board – Approval of Review Recommendations</td>
<td>Chair</td>
<td>attached</td>
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<tr>
<td>4</td>
<td>REPORT OF THE CHAIR</td>
<td>Chair</td>
<td>2:00pm</td>
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<tr>
<td>4.1</td>
<td>Report on Senate Matters</td>
<td>Chair</td>
<td>verbal</td>
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<tr>
<td>4.2</td>
<td>General Report of the Chair</td>
<td>Chair</td>
<td>attached</td>
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</table>

Respect is a core value of the Academic Board
4.3 Student members’ report

5 REPORT OF THE VICE-CHANCELLOR
5.1 Report on Senate Matters
   Vice-Chancellor & Principal
   verbal
5.2 General Report
   Vice-Chancellor & Principal
   verbal

6 QUESTION TIME
Questions to the Vice-Chancellor and Chair of the Academic Board.
Vice-Chancellor & Principal / Chair

7 GENERAL BUSINESS
7.1 Changes to Transitional Provisions
   Chair
   attached

8 REPORT OF THE ADMISSIONS COMMITTEE
  Tim Wilkinson
  attached

9 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE
  Wendy Davis
  The 7 March meeting of the Undergraduate Studies Committee was cancelled.

10 REPORT OF THE GRADUATE STUDIES COMMITTEE
  Michael Kertesz
  attached
  10.1 Business: Master of Business Administration in Leadership and Enterprise
  10.2 Health Sciences: Master of Speech Language Pathology

11 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE
  Jane Hanrahan
  attached
  11.1 Proposed Semester Date and Length Changes
  11.2 Policy on Continuing and Extra-curricular Education and non-AQF courses

12 GENERAL BUSINESS

Respect is a core value of the Academic Board
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<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet (Executive Officer to Academic Board)</th>
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</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Minutes of the Previous Meeting</td>
</tr>
<tr>
<td>Purpose</td>
<td>To request the Academic Board adopt the minutes of the previous meeting held on 28 February 2017 as a true record.</td>
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**RECOMMENDATION**

*That the Academic Board adopt the minutes of the previous meeting held on 28 February 2017 2016 as a true record.*

**UNCONFIRMED MINUTES**

**ACADEMIC BOARD**

1:00 pm, Tuesday 28 February 2017
Professorial Boardroom, Quadrangle (A14)

**Members Present:** The Chair (Associate Professor Tony Masters); the Chairs of the Standing Committees (Associate Professor Wendy Davis; Professor Jane Hanrahan; Associate Professor Michael Kertesz; Associate Professor Tim Wilkinson (until 1:45pm); Helen Agus (Science); Associate Professor Judy Anderson (Education & Social Work); Marco Avena (Student, Science); Associate Professor Thomas Balle (Pharmacy); Anne Bell (Director of University Libraries); Dr Jacqueline Bloomfield (Nursing); Isabella Brook (President, SRC); Professor Tyrone Carlin (Deputy Vice-Chancellor (Registrar)); Dr Jeanell Carrigan (Conservatorium); Brennan Clody (Student, Architecture, Design & Planning); Associate Professor Rachel Codd (Medicine); Associate Professor Ross Coleman (Director, Graduate Research); Dr Emily Crawford (Law); Dr Penelope Crossley (Law); Dr Jen Scott Curwood (Education & Social Work); Dr Frances Di Lauro (Arts & Social Sciences); Associate Professor David Easdown (Science); Professor David Emery (Veterinary Science); Professor Alan Fekete (Engineering & IT); James Fick (Student, Business); Professor Robyn Gallagher (Nursing); Professor Stephen Garton (Provost and Deputy Vice-Chancellor); Associate Professor Tania Gerzina (Dentistry); Associate Professor James Glister (Law); Professor Manuel Graeber (Medicine); Dr Scott Grattan, (Law); Associate Professor Thomas Grewal (Pharmacy); Professor Trevor Hambley (Dean, Science); Professor Margaret Harris (Acting Dean, Sydney College of the Arts); Professor Shane Houston (Deputy Vice-Chancellor (Indigenous Strategy & Services); Professor Annamarie Jagose (Dean, Arts & Social Sciences); Dr Nerida Jarkey (Arts & Social Sciences); Professor Archie Johnston (Dean, Engineering & IT); Patty Kamvounias (Business); Associate Professor Annette Katelaris (Medicine); Dr Eric Knight (Business); Tilly Lees (Student, Sydney College of the Arts); Associate Professor Chengwang Lei (Engineering & IT); Tong Li (Student, Health Sciences); Professor Michelle Lincoln (Deputy Dean, Health Sciences) (for Professor Kathy Refshauge); Dean Lovett (Student, Pharmacy); Professor David Lowe (Engineering & IT); Dr Alan Maddox (Conservatorium); Lily Matchett (Co-President, SUPRA); Professor Diane Mayer (Head of School & Dean, Education & Social Work); Alexander McCarthy (Student, Medicine); Associate Professor Mark McEntee (Health Sciences); Dr Lenka Munoz (Medicine); Gilbert Ng (Student, Dentistry); Alexandra Nixon (Nominee, SUPRA); Dr Rhonda Orr (Health Sciences); Associate Professor Maurice Peat (Business); Professor Chris Peck (Dean, Dentistry); Professor Anna Reid (Acting Dean, Conservatorium); Joshua Reisler (Student, Law); Professor Joellen Riley (Head of School & Dean, Law); Associate Professor Jennifer Rowley (Conservatorium); Dr Jenny Saleeba (Science); Dr Carl Schneider (Pharmacy); Professor Balwant Singh (Agriculture); Dr Illektra Spandagou (Education & Social Work); Professor Roger Stancliffe (Health Sciences); Ahmed Bin Suhaiib (Co-President, SUPRA); Muddasir Tahir (Student, Engineering & IT); Associate Professor Marjorie Valix (Engineering & IT); Professor Donna Waters (Dean, Nursing); Amy Wenham (Student, Nursing & Midwifery); Associate Professor Graham White (Arts & Social Sciences).
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. He also conveyed the apologies of the Vice-Chancellor and advised that the Provost and Deputy Vice-Chancellor is currently acting in the role. The Chair welcomed Jill Baker (Baker & Baptist) and Associate Professor Paul Wormell (Chair of Academic Senate, Western Sydney University), who were in attendance for Item 4.2.

An Acknowledgement of Country was made by the Deputy Vice-Chancellor (Indigenous Strategy and Services). Professor Houston informed members that the acknowledgement is a purposeful part of culture as people travel through each other’s country. He also reflected that the University should recognise six years of real achievement in increasing the number of Aboriginal and Torres Strait Islander academic and professional staff and students, as well as acknowledging the contributions of Aboriginal and Torres Strait Islander knowledge to the nation and the world.

2 PROCEDURAL MATTERS

The Chair sought the permission of the Board to bring forward Item 4.4. This change to agenda order was supported.

2.1 Starring of agenda and adoption of unstarred items

The following additional items were starred: 10.1, 12.1.

Resolution AB2017/1-1

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

2.2 Minutes of Meeting 8/2016, 7 December 2016

Mrs Agus identified an error in the recording of Resolution AB2016/8-3, which incorrectly stated that Agriculture procedures had been amended. This was corrected to refer to Veterinary Science. The minutes of the previous meeting were approved as amended.

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Resolution AB2017/1-2
That the Academic Board adopt the minutes of the previous meeting held on 7 December 2016, as amended, as a true record.

2.3 Roundtable Discussion Summary

The Chair advised members that summary documentation arising from the roundtable discussion at the December meeting will be made available to interested members on request. It was intended that the comments will be forwarded to the TEQSA working group and to the University Executive and Senate in due course.

2.4 2017 Membership of the Academic Board

Changes to membership were approved as presented.

Resolution AB2017/1-3
That the Academic Board approve the changes to membership of the Board and its committees, as presented.

3 STRATEGIC ITEMS OF BUSINESS

4 REPORT OF THE CHAIR

4.1 Report on Senate Matters

The Chair advised that at the Senate meeting on 12 December 2016, Senate endorsed the Board’s approval of the new curriculum structure and proposals from the faculties of Dentistry, Pharmacy, Sydney College of the Arts and the Conservatorium. Senate also noted the amendments to the Assessment Procedures 2011 as approved by the Board.

Resolution AB2017/1-4
That the Academic Board note the report from the Chair of the Academic Board on matters considered by Senate at its 12 December 2016 meeting.

4.2 Academic Board Review Report

The Chair asked members to formally receive the report and extend thanks to the review panel, which was recognised by acclamation. The engagement of the panel with members in undertaking the review was particularly noted.

The Chair observed that the current functions and structure of the Board were developed in 2001 in a very different educational and regulatory environment, and that the review provides a framework within which the Board of the future can be developed. Three broad areas emerge from the report: to ensure that the Board meets its responsibilities regarding monitoring and maintenance of standards; provide strategic advice to the University Executive and Senate; and that the composition and representative mix on the Board be reviewed to align with the University’s new structure. The report also makes recommendations on how the Board might address these areas.

Members were asked to circulate the report to their constituencies and come to the next meeting prepared to provide feedback (or forward written comments to the Secretary). Members were asked to look at the intent of each recommendation rather than focussing on the specifics in formulating their responses.

The Chair advised that in terms of timing, the major point of urgency in enacting the recommendations of the review report relates to changes to the composition and membership of the Board, as these will inform the conduct of elections as required in Semester 2. To enable these elections, it will be necessary to present a revised Academic Governance Rule to Senate in May.

The Board was asked to approve the establishment of a working party to discuss options, to be chaired by Professor Hanrahan with faculty representation by invitation. This group would develop a membership model and electoral process, to be brought back to the March meeting for further discussion. The establishment of this working group was supported.

The Chair also advised that he has been invited to provide a formal presentation to Senate in May.
Non-Confidential regarding the review and the Board’s response.

Resolution AB2017/1-5
That the Academic Board receive the Report of the external Review of University of Sydney’s Academic Board and thank the reviewers, Ms Jill Baker and Associate Professor Paul Wormell, for their extraordinary diligence and insight in the conduct of the review and in the preparation of the Report.

4.3 Student Members’ Report
The presidents of the student societies presented verbal reports.
Mr Suhaib updated members on SUPRA’s campaign to extend travel concessions to international students, and Ms Brook confirmed the support of the SRC for this campaign. Ms Brook also raise concerns regarding student access to academic advice, relating to which some students have reported delays possibly arising from the centralisation of student administration. The SRC were asked to provide further information on these concerns, and the Chair and Deputy Vice-Chancellor (Education) undertook to meet with the SRC to further discuss the matter once they have received this information.

Action: SRC to provide advice to the Chair and DVC(E) relating to student concerns regarding provision of academic advice, followed by a meeting of the SRC, Chair and DVC(E) to discuss. Responsible: Isabella Brook. Timing: As soon as possible.

Resolution AB2017/1-6
That the Academic Board note the report of the student members of the Academic Board.

4.4 Honours and Distinctions
The Chair drew the attention of members to the honours and distinctions circulated with the agenda, and specifically highlighted two achievements. He advised that the Vice-Chancellor has been appointed a Companion of the Order of Australia in the Australia Day Honours, and acknowledged the achievement of the Law Moot Team (Alyssa Glass, Will Khun, Joel Phillips, Eric Shi and Harry Stratton, who were in attendance). The team continues an unsurpassed record of Sydney Law School success in the Jessup Moot, winning the national round for the tenth time. The Board wished them every success when they travel to Washington DC in April to take part in the international competition – the Jessup Cup – which the University has won a record-equalling 4 times.

The honours and distinctions were acknowledged by acclamation and noted as presented.

Resolution AB2017/1-7
That the Academic Board note the report of the Chair of the Academic Board on the honours and distinctions and congratulate the recipients.

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

In addition to the items above, the Chair also provided an update on membership of the Culture Taskforce and advised that appointments are progressing to secure representation from the University community, the Academic Board and the University Executive. A progress report will be provided to a future meeting.

5 REPORT OF THE VICE-CHANCELLOR

5.1 Report on Senate Matters
The Acting Vice-Chancellor advised that at its December meeting, Senate approved the 2017 budget, appointed Professor Sharon Naismith as an alternate Senate Fellow member of the Student Disciplinary Appeals Committee, and agreed to the establishment of a new Faculty of Medicine and Health. This faculty will include the current Schools of Public Health and Biomedical Sciences as well as the Faculties of Dentistry, Medicine, Nursing and Pharmacy. When the Faculty of Health Sciences moves to the Camperdown campus it will also join this Faculty. An Executive Dean for the faculty is currently being sought.
In addition, Senate signed off on the Organisational Design Transitional Provisions, the University of Sydney (Governance of Faculties and University Schools) Rule 2016, and the amended University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010. It also agreed to the naming of the University’s new boathouse facility at Linley Point, and to the establishment of an official online University noticeboard.

Resolution AB201/1-8
That the Academic Board note the report from the Acting Vice-Chancellor and Principal on matters considered by Senate at its 12 December 2016 meeting.

5.2 General Report

The Acting Vice-Chancellor advised that the Senior Executive Team has received the review report of the Academic Board and thanked the review panel for preparing the report. The report is a timely opportunity for the University to reaffirm its commitment to a bicameral model of governance in advance of the TEQSA review in 2018, and provides an opportunity to strengthen the Academic Board and its quality assurance functions.

Resolution AB201/1-9
That the Academic Board note the General Report from the Vice-Chancellor and Principal.

6 QUESTION TIME

The Acting Vice-Chancellor was asked what disciplines will be included in the new Faculty of Medicine and Health and he advised that a Transition Manager will be appointed to work through this with the impacted faculties. Alignment of teaching and research synergies will form part of the ongoing conversation, and he observed that faculty boundaries do not currently and will not in future impede students from undertaking the subjects in which they are interested.

Professor Fekete requested that the Academic Board have an opportunity to discuss in principle a proposal to change semester length and dates, before the proposal has been finalised. The Deputy Vice-Chancellor (Registrar) informed members that this proposal has been in consultation for six months and has involved students, the University of Sydney Union, the SEG and UE Education Committees, Deans, the colleges, the NTEU and other stakeholders. He also advised that the proposal is being championed by himself and the DVC (Education) as supporting the education strategy, and that it aligns with changes at other institutions (especially the Group of Eight). The intent of the changes under discussion is to enrich the student experience. [Note: Following the meeting, the DVC (Registrar) agreed to present the proposal for discussion at the next meeting of the Academic Standards and Policy Committee on 14 March, before presentation to the Academic Board.]

Professor Fekete expressed discomfort regarding the University's position of banning 'disruptive' elements from campus, specifically in connection with communications received by some staff from Rory Robertson. He was concerned that a similar ban might be made, for example, against those expressing legitimate protest against the management of the University. The Chair ruled the first part of Professor Fekete's question out of order, as it did not fall within the Board's Terms of Reference, but accepted the second part of the question as one on Academic Freedom, the University Charter for which had been presented to the Academic Board. Professor Garton advised that the University supports the right of staff and students to disagree with management, as long as this is expressed respectfully and without damage to property. In the matter under discussion, the University maintains that there is reasonable evidence to suggest that a staff member has been subject to considerable public vilification over a five year period. The staff member in question has certainly alerted the University to the stress and strain that they are feeling as a consequence of this campaign. Professor Riley cited the WHS obligations of the University to its staff, and opined that threatening behaviour or communication should not be tolerated under any circumstances. Members were advised that when staff feel that they are under threat on campus, this needs to be addressed regardless of the views expressed, and that the University maintains a position of neutrality over the content of staff research (which it expects to be supported or rejected by the academic community via peer review).

Professor Garton reaffirmed that the University has a duty of care towards staff and students and part of that obligation involves upholding the Academic Charter and encouraging respectful disagreement.
7 REPORTS FROM FACULTIES

8 REPORT OF THE ADMISSIONS COMMITTEE

Resolution AB2017/1-11
That the Academic Board note the report of the Admissions Committee meeting held by circulation on 14 February 2017.

8.1 Law: Master of Labour Law and Relations

This proposal was approved as presented.

Resolution AB2017/1-12
That the Academic Board approve the proposal from the Sydney Law School to amend the Master of Labour Law and Relations and approve the amendment of Course Resolutions arising from the proposal, with effect from 1 March 2017.

Action
Head of School & Dean and School General Manager, Sydney Law School, to note the Academic Board's approval of the proposal from Sydney Law School to amend the Master of Labour Law and Relations and update the Course Resolutions in CMS.

8.2 Curriculum Reform: Changes to IELTS Requirements

This proposal was approved as presented.

Resolution AB2017/1-13
That the Academic Board approve changes to the IELTS requirements that accompany the curriculum review, as endorsed by the Admissions Committee at its meeting of 9 November 2016.

Action
DVC (Education) to note the Academic Board’s approval of the proposal.

Action
Executive Officer to update the Faculty-specific English Language Requirements table.

9 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2017/1-14
That the Academic Board note the report of the Undergraduate Studies Committee held on 7 February 2017.

9.1 Faculty of Science: Bachelor of Science/Master of Nutrition and Dietetics

This proposal was approved as presented.

Resolution AB2017/1-15
That the Academic Board approve the proposal from the Faculty of Science to amend the course resolutions and degree table for the Bachelor of Science/Master of Nutrition and Dietetics, with effect from 1 January 2017.

Action
Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Bachelor of Science/Master of Nutrition and Dietetics and update the Course Resolutions and Unit of Study Table in CMS.

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10 REPORT OF THE GRADUATE STUDIES COMMITTEE

Resolution AB2017/1-16
That the Academic Board note the report of the Graduate Studies Committee held on 7 February 2017.

10.1 Amendment of HDR Scholarships Ranking Guidelines

This item was starred for discussion.

The retention of a single ranking list was questioned, with concern expressed that some disciplines have reported a declining number of successful scholarship applicants over recent rounds. Clarity was also requested regarding the process for identification of strategic themes, as required by the amended guidelines. Action to address these issues was requested sooner than the current schedule for review in two years.

In discussion, Associate Professor McCrystal (who chaired the working party that reviewed the guidelines) advised that a decision had been taken to review the guidelines in two years as there is currently insufficient data to make an informed decision as to possible bias in the system. The terms of reference for the review therefore did not include the use of a single ranking list, and it was intended to use the current guidelines for a set period before reviewing their effectiveness.

It was agreed that the matter of identification of strategic themes was more relevant to faculty strategic planning than to the current ranking guidelines, and that the matter could best be addressed offline in discussion between the Chair, Director of Graduate Research and representative from Veterinary Science.

This proposal was approved as presented.

Resolution AB2017/1-17
That the Academic Board approve the amendment of the Scholarship Ranking Guidelines, with immediate effect.

Action
HDR Scholarships Sub-Committee to note the amendment of the Scholarship Ranking Guidelines and communicate the amendment to stakeholders.

Action
Chair to meet with Director of Graduate Research and representatives from Vet Science to discuss the identification of strategic themes for scholarship ranking purposes.

10.2 Faculty of Science: Bachelor of Veterinary Biology/Doctor of Veterinary Medicine

This proposal was approved as presented.

Resolution AB2017/1-18
That the Academic Board approve the proposal from the Faculty of Science to amend the table of units of study for the Doctor of Veterinary Medicine and Bachelor of Veterinary Biology/Doctor of Veterinary Medicine degrees, with effect from 1 January 2018.

Action
Dean and Faculty Manager, Faculty of Science, to note the Academic Board’s approval of the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine and update the Unit of Study Table in CMS.

11 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

Resolution AB2017/1-19
That the Academic Board note the report of the Academic Standards and Policy Committee held on 14 February 2017.

11.1 Decisions Matrix – Amendment of Assessment Procedures 2011

This proposal was approved as presented.
Non-Confidential

Resolution AB2017/1-20
That the Academic Board approve the amendment of the Assessment Procedures 2011 to include as Schedule 3 the Decisions Matrix (Special Consideration and Special Arrangements), as amended, with effect from Semester 1 2017.

Action
Executive Officer to promulgate the amended policy.

11.2 Academic Board / SEG Phase Four Faculty Review Report – Engineering & Information Technologies

This report was noted as presented.

Resolution AB2017/1-21
That the Academic Board note the Academic Board/SEG Phase Four Faculty Review Report for the Faculty of Engineering & Information Technologies.

11.3 Academic Board / SEG Phase Four Faculty Review Report – Education & Social Work

This report was noted as presented.

Resolution AB2017/1-22
That the Academic Board note the Academic Board/SEG Phase Four Faculty Review Report for the Faculty of Education & Social Work.

12 GENERAL BUSINESS

12.1 Promotion of Academic Staff 2016

This item was starred for discussion.

Professor Fekete made the observation that the success rate for Level D and E promotions is markedly lower than in recent years and recommended that the University investigate possible causes of this. Professor Garton advised that the overall success rate was higher in 2016 than it had been in 2014 and 2015, but that the observed decline in Level D and E success was correct. He observed that there has been an increase in the number of applications to these levels, and one possible inference from this is that some applications are being submitted too early. He encouraged all senior staff to advise and mentor staff intending to apply for promotion to ensure that their applications had a reasonable chance of success.

This report was noted as presented.

Resolution AB2017/1-23
That the Academic Board note the report on the promotion of academic staff to Levels B, C, D and E in 2016.

12.2 Student Proctorial Panel 2017

Members were advised that this item is necessitated by the delayed passage of the rescission of Chapter 8 of the University of Sydney By-law by NSW Parliament and its replacement by the new Student Discipline Rule. The Rule will rescind Chapter 8 of the University of Sydney By-law and thereby remove the need for a Student Proctorial Panel so these appointments are an interim measure until the rescission takes effect.

Members approved the composition of the Student Proctorial Panel 2017 as presented.

Resolution AB2017/1-24
That the Academic Board approve the membership of the 2017 Student Proctorial Panel.

There being no other business, the meeting closed at 2:17pm.

# 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 Mark Gorrell, replacing Professor Henry Woo from Sydney Medical School.

## MEMBERSHIP OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE

The Academic Board is asked to approve the following changes to membership of the Academic Standards and Policy Committee:

- Dr Vasiliki Betihavas is appointed as the representative from Sydney Nursing School.
Non-Confidential

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<th>Author</th>
<th>Dr Matthew Charet, Executive Officer to Academic Board</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Professor Jane Hanrahan, Deputy Chair of Academic Board</td>
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<tr>
<td>Purpose</td>
<td>This paper outlines a proposed membership model for the Academic Board, taking into consideration changes to the structure of the University in 2017 and beyond.</td>
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**RECOMMENDATION**

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 for further discussion to a future meeting.

**DISCUSSION**

A working party, consisting of representatives from each faculty currently represented on the Academic Board, met on 15 March 2017 to agree on general principles for the future structure of the Academic Board. This group was advised that any changes to the current structure will need to be formalised by the approval by Senate of amendments to the University of Sydney (Academic Governance) Rule 2003 (as amended), which establishes the composition of the Academic Board as well as election procedures to determine elected membership. Participants were also advised that because of the time constraints attendant on the amendment and approval process, it is highly desirable that future composition be resolved as soon as possible. This is to enable the conduct of elections for staff and student members to the Academic Board, as well as election of a Chair of Academic Board, in Semester 2 2017.

The working party consisted of: Professor Jane Hanrahan (Chair); Helen Agus (Science); Ahmed Bin Suhaib (Co-President, SUPRA); Associate Professor Thomas Bishop (Agriculture); Associate Professor Thomas Buckley (Nursing); Associate Professor Jeannell Carrigan (Conservatorium); Professor Rachel Codd (Medicine); Dr Jen Scott Curwood (Education & Social Work); Professor Alan Fekete (Engineering and IT); Dr Jinlong Gao (Dentistry); Dr Scott Grattan (Law); Professor Nicole Gurran (Architecture, Design & Planning); Dr Nerida Jarkey (Arts & Social Sciences); Associate Professor Eric Knight (Business); Lily Matchett (Co-President, SUPRA); Associate Professor Mark McEntee (Health Sciences); Justin Trendall (SCA); Professor Claire Wade (Veterinary Science).

**Elected Staff representation:**

A proportional representation model for staff membership was presented to the working party, based on the percentage of the University's FTE staff administered in each grouping:

- Category A ≤ 5% University FTE staff
- Category B 5% < Faculty% ≤ 15% University FTE staff
- Category C 15% < Faculty% ≤ 25% University FTE staff
- Category D 25% < Faculty% University FTE staff

Based on these proportions, the working party agreed to recommend that the following representation model be adopted:

- 4 elected staff from each University School (Architecture, Design & Planning; Law; Conservatorium of Music) (Category A)
- 8 elected staff from each medium faculty (Business, Engineering & Information Technologies; Health Sciences) (Category B)
Non-Confidential

- 12 elected staff from each large faculty (Arts & Social Sciences including Education & Social Work; Medicine & Health including Dentistry, Medicine, Nursing and Pharmacy; and Science including Agriculture and Veterinary Science) (Category C)
- 16 elected staff from each very large faculty (future Medicine & Health including Health Sciences) (Category D)
- 3 positions currently available to the Sydney College of the Arts will continue until the future of SCA has been agreed.

This results in a current total of 72 elected staff members (75 including SCA) and a future composition of 68, which is comparable to the current number of elected staff members (66).

Representational diversity:
Diversity of staff representation was to be strongly encouraged. The working party agreed that it was important to have balance of representation between comparatively junior (academic Levels A, B and C) and senior (Levels D and E) staff. The working party recommends a requirement that at least 25% of elected staff of each faculty be from Levels A, B and C (at the time of election); and that at least 25 % of elected staff from each faculty be from Levels D and E.

Other aspects of equity and diversity should also be important in the Academic Board’s elected membership. In particular, the working party was committed to ensuring the diversity of disciplinary background which helps the Academic Board reach decisions that work well across the institution, and this may need some special arrangements in large diverse faculties.

The working party took note of the importance of Faculty Boards as collegial decision-making bodies in the new Governance model, and so proposes that the Faculty Board should take the role of determining the specific mix of elected staff positions to be filled from that Faculty, taking into consideration the means by which equity and diversity would be addressed in filling available positions. As an example, it was suggested that faculties which have schools could first fill a number of positions with representation from each school, and then fill remaining faculty vacancies in consideration of equity and diversity. Membership from the Faculty of Science, for instance, could draw one member from each of its seven schools, and fill the remaining five positions with consideration to ensuring representative diversity.

Elected student representation:
The desirability of retaining broad student representation on the future Academic Board was agreed, and members of the working party supported a proportional model for elected student representation to parallel that of elected staff.

The working party recommends that 2 students be appointed from each University school (Category A), 2 students each from faculties in Category B, and 4 students each from faculties in Categories C and D, as follows:

- 2 elected students from each University School (Architecture, Design & Planning; Law; Conservatorium of Music) (Category A)
- 2 elected students from each medium faculty (Business; Engineering & Information Technologies; Health Sciences) (Category B)
- 4 elected students from each large faculty (Arts & Social Sciences including Education & Social Work; Medicine & Health including Dentistry, Medicine, Nursing and Pharmacy; and Science including Agriculture and Veterinary Science) (Category C)
- 4 elected students from each very large faculty (future Medicine & Health including Health Sciences) (Category D)
- Until the future of SCA has been agreed, 2 students will also be elected from the SCA.

To ensure diversity it was agreed that where possible 50% of students elected from each faculty would be undergraduate and 50% would be postgraduate. It was also agreed that ex-officio representation by the Presidents of the SRC and SUPRA be continued, and that the nomination of two additional student members to the Board from each of these organisations also be retained (for a total of 6 additional student representatives).
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This model enables an increase in student representatives from the current 22 to 32 in the short-term, and 28 once the position of the SCA and the Faculty of Medicine & Health have been finalised.

Matters for further discussion:
Several areas were raised for further discussion:

- Noting that deans would retain *ex-officio* membership of the Academic Board, the working party discussed the desirability of making *ex-officio* the Heads of University Schools. It was also broadly agreed that representation from Faculty Schools would be helpful to the Academic Board in its work. Determining the ideal number and composition of School representation (both University and Faculty) requires further discussion, and it may be helpful to seek feedback from the UE Heads of Schools Committee regarding representation from this group.

- It was recognised that professional staff may provide valuable insight into the practicalities of implementing proposals brought to be Board. Would it therefore be desirable to appoint more professional staff members to Academic Board, and if so, how many and how should they be appointed? It was suggested that the UE Faculty General Managers Group might be able to provide representation; likewise portfolios and professional staff members of Faculty Boards.

- Term limits for membership of elected staff should be discussed, with the observation that the Board needs both experienced members and those who bring fresh approaches, and that the requirement for significant representation from levels A-C should help ensure the latter.

- Formal representation by members of the NTEU was proposed.

- The process for distributing agenda papers and the content of those papers should be reviewed, primarily to enable easier digestion of content, clearer focus, and identification of key issues for discussion.

- A marketing campaign to increase the prestige and awareness of the Academic Board should be undertaken, especially in the lead-up to elections, as well as communication regarding need for diversity on the Board.

- It was suggested that the composition of the Board be reviewed prior to the election round for the 2020 term of office, to check that aspirations have been met and the model is functioning as intended.
**SUMMARY MODEL**

<table>
<thead>
<tr>
<th>University Schools</th>
<th>Current number of elected academic staff</th>
<th>Current number of staff including merged faculties</th>
<th>Current number of elected students</th>
<th>Faculty/University School Category</th>
<th>Positions allocated</th>
<th>Number of Faculty Schools</th>
<th>Difference between present and new models</th>
<th>current number of student members</th>
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<td>Initial Senior Executive Response to the Review of the Academic Board</td>
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<tr>
<td>Purpose</td>
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**RECOMMENDATION**

That the Academic Board note the initial response of the Senior Executive to the Review of the Academic Board.

**EXECUTIVE SUMMARY**

This paper sets out in summary below the understanding of the Senior Executive to the key recommendations of the Review Report, in three broad areas:

- those relating to the future role of the full Board
- those focused on the future role and structure of the Board’s committees
- those connected with the future composition of the Board and its committees, and with matters of process, communication and engagement with the academic community.
14 March 2017  
Review of the University of Sydney's Academic Board  
Initial Senior Executive Response  

Summary  
The University’s Senior Executive welcomes the report of the review of the Academic Board, and thanks Jill Baker and Associate Professor Paul Wormell for their comprehensive and considered work. We agree with the report’s findings that the Academic Board is performing its functions reasonably well, and that there is considerable room for improvement in some areas.

The curriculum and organisational reforms the University is currently implementing provide an opportunity to strengthen our overall approach to quality assurance. In preparing this initial response to the report’s recommendations, we have been mindful of the closely related work we have underway to improve how the University as a whole monitors and assures the quality of its education, research and research training.

We reaffirm our commitment to a strong bicameral system of University governance. The core responsibilities of the Senior Executive are to set and deliver strategy in consultation with the University community, the Senate and the Academic Board, and to manage the operations of the University. The Academic Board is responsible for:

- ensuring that the University maintains the highest academic standards, and in that process safeguards academic freedom within the University
- advising the Senate, the University’s Executive, the faculties and schools on academic matters
- providing a robust and meaningful forum for information flow and debate about academic matters within the University, and between the University Executive and the wider academic community.

Under this bilateral model it is the Executive (including the deans) who are ultimately responsible for the quality and standards of our activities, and who are accountable for any lapses. The Academic Board has an important advisory role to the Executive, a leadership and advocacy role on academic matters within the University, and a role – on behalf of the Senate – to review and check on the Executive’s proposals and activities from an academic perspective. This includes the ongoing monitoring of academic quality and standards in collaboration with management, but also independently.

The report contains many detailed recommendations designed to strengthen the Academic Board’s effectiveness. The reviewers believe that if these recommendations were adopted, they would strengthen the Board’s capacity for leadership and advocacy for academic excellence and the highest standards across the University.

We agree there is a need to clarify and sharpen the Academic Board’s quality assurance, advisory and communication functions. We see these as being especially vital in the areas of assuring quality and demonstrating compliance with the Higher Education Standards Framework.

We do not, however, see a strong connection between this imperative and some of the report’s proposed solutions, and therefore do not endorse all of the detailed recommendations as necessarily being the most effective way to strengthen the Board’s quality assurance role. In particular, our initial assessment is that adoption of the new Academic Board committee structure that was recommended by the report, would add significant complexity through establishing or reinstating committees that would be unlikely to enhance the Board’s overall capacity to execute its core responsibilities.
The report recommends that the Board assemble a working group to review and agree upon the optimum structure for the Board’s committees, ensuring that it sits well within the new University-wide academic governance and quality assurance framework. We strongly support this recommendation.

The report essentially makes recommendations that can be grouped into three categories:

- those relating to the future role of the full Board
- those focused on the future role and structure of the Board’s committees
- those connected with the future composition of the Board and its committees, and with matters of process, communication and engagement with the academic community.

We have set out in summary below our understanding of the report’s key recommendations in these three broad areas, and have provided an initial response for each area. We look forward to discussing the report and its recommendations with members of the Academic Board, and to working with the Board and the Senate on deciding how the University should respond to the review.

**The future role of the full Academic Board**

**Summary of key report recommendations**

1. The Academic Board should retain its core functions as described in the Academic Governance Rule, and should assume primary responsibility for ensuring the University meets the Institutional Quality Assurance and Academic Governance standards as stated in the Higher Education Standards Framework (Threshold Standards) 2015. (p.36).

2. The roles and functions of the Academic Board and its committees should be clarified. (p.3, Recommendation 5.1 and Recommendation 5.1.1, p.36)

3. The key functions of the Board should be (i) quality assurance and maintaining academic standards and (ii) advising the Senate, the University Executive, the Portfolios and Faculties on academic matters. The first function should be primarily the responsibility of Board’s committees, with appropriate reporting to the Board. The second function should be a core role of the full Board. (Recommendation 5.1, p.36)

4. The full Board should:
   - delegate greater authority and accountability for quality assurance functions to its committees
   - spend less time repeating committee work
   - spend more time discussing major current or looming academic issues
   - provide a proactive forum, complementary to the University Executive, where the academic community can contribute to the strategic and risk management capabilities of the University
   - Provide leadership and advocacy for academic excellence and high academic standards across the University. (Recommendation 5.1.1, p.36)

5. Academic governance reviews should be decoupled from the current joint Executive/Academic Board reviews and be replaced by a program of thematic reviews run independently by the Academic Board. These reviews would be led by a proposed new Quality Assurance committee. (Recommendation 5.1.2 (viii), p.39)

**Initial response**

We are committed to a bicameral system of University governance in which the Academic Board plays an important role - on behalf of the Senate and the University’s academic community - in ensuring that the University maintains the highest academic standards, and that academic freedom is safeguarded. While it is members of the University’s Executive (including the deans) who are ultimately responsible and accountable for the quality and standards of the University’s activities, the Academic Board has important advisory, policy development and review functions.

The Board also has particular responsibilities, alongside and often in partnership with the Executive, for ensuring that the University exceeds the registration threshold standards in relevant academic domains set by the Australian Government through the Higher Education Standards Framework.
The Board already delegates many of its quality assurance functions to its committees. While we are open to recommendations that the Board transfer more responsibility for quality assurance to its committees, this must occur in a way that ensures that the full Board remains relevant.

While more of the Board’s work can occur at the committee level, the full Board will only remain relevant if it is strongly representative of the academic community, widely understood and respected within the University, and regarded as an effective and influential body. Ensuring that the Board maintains ultimate oversight for decisions about academic policy, strategy and process will help ensure that it remains relevant. There is also a need for the Board to ensure consistency and transparency in the way it consults and makes decisions. Embedding appropriate full Board oversight and consideration of significant matters is therefore essential.

Finally, we support the recommendation that consideration be given to changing the focus of the current joint University Executive/Academic Board reviews of faculties, and for the Academic Board to lead University-wide reviews on thematic issues agreed upon between the Board and University Executive. As the report notes, the work undertaken recently in relation to academic misconduct represents an effective model that could be adapted in other areas of identified priority.

The future role and structure of the Academic Board’s committees

Summary of key report recommendations

1. The Academic Board should delegate greater authority and accountability for quality assurance to its committees. (Recommendation 5.1.1, p.37)

2. The current committee structure should be reformed to address workload issues, reduce duplication, clarify and strengthen the Academic Board’s quality assurance responsibilities, capacity and processes. (Recommendation 5.1.2, p.37)

3. The Board should establish a working group to review and agree the optimum new structure, prepare the terms of reference for each committee, and determine how overlap between committees should be managed. (Recommendation 5.1.3, p.40)

4. Any new committee structure should sit within an institution-wide academic governance framework, which clarifies the role of the Academic Board committees vs the role of the University Executive committees and Portfolios. (Recommendation 5.1.3, p.40)

5. Consideration should be given to replacing the Academic Board’s current four committees with a new committee structure as follows:

<table>
<thead>
<tr>
<th>Current committee structure</th>
<th>Recommended new committee structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standards and Policy</td>
<td>Coursework</td>
</tr>
<tr>
<td>Admissions</td>
<td>Research</td>
</tr>
<tr>
<td>Undergraduate Studies</td>
<td>HDR Scholarships and Examinations</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>Teaching and Learning</td>
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<td>HDR Examinations sub-committee</td>
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<td>Standards and Policy</td>
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<tr>
<td></td>
<td>Quality Assurance</td>
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(Recommendation 5.1.2, pp.37-39)

6. The Academic Board committees should see their role as one of identifying issues and trends from the reports available to them, and discussing with the Portfolios and Faculties the gains made as well as areas which need addressing; the timeframe in which it is reasonable to expect improvements; and the sharing of best practice between faculties. The committees would monitor sustainability and improvements in outcomes from on-going reports and generally champion a joint commitment to the highest academic standards. (Recommendation 5.2, p.40)
**Initial response**

We strongly support the recommendation that the Board assemble a working group to review and agree the optimum structure for the Board’s committees, ensuring that it sits well within the new University-wide academic governance and quality assurance framework.

We agree that there is a need to clarify the core functions of Academic Board and its committees. The responsibilities of the Academic Board and the University Executive, and of their respective committees, also need to be made clearer. With the structural reform of the University Executive’s committees and of the faculties now completed, and with work on a new overarching University Quality Assurance Framework underway, it is timely to consider how the Academic Board can contribute most effectively to ensuring the excellence of our education, research and research training.

We agree that there is a need to clarify and sharpen the Academic Board’s quality assurance, advisory and communication functions and see these as especially vital in the areas of assuring quality and demonstrating compliance with the Higher Education Standards Framework. We do not, however, see a strong connection between this imperative and some of the report’s proposed detailed solutions, and therefore do not endorse all of the detailed recommendations as the most effective way to strengthen the Board’s quality assurance role.

In particular, our initial assessment is that the adoption of the new Academic Board committee structure recommended by the report, would add significant complexity, through establishing or reinstating committees that would be unlikely to enhance the Board’s overall capacity to execute its core responsibilities. For example, quality assurance and standards should be the principal focus of all Academic Board committees, so we question the need for a dedicated Quality Assurance committee. We also question the need for dedicated new Research, Teaching and Learning and Academic Staff Appointments committees.

We believe that the various challenges facing the Board’s current committees, identified by the review, can be addressed through a smaller number of committees with clear terms of reference and appropriate levels of support, and by ensuring that proposed thematic Academic Board-led reviews form a key component of the University’s overarching new Quality Assurance Framework. With agreement between the Senate, Academic Board and University Executive, the key elements of that framework could include:

- Strengthened regular reporting to the Senate about institutional and faculty performance against agreed Strategic Plan 2016-2020 KPIs and Faculty Key Performance Indicators and agreed Operational Indicators, with clear mechanisms in place to ensure follow through.
- Strengthened regular reporting to the Academic Board and, through the Academic Board to the Senate, on academic quality and standards issues.
- A program of University-wide and faculty-specific thematic reviews, to be led by the Academic Board in collaboration with the University Executive. These reviews would replace the Phase 4 Joint University Executive Academic Board Reviews from 2018. The thematic areas of focus will be agreed between the Academic Board and the University Executive, with external experts appointed to review panels as appropriate in each case.
- Robust faculty-led reviews of their courses on a seven year cycle in accordance with the Teaching and Learning Policy, to be guided and overseen jointly by the Academic Board and the University Executive (Provost and Deputy Vice- Chancellor (Education)). The course reviews will embed regular internal and external benchmarking, including of student learning outcomes, through initiatives such as the Group of Eight’s Quality Verification System.

We look forward to contributing to the Academic Board’s discussions about the future role and structure of its committees, with a view to ensuring that the Board is well placed to perform its important functions as a key part of the University’s overarching Quality Assurance Framework.

**The future composition of the Academic Board and committees, and matters of process, communication and engagement with the academic community**

**Summary of key report recommendations**

**Composition of the full Board**

1. There should be no increase in the size of the Academic Board. (Recommendation 5.9, p.42)
2. The full board should be representative of the academic community of the University, including the Faculties, University Schools, the professoriate, students, ethnic diversity, more junior academic staff, casual teaching staff and early career researchers. (pp.14.15, Recommendation 5.9, p.42-43)

3. Chairs of Academic Board Committees should be ex-officio members of the Board. (Recommendation 5.9, p.43)

4. A Board working group should use the changes to the Board’s membership already proposed by the Chair of the Board as the starting for recommending the final composition of the next Board. (Recommendation 5.9, p.43)

Composition of the Board’s committees

5. Board committees must have access to people with the academic seniority and expertise needed to assure academic quality and to promote sustainable improvement, so that the committees are seen to have legitimate academic authority and skills.

6. The current system of faculties nominating senior academic staff with appropriate expertise should continue, as should the Board’s authority to co-opt additional members of the University’s academic community, as well as external experts where appropriate.

7. Places should be provided on the committees for Academic Board members who do not hold senior faculty positions, and for students.

8. The membership of committees should be capped to ensure that they continue to be effective working groups, with the number of 20 people suggested as an appropriate maximum.

9. The committees should consider succession and development plans for Chairs. Chairs should be given adequate workload allocation to cover the time spent on committee work. High quality training in governance generally, and academic governance in particular, should be provided for all members of the Board and its committees. This should ideally be customised induction and ongoing training and development, set in the context of the University’s overarching governance and management frameworks. (Recommendation 5.3, p.40)

Matters of process, communication and engagement with the academic community

10. The report makes various detailed recommendations aimed at improving the effectiveness of the Academic Board’s operations. These were particularly concerned with the content and conduct of Board meetings, and with how the work of Board committees should be reported to and integrated with the work of the full Board (pp. 5-6, Recommendation, 5.1.1, p.36, Recommendation 5.5. Recommendation 5.8, p.42)

11. If the review’s recommended changes to the role of the Board and its committees are adopted, then the Board should meet bi-monthly rather than every six weeks. (p. 5, Recommendation, 5.1.1, p.36)

12. Strategies should be developed and implemented (with expert advice) to raise levels of understanding about the role of the Academic Board and its committees throughout the University community. (Recommendations 5.6, 5.7 and 5.8, pp.41)

Initial response

The report’s findings and recommendations about the future size and make-up of the Academic Board and its committees, its meeting and other processes, and the way it communicates and engages with the academic community of the University, are matters for the Board to consider. We would observe that many of the recommendations seem sensible; and that the Board’s responses to them will hinge on how it responds to the report’s recommendations on the future roles, responsibilities and structure of the Board and its committees.
RECOMMENDATION

That the Academic Board accept the recommendations in the report of the Review of University of Sydney’s Academic Board, as indicated by underline below.

DETAILED RECOMMENDATIONS

5.1 Clarification of the role and functions of Academic Board and its Committees

1. The Academic Board should retain its core functions as described in the Academic Governance Rule, and should assume primary responsibility for ensuring the University meets the Institutional Quality Assurance and Academic Governance standards as stated in the Higher Education Standards Framework (Threshold Standards) 2015. (p.36).

That the Academic Board accept recommendation 5.1, in particular that the Academic Board should retain its core functions as described in the Academic Governance Rule, and should assume primary responsibility for ensuring the University meets the Institutional Quality Assurance and Academic Governance standards as stated in the Higher Education Standards Framework (Threshold Standards) 2015. (p.36).

5.1.1 The Academic Board

That the Academic Board accept recommendation 5.1.1, in particular that

1) The roles and functions of the Academic Board and its committees should be clarified. (p.3, Recommendation 5.1 and Recommendation 5.1.1, p.36)

2) The key functions of the Board should be:
   a) quality assurance and maintaining academic standards; and
   b) advising the Senate, the University Executive, the Portfolios and Faculties on academic matters. The first function should be primarily the responsibility of Board’s committees, with appropriate reporting to the Board. The second function should be a core role of the full Board. (Recommendation 5.1, p.36).

3) The full Board should:
   a) spend less time repeating committee work;
   b) spend more time discussing major current or looming academic issues;
   c) provide a proactive forum, complementary to the University Executive, where the academic community can contribute to the strategic and risk management capabilities of the University; and
   d) Provide leadership and advocacy for academic excellence and high academic standards across the University. (Recommendation 5.1.1, p.36).

4) The Academic Board should delegate greater authority and accountability for quality assurance to its committees. (Recommendation 5.1.1, p.37).

5) The report makes various detailed recommendations aimed at improving the effectiveness of the Academic Board’s operations. These were particularly concerned with the content and conduct of Board meetings, and with how the work of Board committees should be reported to and integrated with the work of the full Board.
5.1.2 The Committees of the Academic Board

*That the Academic Board accept recommendation 5.1.2, in particular that:*

1) Academic governance reviews should be decoupled from the current joint Executive/Academic Board reviews and be replaced by a program of thematic reviews run independently by the Academic Board. These reviews would be led by a proposed new Quality Assurance committee. (Recommendation 5.1.2 (viii), p.39).

2) The current committee structure should be reformed to address workload issues, reduce duplication, clarify and strengthen the Academic Board’s quality assurance responsibilities, capacity and processes. (Recommendation 5.1.2, p.37).

3) Consideration should be given to replacing the Academic Board’s current four committees with a new committee structure as described in recommendation 5.1.3: (Recommendation 5.1.2, pp.37-39).

5.1.3 Overall Committee Structure

*That the Academic Board accept recommendation 5.1.3, in particular that:*

1) The Board assemble a working group to review and agree the optimum structure, to determine exact Terms of Reference for each Committee and how overlap between Committees should be managed. This should sit within an institution-wide academic governance framework which clarifies the role of the Academic Board Committees vs the role of the University Executive committees and Portfolios.

2) Any new committee structure should sit within an institution-wide academic governance framework, which clarifies the role of the Academic Board committees vs the role of the University Executive committees and Portfolios. (Recommendation 5.1.3, p.40).

5.2 The culture of academic governance

*That the Academic Board accept recommendation 5.2, in particular that:*

1) The Academic Board committees should see their role as one of identifying issues and trends from the reports available to them, and discussing with the Portfolios and Faculties the gains made as well as areas which need addressing; the timeframe in which it is reasonable to expect improvements; and the sharing of best practice between faculties. The committees would monitor sustainability and improvements in outcomes from on-going reports and generally champion a joint commitment to the highest academic standards. (Recommendation 5.2, p.40)

5.3 Composition of Committees

*That the Academic Board accept recommendation 5.3, in particular that:*

1) Board committees must have access to people with the academic seniority and expertise needed to assure academic quality and to promote sustainable improvement, so that the committees are seen to have legitimate academic authority and skills.

2) The current system of faculties nominating senior academic staff with appropriate expertise should continue, as should the Board’s authority to co-opt additional members of the University’s academic community, as well as external experts where appropriate.

3) Places should be provided on the committees for Academic Board members who do not hold senior faculty positions, and for students.

4) The membership of committees should be capped to ensure that they continue to be effective working groups, with the number of 20 people suggested as an appropriate maximum.

5) The committees should consider succession and development plans for Chairs. Chairs should be given adequate workload allocation to cover the time spent on committee work. High quality training in governance generally, and academic governance in particular, should be provided for all members of the Board and its committees. This should ideally be customised induction and ongoing training and development, set in the context of the University’s overarching governance and management frameworks. (Recommendation 5.3, p.40)
Non-Confidential

5.4 Scheduling of meetings
That the Academic Board accept recommendation 5.4, in particular that:

1) If the review’s recommended changes to the role of the Board and its committees are adopted, then the Board should meet bi-monthly rather than every six weeks.

   (p. 5, Recommendation, 5.1.1, p.36)

5.5 Allocation of accountability
That the Academic Board accept recommendation 5.5, in particular that:

1) Each Academic Board Committee should determine the format and source of data and reports needed for them to fulfil their role and to liaise with the relevant Portfolios and committees to allocate accountabilities.

2) Members of Academic Board Committees, when considering proposals before the Committee on which they serve, should:
   a) assure that there has been accountability and sign off against requirements earlier in the proposal’s or project’s life cycle;
   b) interrogate and investigate exceptions and anomalies; and
   c) determine what they expect to see reviewed elsewhere and by whom.

3) The Academic Board approves the Terms of Reference of each Academic Board Committee.

4) Each Academic Board Committee provides an annual report to the Academic Board, summarising (with a focus on actions and outcomes) its performance against each of its Terms of Reference.

5) With the approval of Senate, the Academic Board delegates greater authority to the Academic Board Committees.

6) Each Academic Board Committee produces a 2-3 page summary report (focusing on outcomes and decisions) for inclusion in the agenda pack for Academic Board Meetings, with electronic links only to detailed documentation.

7) The Academic Board may refer questions to Committees for response.

8) The Academic Board should not make changes to Committee approved proposals, submissions and policies “on the fly”.

   (pp. 5-6, Recommendation, 5.1.1, p.36, Recommendation 5.5. Recommendation 5.8, p.42)

5.6 Communication of the role of Academic Board and its Committees
That the Academic Board accept recommendation 5.6, in particular that:

1) The Academic Board develops a concise Charter emphasising:
   a) responsibilities;
   b) accountabilities;
   c) the role of its Committees and membership; and
   d) a brief outline of its procedural arrangements (e.g. meetings)
for dissemination to Senate, the University Executive and the wider academic community.

2) The Academic Board obtains expert advice on strategies to raise levels of understanding about the role, value and achievements of the Academic Board and its committees throughout the University community.

   (Recommendations 5.6, 5.7 and 5.8, pp.41)

5.7 Communication of resolutions and policy change to the academic community
That the Academic Board accept recommendation 5.7, in particular that

1) The roles of members of the Academic Board and their relationship to their constituencies should be clarified.

2) All Faculties should identify a formal route for feedback from the Board to the responsible members of academic staff within their Faculties, whether it be via Faculty Board meetings or via Faculty committees.

3) Each Academic Board Committee needs to determine the format and source of data and reports needed for them to fulfil their role and to liaise with the relevant Portfolios and committees to allocate accountabilities.
4) Members of Academic Board Committees should:
   a) assure that there has been accountability and sign off against requirements earlier in the proposal’s or
      project’s life cycle; and
   b) interrogate and investigate exceptions and anomalies.
5) The Academic Board should approve the Terms of Reference of each of the Academic Board’s
   Committees.
6) Each Academic Board Committee should provide an annual report to the Academic Board summarising
   its performance against each of its TOR (focusing on actions and outcomes).
7) With the approval of the Senate, the Academic Board should delegate greater authority to the
   Committees.
8) Each Committee should provide a 2-3 page summary report on its meetings (focused on outcomes and
   decisions) for inclusion in the agenda pack for Board Meetings, with electronic links only to detailed
   documentation.

5.8 Engagement of the academic community with the work of the Academic Board

That the Academic Board accept recommendation 5.8, in particular that

1) Academic Board meetings should discuss those matters covered by the Academic Board’s Terms of
   Reference.
2) Academic Board papers should be much reduced in size (e.g., short summary reports from each
   Committee with electronic links to detailed data).
3) Proposals for Academic Board decisions should be presented in a 2-3 page report covering risks and
   benefits of commission and omission, a clear indication of the decision needed, and the owner of the
   proposition (or his/her delegate, which may be the relevant Committee Chair) should attend to respond to
   questions.
4) Academic Board papers should be distributed in their entirety one week before the meeting.
5) Late papers should be the exception rather than the rule.
6) Items should be starred in advance.
   (pp. 5-6, Recommendation, 5.1.1, p.36, Recommendation 5.5, Recommendations 5.6, 5.7 and 5.8, pp.41,
   Recommendation 5.8, p.42)

5.9 Composition and representativeness of Academic Board

That the Academic Board accept recommendation 5.9, in particular that:

1) There should be no increase in the size of the Academic Board. (Recommendation 5.9, p.42)
2) The full Board should be representative of the academic community of the University, including the
   Faculties, University Schools, the professoriate, students, ethnic diversity, more junior academic staff,
   casual teaching staff and early career researchers. (pp.14.15, Recommendation 5.9, p.42-43).
3) Chairs of Academic Board Committees should be ex-officio members of the Board. (Recommendation
   5.9, p.43).
4) A Board working group should use the changes to the Board’s membership already proposed by the Chair
   of the Board as the starting for recommending the final composition of the next Board. (Recommendation
   5.9, p.43) .

Respect is a core value of the Academic Board
RECOMMENDATION

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

1. ACADEMIC BOARD REPRESENTATION

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

Thursday 8 December 2016  ●  Presided at two graduation ceremonies for the Sydney Medical School

Friday 9 December 2016  ●  Formed part of the Academic Procession at the Honorary Degree Conferral for The Honourable Bob Hawke AC, and attended the associated celebratory luncheon

Tuesday 12 December 2016  ●  Attended the Vice-Chancellor’s end of year staff party

Friday 10 February 2017  ●  Agave the speech on “Preparing the case for Governance, Leadership, Engagement” at the Academic Promotions: Applicant Information Session 2017

Wednesday 15 February 2017  ●  Participated in the Academic Board Committee Student Representative Induction
  ●  Participated in the Academic Board Nominee Information Session

Sunday 19 February 2017  ●  Presented a talk about batteries at the Mardi Gras Fair Day

Wednesday 22 February 2017  ●  Attended the Sesquicentenary Launch Dinner at St Andrew’s College

Thursday 23 February 2017  ●  Attended the Chancellor’s Breakfast for O-Week Organisers, hosted by Pro-Chancellor Dorothy Hoddinott

Friday 24 February 2017  ●  Presented the Formal Welcome speech at the Pathways Student Welcome event for students entering through alternative entry pathways to the University of Sydney

Monday 27 February 2017  ●  Attended the Research Experience findings presentation

Wednesday 1 March 2017  ●  Presented the Formal Closing speech at the University Welcome for New Students 2017, acting as the Vice-Chancellor’s representative

Wednesday 1 March – Friday 3 March 2017  ●  Attended the Universities Australia Higher Education Conference 2017 and satellite meeting of Chairs of Academic Boards/Senates in Canberra

Monday 6 March 2017  ●  Presented the Welcome to Postgraduate Study at the University of Sydney speech at the Postgraduate Student Welcome 2017, acting as the Vice-Chancellor’s representative

Wednesday 8 March 2017  ●  Attended the International Women’s Day Be Bold for Change at Sydney discussion at MacLaurin Hall
Non-Confidential

- Attended the International Women’s Day Cocktail Event at The Women’s College
- Presided at a Graduation Ceremony for the Faculty of Health Sciences
- Presided at a Graduation Ceremony for the Faculty of Dentistry
- Attended the Chancellor’s Dinner at The Women’s College
- Attended the Senate Retreat 2017
RECOMMENDATION

That the Academic Board note the proposed minor amendment to the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016.

OVERVIEW

The University of Sydney (Organisational Design – Transitional Provisions) Rule 2016, which was noted by the Academic Board at its meeting of 2 November 2016 and which commenced on 15 December 2016, provides for the effective management and governance of the University during the process of implementation of the Organisational Design Strategy. The Rule itself expires on 8 January 2018.

Section 15 of the Rule permits the Provost to issue management directions in relation to the exercise of delegations of authority, during the period from commencement of the Rule until the commencement of new delegations of authority. The Provost issued such a direction on 15 December 2016 to faculties other than Medicine, Dentistry, Nursing and Midwifery and Pharmacy. This management direction instructed staff how to exercise academic and administrative delegations during the transition period from January 2017 until after the “cut-over” to the newly structured enterprise systems in April 2017 and the commencement of the updated delegations Rules on 1 May 2017.

As we move into the next stage of the University’s Organisational Design program (the creation of the Faculty of Medicine and Health), it would be helpful for the Provost to issue a similar management direction to the faculties of Medicine, Dentistry, Nursing and Midwifery and Pharmacy. The management direction would instruct staff in those faculties on how delegations are to be exercised until the new faculty is established.

It is therefore proposed to amend the Rule to extend the timeframe for the operation of section 15. The amendment would remove the separate time limitation on the Provost’s ability to issue a management direction in relation to delegations and permit him to issue such instructions during the currency of the Rule (i.e. until 8 January 2018).

NEXT STEPS

- The proposed minor amendment to the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016 will be submitted to the 24 March 2017 meeting of Senate with the following recommendation:

  That the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016 be amended as follows:

  o In section 4 on p.3, delete the definition of “transition period”; and
  o In section 15 on p.6, delete the words “During the transition period”.

---

**Author**

Sandra Harrison, Executive Director, Office of the Provost and Deputy Vice-Chancellor

**Approver**

Provost and Deputy Vice-Chancellor

**Paper title**

• Subject to Senate approval of this amendment, it is intended that in April 2017, the Provost will issue a legally binding management direction (relating to the exercise of delegations prior to amalgamation) to the current faculties of Medicine, Dentistry, Nursing and Midwifery and Pharmacy.
UNIVERSITY OF SYDNEY
(ORGANISATIONAL DESIGN - TRANSITIONAL PROVISIONS) RULE 2016

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

Adopted on: 12 December 2016
Effective from: 15 December 2016

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PART 1 - PRELIMINARY

1 Name of Rule

This is the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016.
2 Commencement and termination

(1) This Rule commences on 15 December 2016
(2) This Rule will cease to have effect on 8 January 2018.

3 Statement of intent

(1) This Rule provides for the effective management and governance of the University during the process of implementation of the Organisational Design Strategy.
(2) Except to the extent that a contrary intention is expressed this Rule binds the University, staff, affiliates and students.

4 Interpretation

(1) In this Rule:

**award course resolution** means a faculty resolution, approved by the Academic Board and tabled at a meeting of the Senate, which sets out the requirements for an award course at the University. Award course resolutions are sometimes also referred to as course resolutions or degree resolutions.

**delegate** means an officer, employee, authority, committee, consultant or contractor of the University to whom Senate has made a delegation of authority.

**delegation of authority** means a delegation of power from the Senate, made under section 17 of the *University of Sydney Act 1989*, to an officer, employee, authority, committee, consultant or contractor of the University.

**faculty** means a faculty, however named, established by the *University of Sydney (Governance of Faculties and University Schools) Rule 2016*.

**faculty resolution** means a resolution made by a faculty in accordance with, as appropriate, its constitution or the *University of Sydney (Governance of Faculties and University Schools) Rule 2016*. Such resolutions include, but are not limited to, award course resolutions.

**Organisational Design Strategy** means the process of restructuring the University’s faculties which was endorsed by Resolution SEN_7/15_98 of the Senate on 14 December 2015.

**Note:** See *University of Sydney (Coursework) Rule 2014; Coursework Policy 2014; University of Sydney (Higher Degree by Research) Rule 2011* (as amended).
receiving faculty means a faculty extant at the date of commencement of this Rule which, as a result of the Organisational Design Strategy, will:

• incorporate as a school another faculty extant at the date of commencement of this Rule;
• assume the teaching responsibilities of a faculty extant at the date of commencement of this Rule; or
• become a University School.

transferring faculty means a faculty extant at the date of commencement of this Rule which, as a result of the Organisational Design Strategy will transfer its teaching responsibilities to another faculty, or which will become:

• a school within another faculty; or
• a University School.

transition period means the period from 1 January 2017 until the date of commencement of the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

Strategic Plan means the University’s Strategic Plan 2016-2020.

Senior Executive Group (SEG) means the former committee of that name which comprised members of the University’s senior leadership team, which has been replaced by UE.

University Executive (UE) means the committee of that name which comprises members of the University’s senior leadership team, which has replaced the SEG.

University school means a school, however named, established by the University of Sydney (Governance of Faculties and University Schools) Rule 2016 as a University School.

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

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

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

PART 2 ACADEMIC BOARD

5 Suspension of provisions

(1) The following provisions of the University of Sydney (Academic Governance) Rule 2003 (as amended) are suspended.

(a) Section 5;
(b) Section 6; and
(c) Part 5, as it relates to the filling of casual vacancies.
6 Continuation of membership

(1) Members of the Academic Board as at the date of commencement of this Rule will continue as such for the duration of the currency of this Rule.

(2) A person will cease to be a member of the Academic Board during the currency of this Rule if they:
   (a) resign from the Academic Board;
   (b) in the case of the Vice-Chancellor or an ex-officio member, cease to hold the relevant position;
   (c) in the case of an elected academic staff member, cease to be a member of the academic staff;
   (d) in the case of an elected student member, cease to be an enrolled student;
   (e) are absent from three consecutive ordinary meetings of the Academic Board and are not excused within six weeks of the last of those meetings; or
   (f) die.

7 Casual vacancies

(1) The Chair of the Academic Board will nominate a person to fill any casual vacancy who meets the same requirements which applied to the former member's position.

(2) Any person filling a casual vacancy will, subject to this Rule, hold office for the remainder of the currency of this Rule.

PART 3 SENIOR EXECUTIVE GROUP AND UNIVERSITY EXECUTIVE

8 References to SEG to be read as references to UE

(1) In any Rule, policy, procedures, guidelines or local provisions:
   (a) a reference to the Senior Executive Group will be read as a reference to the University Executive;
   (b) a reference to any Senior Executive Group committee or subcommittee will be read as a reference to the corresponding University Executive committee or sub-committee, or to the appropriate administrative unit, to which the responsibility has been assigned.

(2) Schedule One sets out the reassignment of functions from the Senior Executive Group committees to University Executive committees and administrative units as at the date of commencement of this Rule.
PART 4 POLICIES DEVELOPMENT AND REVIEW

9 General Counsel's certification

(1) Notwithstanding the provisions of the University of Sydney (Policies Development and Review) Rule 2012, the General Counsel may, in writing, certify that a proposed policy amendment is necessary if satisfied that it is substantially for the purposes of either or both of:
   (a) implementing the Organisational Design Strategy; or
   (b) correcting errors and inconsistencies within or between registered documents.

(2) In providing a certificate under this section, the General Counsel may specify the consultation required for development of the policy amendment.

10 Suspension of policy process

If the General Counsel provides a certificate under section 9 of this Rule:

(a) sections 12(2)(a)- (c) and 12(h) of the University of Sydney (Policies Development and Review) Rule 2012 will not apply; and

(b) the General Counsel may specify the consultation to be undertaken in developing the amended policy.

11 Adoption of policies

If the General Counsel provides a certificate under section 9 of this Rule:

(a) sections 13(c) of the University of Sydney (Policies Development and Review) Rule 2012 will not apply; and

(b) the determining authority may adopt an amended policy if satisfied that, in addition to the requirements of sections 13 (a),(b) and (d) of the University of Sydney (Policies Development and Review) Rule 2012:
   (i) General Counsel has provided certification under section 9 of this Rule; and
   (ii) the amendments made are appropriate to support the effective implementation of the Organisational Design Strategy or to correct errors and inconsistencies within or between registered documents.

PART 5 FACULTIES AND UNIVERSITY SCHOOLS

12 Resolutions of transferring faculties

(1) Faculty resolutions, including award course resolutions, made by a transferring faculty and current at the date of commencement of this Rule will continue in effect as if made by the receiving faculty.
(2) In the case of a transferring faculty which will become a school within a receiving faculty, the transferring faculty’s resolutions will apply only to the relevant school in the receiving faculty.

(3) If a faculty resolution made by a transferring faculty is not ratified or amended by the receiving faculty during the currency of this Rule, that resolution will cease to have effect on the date this Rule ceases to have effect.

13 References to faculties and University Schools

In any Rule, policy, procedures, guidelines or local provisions:

(a) a reference to “a faculty” will be read as a reference to “a faculty or University school”, as appropriate; and

(b) a reference to a transferring faculty will be read as a reference to the relevant receiving faculty.

14 Sydney College of the Arts

The provisions of the following instruments will continue to apply to Sydney College of the Arts until a date to be determined by the Vice-Chancellor:

(a) the constitution of Sydney College of the Arts as at 1 January 2016;

(b) University of Sydney (Authority within Academic Units) Rule 2003;

(c) Senate Resolution Appointment and Roles of Pro-Deans, Deputy Deans, Associate Deans and Sub-Deans, which commenced on 25 November 2008;

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

PART 6 DELEGATIONS OF AUTHORITY

15 Exercise of delegations of authority

During the transition period, delegates must exercise their delegations of authority in accordance with any management direction made by the Provost.

NOTES

University of Sydney (Organisational Design – Transitional Provisions) Rule 2016

Date adopted: 12 December 2016

Date commenced: 15 December 2016

Administrator: General Counsel

Review date: 8 January 2018
Related documents:

University of Sydney Act 1989 (as amended) (NSW)
University of Sydney By Law 1999 (as amended) (NSW)
University of Sydney (Coursework) Rule 2014
University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended)
University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
University of Sydney (Governance of Faculties and University Schools Rule) 2016
University of Sydney (Higher Degree by Coursework) Policy 2012 (as amended)
Coursework Policy 2014
Policies Development and Review Procedures

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<td>Associate Professor Tim Wilkinson, Chair, Admissions Committee</td>
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<td>Report of the Admissions Committee</td>
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<tr>
<td>Purpose</td>
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**RECOMMENDATION**

That the Academic Board note the report from meeting of the Admissions Committee held on 14 March 2017; and

(1) 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.

**ITEMS FOR APPROVAL**

8.1 Malaysian Pathway Programs

This paper is part of an ongoing review by the Admissions Office aimed at ensuring that we continue to accept applicants of promise while remaining competitive and continuing to improve the diversity of our student body.

Pathway programs from Malaysia have been identified as a potential source of high quality applicants. They are regulated under the Malaysian Qualifications Agency Act 2007 and are accepted by our competitors. It is proposed to accept these qualifications for admission on the same basis as the foundation programs.

The proposal was endorsed by the Committee for presentation to the Academic Board for approval.

**OTHER BUSINESS**

The Admissions Committee also:
- received and noted the report of the Academic Board meeting held on 28 February 2017;
- received a verbal report from the Deputy Vice-Chancellor (Registrar) on the Semester 1 2017 admission round; and
- noted the release of the new BOSTES high school curriculum.

Non-Confidential

<table>
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<tr>
<td>Reviewer/Approver</td>
<td>Professor Tyrone Carlin, Deputy Vice-Chancellor (Registrar)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Malaysian Pathway Programs</td>
</tr>
<tr>
<td>Purpose</td>
<td>To gain official approval for the Foundation and other pathway programs from Malaysia</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Admissions Committee recommend that the Academic Board:

(1) 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

(2) 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.

**EXECUTIVE SUMMARY**

This paper is part of an ongoing review by the Admissions Office aimed at ensuring that we continue to accept applicants of promise while remaining competitive and continuing to improve the diversity of our student body.

Pathway programs from Malaysia have been identified as a potential source of high quality applicants. They are regulated under the Malaysian Qualifications Agency Act 2007 and are accepted by our competitors.

It is proposed to accept these qualifications for admission on the same basis as the foundation programs currently accepted.
BACKGROUND / CONTEXT

Currently the University of Sydney accepts the foundation and pathway programs from Australia, New Zealand, the Russell Group UK and Study Group from UK and Europe, USA and Canada. We have rejected many quality students from the Malaysia foundation and other pathway programs because the qualifications have not yet been discussed and approved the Academic Board.

Feedback from our agents has urged us to review the overseas qualifications and has implied a need to get up to date understanding of international education.

Many Australian Universities, including our competitors, have accepted the Malaysian foundation and other pathway programs, including the University of Melbourne, Monash University and the University of New South Wales. Some students from these programs have achieved outstanding GPAs when they have completed their foundation or pathway programs.

In addition to recognising these programs, some universities have granted credit to students, especially those who have completed the Overseas Degree Transfer programmes.

For more information, please see the benchmarking comparison prepared by Karen Leung from Recruitment: Attachment 1.

CONSULTATION

Extensive consultation has been conducted over a number of years with both agents and the Recruitment team. Feedback has consistently indicated that we are losing good students to our competitors through our failure to accept these qualifications.

FINANCIAL CONSIDERATIONS

Accepting these qualifications would open a potentially lucrative market at minimal financial cost. Educating staff, agents and potential applicants and assessing new qualifications would all be a part of business as usual.

RISKS / BENEFITS:

The risks are lower because we can refer to the Malaysian Qualifications Framework and we only propose accepting the registered foundation and pathway programs. Section 81 of the Malaysian Qualifications Agency Act 2007 (Act 679) provides that the Agency shall establish and maintain a national register known as the Malaysian Qualifications Register (MQR), containing programs, qualifications and higher education providers accredited under the Act.

The MQR is the reference point for accredited programs awarded by higher education providers. These programs or qualifications (i.e. certificate, diploma, advanced diploma, or degree) must conform to the Malaysian Qualifications Framework. The register can be searched for registered foundation programs.

http://www.mqa.gov.my/mqr/

The recommended foundation and pathway programs must offered by a recognised university in Malaysia. The current samples show that these programs are mainly from the NOOSR section II universities in Malaysia. The performance of these students is excellent.
Non-Confidential

The entry requirements to these foundation and pathway programs are comparable to Australian Foundation courses, for example, the Malaysian Unified Examination Certificate (UCE), which we accept for direct entry, O levels or the Sijil Pelajaran Malaysia (SPM) (Malaysian Certificate of Education).

For example, students are required to have 5 credits including English in SPM or 3Bs in UEC to enter to the INTI foundation programs.

Based on our research, we recommend these foundation and pathway programs to be assessed equivalent Year 12 of the AQF framework.

The great benefits are to open the university to a new market and increase the diversity of our international students.

IMPLEMENTATION

The recommended intake for implementation is July 2017.

The cut-offs of the University of Sydney Foundation Programs (USFP) will be used for admissions decision. The Malaysian grading system mostly uses a 0-4 GPA scale. This will be converted to the same scale as our foundation programs, to obtain a comparable rank.

See for example Attachment 2. In this case the applicant has a GPA of 3.81, which would translate to a rank of 99.05.

COMMUNICATION

If approved, the Admissions office will communicate with relevant parties; including the Recruitment Team, the Future Student Contact Centre, agents and applicants.
## Malaysia – Benchmarking for Foundation and Other Pathway Programs

<table>
<thead>
<tr>
<th>Institution</th>
<th>U Melbourne</th>
<th>Monash U (Australia)</th>
<th>UNSW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Taylor’s University</strong>&lt;br&gt;Foundation Programs (various streams)</td>
<td>YES</td>
<td>YES – Engineering, Computing, Design, Communications, Sciences, Business etc. <a href="http://monash.edu/prior-study/">http://monash.edu/prior-study/</a> See appendix 2-1</td>
<td>YES – e.g. for Business <a href="https://www.business.unsw.edu.au/Programs-Courses-Site/Documents/Taylors%20University%20-%20American%20Degree%20Transfer%20Program.pdf">https://www.business.unsw.edu.au/Programs-Courses-Site/Documents/Taylors%20University%20-%20American%20Degree%20Transfer%20Program.pdf</a></td>
</tr>
<tr>
<td><strong>Taylor’s University</strong>&lt;br&gt;Diploma completed, or Bachelor transfers&lt;br&gt;<a href="http://university.taylors.edu.my/study-taylors">http://university.taylors.edu.my/study-taylors</a></td>
<td>YES <a href="http://futurestudents.unimelb.edu.au/admissions/admission_with_credit/credit_calculator">http://futurestudents.unimelb.edu.au/admissions/admission_with_credit/credit_calculator</a></td>
<td>YES – various study areas <a href="http://monash.edu/prior-study/">http://monash.edu/prior-study/</a></td>
<td>YES – e.g. for Business <a href="https://www.business.unsw.edu.au/Programs-Courses-Site/Documents/Taylors%20University%20-%20American%20Degree%20Transfer%20Program.pdf">https://www.business.unsw.edu.au/Programs-Courses-Site/Documents/Taylors%20University%20-%20American%20Degree%20Transfer%20Program.pdf</a></td>
</tr>
<tr>
<td><strong>INTI University</strong></td>
<td>YES – American Degree Transfer</td>
<td>YES – e.g. Business</td>
<td></td>
</tr>
</tbody>
</table>

Author: Karen Leung
## Attachment 1 to Malaysian Pathways

| INTI University Diploma completed, or Bachelor transfers e.g. Engineering | YES – Various Diplomas http://monash.edu/prior-study/ | YES – e.g. Civil Engineering http://articulation.unsw.edu.au/by-overseas-qualification/malaysia/inti-international-university/australian-degree-transfer-program/ |
| HELP University American Degree Transfer (Health, Engineering, Business, Biomed Sciences etc) | YES – see appendix 2-3 http://monash.edu/prior-study/ |  |

##附件1: 对马来西亚途径的附录

##美国学位转换和澳大利亚学位转换


##HELP大学

| 本科文凭完成，或学士转学 |  |  |

##HELP大学

<p>| HELP大学 | YES - 见附录2-3 <a href="http://monash.edu/prior-study/">http://monash.edu/prior-study/</a> |  |
| 美国学位转换（健康、工程、商业、生物医学科学等） |  |  |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>UK Degree Transfer Program (Law)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELP University</td>
<td>Diploma completed, or Bachelor transfers <a href="http://www.help.edu.my/hmc/programmes.html#undergraduate">HELP University Diploma completed, or Bachelor transfers</a> (e.g. Business – 1+2 or 2+1 with MelbourneU, ANU, UNSW, UQ - see pages 23, 7 of brochure link below) [HELP University Diploma completed, or Bachelor transfers](<a href="http://www.help.edu.my/admission/brochure.html?download=2">http://www.help.edu.my/admission/brochure.html?download=2</a> 4:finance-accounting-management-economics)</td>
</tr>
<tr>
<td>Sunway University</td>
<td>American Degree Transfer <a href="http://sunway.edu.my/university/CAE/american-degree-transfer-programme">Sunway University American Degree Transfer</a></td>
</tr>
<tr>
<td>Sunway University</td>
<td>Diploma completed, or Bachelor transfers <a href="http://sunway.edu.my/university/search/node/diploma">Sunway University Diploma completed, or Bachelor transfers</a></td>
</tr>
<tr>
<td>KDU University College</td>
<td>Foundation Programs <a href="http://university.kdu.edu.my/international-students/find-programme">KDU University College Foundation Programs</a></td>
</tr>
<tr>
<td>KDU University College</td>
<td>Diploma completed, or Bachelor transfers <a href="http://university.kdu.edu.my/international-students/find-programme">KDU University College Diploma completed, or Bachelor transfers</a></td>
</tr>
<tr>
<td>Unitar Int Uni</td>
<td>No info available</td>
</tr>
<tr>
<td>Int’ Islamic Uni</td>
<td>No info available</td>
</tr>
</tbody>
</table>
APPENDICES

Appendix 1: Melbourne University (e.g. American Degree Program)

http://futurestudents.unimelb.edu.au/admissions/admission_with_credit/credit_calculator

STEP 1 - Select the country where your previous study was done:
Country - MALAYSIA

STEP 2 - Select the institution where your previous study was done:
Institution - Taylor’s University

STEP 3 - Select the subject or qualification that you have completed:
- Diploma in Communication
- American Degree Program
- Diploma in Architectural Technology
- Diploma in Quantity Surveying
- Diploma in Construction Management
- BUS1604 Quantitative Methods
- Bachelor of Science (Food Science and Nutrition)
- Bachelor of Biotechnology
- BUS1104 Business Accounting
- BUS1614 Macroeconomics
- BUS1404 Management
- BUS1604 Microeconomics
- BUS1524 Organisational Behaviour
Bachelor of Arts advanced standing/credit information:

<table>
<thead>
<tr>
<th>University of Melbourne course</th>
<th>Credit granted</th>
<th>Course length with maximum credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>100 points maximum</td>
<td>2 years (200 points)</td>
</tr>
</tbody>
</table>

All applicants must achieve a minimum overall GPA of 3.0 and meet the English language requirements of the Bachelor of Arts.

American Degree Program students will usually be awarded 100 points of credit, equivalent to 1 year of study at first year level towards the Bachelor of Arts.

American Degree Program applicants must successfully complete 2 years of their degree at Taylor’s University.

Current intakes for your preferred course:

- Semester 1
- Semester 2

This information was last reviewed: Tuesday, 2 July 2013.

The information above is based on your search parameters:

- Country of previous study: MALAYSIA
- Institution of previous study: Taylor’s University
- Previous qualification: American Degree Program

Please note that the Credit calculator should only be used as a guide to help you plan your studies at the University of Melbourne. All information provided by the Credit calculator was correct at the time of publication. The credit/advanced standing information provided above has been determined by the search parameters that you have selected and may include precedent information provided as a guide only.

A blank search result does not mean that credit will not be granted. A formal decision will be made once you have submitted a course application and an application for credit/advanced standing.
**Appendix 2: Monash Uni (Melbourne, Australia)**

http://monash.edu/prior-study/

**Appendix 2-1: Taylors University Foundation Programs**

<table>
<thead>
<tr>
<th>Courses and qualifications</th>
<th>22 results</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sort by</th>
<th>Name</th>
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</thead>
</table>

- **FOUNDATION IN ENGINEERING**
  - Taylors University
  - [Add](#)

- **FOUNDATION IN NATURAL & BUILT ENVIRONMENTS**
  - Taylors University
  - [Add](#)

- **FOUNDATION IN SCIENCE**
  - Taylors University
  - [Add](#)

- **TAYLOR'S BUSINESS FOUNDATION**
  - Taylors University
  - [Add](#)
### Appendix 2-2: INTI University – American and Australian Degree Transfers

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMERICAN DEGREE TRANSFER PROGRAM</td>
<td>INTI International Universities &amp; Colleges, Malaysia</td>
</tr>
<tr>
<td>AUSTRALIAN DEGREE TRANSFER PROGRAMME (COMMERCE)</td>
<td>INTI International Universities &amp; Colleges, Malaysia</td>
</tr>
<tr>
<td>AUSTRALIAN DEGREE TRANSFER PROGRAMME (SCIENCE)</td>
<td>INTI International Universities &amp; Colleges, Malaysia</td>
</tr>
<tr>
<td>DIPLOMA IN BUSINESS</td>
<td>INTI International Universities &amp; Colleges, Malaysia</td>
</tr>
<tr>
<td>DIPLOMA IN CIVIL ENGINEERING</td>
<td>INTI International Universities &amp; Colleges, Malaysia</td>
</tr>
<tr>
<td>DIPLOMA IN CULINARY ARTS</td>
<td>INTI International Universities &amp; Colleges, Malaysia</td>
</tr>
</tbody>
</table>

### Appendix 2-3: HELP University – American Degree, Foundations, UK degree transfer (law)

<table>
<thead>
<tr>
<th>Courses and qualifications</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMERICAN DEGREE PROGRAM</td>
<td>Help University, Malaysia</td>
</tr>
<tr>
<td>FOUNDATION IN ARTS</td>
<td>Help University, Malaysia</td>
</tr>
<tr>
<td>FOUNDATION IN SCIENCE</td>
<td>Help University, Malaysia</td>
</tr>
<tr>
<td>UK DEGREE TRANSFER PROGRAMME (LAW)</td>
<td>Help University, Malaysia</td>
</tr>
</tbody>
</table>

Author: Karen Leung
## Appendix 3: UNSW


<table>
<thead>
<tr>
<th>Malaysia</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELP University - Bachelor of Business (pdf)</td>
</tr>
<tr>
<td>HELP University - Bachelor of Economics (pdf)</td>
</tr>
<tr>
<td>HELP University - Bachelor of Management (pdf)</td>
</tr>
<tr>
<td>HELP University - Diploma in Business (pdf)</td>
</tr>
<tr>
<td>HELP University - Foundation in Arts (pdf)</td>
</tr>
<tr>
<td>HELP College of Arts and Technology (HELP CAT) – Foundation Studies in Business (pdf)</td>
</tr>
<tr>
<td>INTI International University – Australian Degree Transfer Program (pdf)</td>
</tr>
<tr>
<td>INTI International University – Bachelor of Business (pdf)</td>
</tr>
<tr>
<td>INTI International University &amp; Colleges – Diploma in Business (pdf)</td>
</tr>
<tr>
<td>INTI International University &amp; Colleges – Foundation in Business Information Technology (pdf)</td>
</tr>
<tr>
<td>Kolej Profesional MARA - Diplomas (pdf)</td>
</tr>
<tr>
<td>Taylor’s University – American Degree Transfer Program (pdf)</td>
</tr>
<tr>
<td>Taylor’s University - Bachelor degrees (pdf)</td>
</tr>
<tr>
<td>Taylor’s University - Diploma in Business (pdf)</td>
</tr>
</tbody>
</table>
## HELP University – Bachelor of Business (Hons)

If you are seeking to transfer from HELP University after completing the 1st year of the Bachelor of Business (Hons) program, to the Bachelor of Commerce at the UNSW Australia Business School, you are eligible for advanced standing. Credit of up to 48 Units of Credit (UOC) / 8 courses (equivalent to 1 year) may be awarded. To receive the credit you will need to achieve a minimum CGPA of 2.8 out of 4. This CGPA will be assessed on a regular basis and may be subject to change.

<table>
<thead>
<tr>
<th>HELP University courses</th>
<th>UNSW Business School - Advanced Standing</th>
<th>UOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC101 Financial Accounting 1</td>
<td>ACC601 Accounting and Financial Management 1A</td>
<td>6</td>
</tr>
<tr>
<td>ACC10B Management Accounting 1</td>
<td>ACC622 Accounting and Financial Management 1B</td>
<td>6</td>
</tr>
<tr>
<td>EC010 Principles of Microeconomics</td>
<td>ECON1101 Microeconomics 1</td>
<td>6</td>
</tr>
<tr>
<td>EC0102 Principles of Macroeconomics</td>
<td>ECON1102 Microeconomics 2</td>
<td>6</td>
</tr>
<tr>
<td>IT201 Information Technology for Business</td>
<td>INF6602 Information Systems in Business</td>
<td>6</td>
</tr>
<tr>
<td>MGT101 Principles of Management</td>
<td>MGMT2001 Managing Organisations and People</td>
<td>6</td>
</tr>
<tr>
<td>MKT101 Principles of Marketing</td>
<td>MARK1012 Marketing Fundamentals</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

The Bachelor of Commerce at UNSW Business School is a very flexible degree offering a range of career pathways. The following information will help you.

### What you need to know

Courses marked with • are known as flexible core courses and the credit awarded for these courses may influence your choice of major/s for you to complete your study in 2 years.

We recommend that you review the Bachelor of Commerce program structure and rules to understand how to progress with your course enrolment for the major/s you wish to study. Please refer to:


We also offer a range of dual/double degree programs for you to consider: [www.business.unsw.edu.au](http://www.business.unsw.edu.au)
# ACADEMIC TRANSCRIPT

**CENTRE FOR FOUNDATION STUDIES**

**MATRIC NO**

**NAME**

**IC/PASSPORT NO**

**PROGRAM**
- ECONOMICS AND MANAGEMENT SCIENCES

**KULIYAH**
- CENTRE FOR FOUNDATION STUDIES, IIUM

**SEM. ADMITTED**
- 2014/2015, 1

**SEM. GRADUATED**
- 2015/2016, 1

**DATE**
- 19 JAN 2016

**GENDER**
- FEMALE

**CITIZENSHIP**
- MALAYSIAN

**EPT ENTRY**
- EXEMPTED

**EPT EXIT**
- 30-OCT-15

**APT ENTRY**

---

### Exemptions

<table>
<thead>
<tr>
<th>Code</th>
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<th>Course Title</th>
<th>Chr Grade</th>
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<tbody>
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<td>LEM020</td>
<td>ENGLISH LANGUAGE 3</td>
<td>0</td>
<td>LEM040</td>
<td>ENGLISH LANGUAGE 4</td>
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<td>LEM060</td>
<td>ENGLISH LANGUAGE 5</td>
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<td>LEM080</td>
<td>ENGLISH LANGUAGE 6</td>
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<tr>
<td>LOM010</td>
<td>QURANIC LANGUAGE II</td>
<td>0</td>
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**Session:** 2014/2015  **Semester:** 1

<table>
<thead>
<tr>
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<th>Course Title</th>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ICT051</td>
<td>BASIC APPLICATION OF ICT</td>
<td>2 A.</td>
<td>LOM010</td>
<td>QURANIC LANGUAGE I</td>
<td>PASS</td>
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<tr>
<td>QSA0214</td>
<td>MATHEMATICS I</td>
<td>4 A</td>
<td>QSA0234</td>
<td>ECONOMICS</td>
<td>4 A</td>
</tr>
<tr>
<td>QSA0254</td>
<td>ACCOUNTING I</td>
<td>4 A</td>
<td></td>
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</table>

**Session:** 2014/2015  **Semester:** 3

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<th>Chr Grade</th>
<th>Code</th>
<th>Course Title</th>
<th>Chr Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCHS011</td>
<td>STUDY CIRCLE</td>
<td>2 PASS</td>
<td>HSA0344</td>
<td>THINKING SKILLS</td>
<td>4 A</td>
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<tr>
<td>QSA0224</td>
<td>MATHEMATICS II</td>
<td>4 A</td>
<td>QSA0244</td>
<td>STATISTICS</td>
<td>4 A</td>
</tr>
<tr>
<td>QSA0254</td>
<td>ACCOUNTING II</td>
<td>4 A</td>
<td>QSA0264</td>
<td>ACCOUNTING II</td>
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<tr>
<td>RKA0433</td>
<td>ISLAMIC REVEALED KNOWLEDGE</td>
<td>3 A</td>
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**Session:** 2015/2016  **Semester:** 1

<table>
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<th>Course Title</th>
<th>Chr Grade</th>
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</thead>
<tbody>
<tr>
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<td>PUBLIC SPEAKING</td>
<td>4 A</td>
<td>QSA0274</td>
<td>INTRODUCTION TO BUSINESS</td>
<td>4 A</td>
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<tr>
<td>RKA0413</td>
<td>ISLAM AND OTHER RELIGIONS</td>
<td>3 A</td>
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**Session:** 2015/2016  **Semester:** 3

<table>
<thead>
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<th>Chr Grade</th>
<th>Code</th>
<th>Course Title</th>
<th>Chr Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>TGP:74.68 TCH:19</td>
<td>GPA:3.931</td>
<td>CGP:127.38 CCH:33.0</td>
<td>CGPA:3.880</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credits Attempted:**
- 44

**Credits Earned at IIUM:**
- 44

**Credits Fulfilled:**
- 44

---

**CERTIFIED TRUE COPY**

19/1/2016

Signature, Dean for Centre for Foundation Studies

---

Tan Mei Pei
Education Consultant
info.subangjaya@idp.com
Non-Confidential

Submission To: Academic Board  
Date: 28 March 2017  
Item No: 10

Author: Dr Matthew Charet, Executive Officer to Academic Board  
Reviewer/Approver: Associate Professor Michael Kertesz, Acting Chair, Graduate Studies Committee  
Paper title: Report from Graduate Studies Committee  
Purpose: This report summarises for the Academic Board the business of the meeting of the Graduate Studies Committee held on 7 March 2017

RECOMMENDATION

That the Academic Board note the report from meeting of the Graduate Studies Committee held on 7 March 2017;

(1) 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; and

(2) 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.

ITEMS FOR APPROVAL

10.1 Business: Master of Business Administration in Leadership and Enterprise  
10.2 Health Sciences: Master of Speech Language Pathology

ITEMS FOR NOTING

The Committee also:
• noted the report of the Academic Board meeting held on 28 February 2017;
• noted the report of the HDR Examinations Sub-Committee meeting of 31 January 2017; and
• noted the report of HDR Scholarships Sub-Committee meeting of 24 February 2017.

NOTE: The full agenda pack for this meeting is available from the Graduate Studies Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/graduate-studies/2017/20170307-GSC-Agenda-Pack.pdf.

Associate Professor Michael Kertesz  
Acting Chair, Graduate Studies Committee
Course management template

Use this template to:
- propose a new course of study following approval of an EOI
- propose an amendment to an existing course of study
- request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pio.ccpp@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: http://sydney.edu.au/staff/planning/c cpp/index.php#meetschd

For all purposes, please complete these key details:

This submission relates to the following
- New course
- Amended course
- Deletion of a course

Name of course
- Management Education
  - The University of Sydney Business School

Name of proponent
- John Shields

Telephone
- 9351 5425

Email
- john.shields@sydney.edu.au

Version date
- 16/11/2016

Undergraduate
- Postgraduate coursework

Postgraduate research

Dean
- Signature
  - Greg Whitwell
  - Date

Faculty Manager
- Signature
  - Nigel Smith
  - Date

Deputy Vice-Chancellor (Education)
- Signature
  - Professor Philippa Petterson
  - Date
  - 17 November 2016

Divisional Finance Director
- Part 3

Head of Recruitment
- Section 1.5

Library Director
- Appendix 4

Approved by the Academic Board, 3 December 2014
PART 1: Strategy and marketing analysis

1.1 Strategic purpose

Over the last 6 years the Business School has been repositioning its postgraduate coursework programs to accentuate admissions quality, relevance of the learning experience, best in class graduate outcomes and global reputation. This has been led by the graduate management programs (Executive MBA, MBA and Master of Management/CEMS). Missing from this suite has been a full-time post-experience MBA program. The only current full-time program delivered in standard session in the suite is the Master of Management/CEMS, which is a pre-experience program. The addition of a full-time post-experience MBA will enable the University of Sydney to provide a full suite of quality management and leadership programs to meet the needs of candidates at any stage in their career, be it pre-experience, post-experience (career enhancers or career switchers) or senior executive level.

The proposed MBA is structured as a separate program from the current part-time MBA as the latter has been designed specifically for working individuals, through the integration of actual problems and cases from their workplaces. While full-time students may be able to relate such activities to possible past experiences, they will not be able to test them in a current workplace setting. It is common, both domestically and internationally, for full-time programs to be differentiated from part-time programs. The Financial Times, for example, rates full-time and part-time programs separately. The markets are clearly differentiated in terms of recruitment strategies. To differentiate the full-time program from the existing part-time program, the full-time program will be named ‘MBA in Leadership and Enterprise’ (MBA-L&E).

Further, in line with the University’s strategic plan to have visible impact in addressing the complex problems facing our nation and our world, the proposed program will harness relevant intellectual resources from across the University and in so doing promote and facilitate cross-disciplinary collaborations. This includes collaborating with faculty from the Faculty of Education to teach creativity, faculty from the Faculty of Arts and Social Sciences to teach critical analysis, and faculty associated with the Charles Perkins Centre to teach a systems approach to complex problem-solving.

1.2 Summary of internal consultation with other faculties and business services units

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultees</th>
<th>Method of consultation</th>
<th>Evidence of consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>17/8/2016</td>
<td>Professor Philippa Pattison, Deputy Vice Chancellor, Education</td>
<td>Email and EOI presented at CCPC</td>
<td>Attached</td>
</tr>
<tr>
<td>16/11/2016</td>
<td>Professor Tyrone Carlin, Deputy Vice Chancellor, Registrar</td>
<td>Meeting</td>
<td>Attached</td>
</tr>
<tr>
<td>19/10/2016</td>
<td>Professor Stephen Simpson, Academic Director, Charles Perkins Centre</td>
<td>Meeting</td>
<td>Attached</td>
</tr>
<tr>
<td>17/10/2016</td>
<td>Professor Marie Carroll, Director of Educational Development, Charles Perkins Centre</td>
<td>Meeting</td>
<td>Attached</td>
</tr>
<tr>
<td>18/10/2016</td>
<td>Professor Michael Anderson, Faculty of Education and Social Work</td>
<td>Meeting</td>
<td>Attached</td>
</tr>
<tr>
<td>17/10/2016</td>
<td>Associate Professor Stefan Meisiek, Director of Educational Innovation in Business</td>
<td>Meeting</td>
<td>Attached</td>
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<tr>
<td>11/8/2016</td>
<td>Michelle Carlin, Executive Director Global Student Recruitment</td>
<td>Meeting</td>
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</tr>
<tr>
<td>27/7/2016</td>
<td>Business School Senior Leadership</td>
<td>Presented at meeting</td>
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</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
The MBA is a globally recognised degree qualification. The Graduate Management Admissions Council (GMAC) provides detailed market intelligence and research through a number of annual publications including Application Trends Survey, Corporate Recruiter Survey, Prospective Student Survey, Graduate Survey, and Alumni Perspectives Survey. In addition, various other sources, including literature provided by each top 100 full-time MBA programs as ranked by the Financial Times, have been sourced. All of these have been consulted in the design of the program.

The key insights are as follows (for details refer to the report)

- While it has been difficult to obtain hard data on actual intake in Schools, it is generally acknowledged that enrolments have declined over the last decade, including full-time Australian MBA programs. Therefore, in a stable and potentially shrinking market, any new full-time MBA needs to be distinctive and address the emerging skills required to manage and lead in a period of sustained digital revolution.

- Much of the perceived value of the full-time MBA degrees delivered by the largest highly-ranked programs appears to derive from their exclusivity. A self-reinforcing cycle of low admission rates, highly qualified students, high career placements, high starting salaries and high application numbers preserve notions of value and clearly feed into the rankings of programs.

- GMAC data shows candidate goals/personas differ between those seeking full-time and part-time MBA programs of study. This supports a case for differentiation in curricula and other activities between our current part-time program and a full-time program. In addition, the motivating factors for students currently entering into programs differ, in part, to the skills and attributes increasingly sought by employers.

- Full-time MBA candidates focus more on job placement reputation and starting salaries, while part-time professional MBA candidates are more focused on course format, flexibility and proximity to their homes.

- Over 70 percent of full-time 2-year MBA programs conduct special outreach and recruitment efforts among a variety of targeted international population groups, primarily in China, India and the United States.

Further, our Business School Business Intelligence team have provided a detailed analysis of selected competitors in Australia (and overseas) that are recruiting students from similar markets. With the exception of the University of Sydney, all of the Group of 8 universities offer a full-time MBA program. These range between 1 and 2 years; some of the 2 year programs provide an acceleration option. Most non G8 universities also offer full-time MBA programs.

Despite a large number of programs on offer across the region, there is significant variation in quality, as measured by global ratings. In 2016 there were only 3 programs that achieved a Top 100 ranking with the Financial Times: the Macquarie Graduate School of Management (56), the Australian Graduate School of Management (66), and the Melbourne Business School (87). The current total tuition fees for these programs, respectively, are A$76,000, A$81,600, and A$85,470 (the latter includes flights and
accommodation for a module run in China). The proposed program is targeting a top 50 FT ranking for the University of Sydney.

1.4 Recruitment strategy

The FT recruitment strategy presents singular challenges outside of the normal University and Business School market. There are fundamental differences in the candidate make up such as their age group (27+) and senior career change that means they sit outside of normal activity. It is unlikely in many markets outside of India and China that the Agent recruitment model will work. They see themselves as knowledgeable professionals keen to enter into their own research process and decision making process. They very much see themselves and Admissions staff as the key influences on their decision.

This approach transfers into the other areas of traditional recruitment – students considering the full time MBA are the least likely to consider any other program format and therefore the idea of a general fair or University event is an anathema to them.

So how do you reach this individualised market:

- On average they look at 8 sources of information but the emphasis is heavily on their own in-depth research based on specific MBA activity.

- Word of mouth remains a key influence – current students, alumni and professors are actively sought for detailed information – with this information being as much about the programme as it is about how the programme can help the student. This is often in depth information with a need to verify any detailed concerns the candidate may have.

The timeline in the search for a programme has increased from 18 months to two years reflecting the increased view that the correct programme choice is an increasingly difficult job. The implications for recruitment means the cycle is extended and that contact needs to be maintained throughout this period.

Therefore the recruitment process is a 2 year window:

- 2 Years before Application – specialist branding and presence in MBA specific events where the shortlist can be drawn up. This needs to be distinct and not tagged on to a Masters or University event.

- 1 year before Application – a period of personal and bespoke sessions with candidates to keep the shopping list narrow.

Activity Summary:

The suggestion is to link up with the various formats from the main suppliers – a selection of specific fairs, one to one sessions and funding opportunity meetings. This needs to be backed with listings in the influential media – FT, Economist, QS, Access and E Fellows to ensure candidates have the depth of research they require

I believe that this along with the follow up for the second year requires specialist support especially if both quality and diversity are to be achieved.

---

1 The Economist Intelligence Unit (EIU) also publishes a ranking of full-time MBA programs, and only the following three Australian schools were ranked in 2016: the University of Queensland Business School (10), Melbourne Business School (34) and Macquarie Graduate School of Management (46).
Financially I believe a budget in the reason of $330k would be required to set up the initial market presence and get the pool of candidates but with a significant sum required for personal conversion that is common in the market.

1.5 Marketing and communications strategy

The launch of the University’s MBA in Leadership and Enterprise will position the Business School and the University in the global MBA market place with a unique product offering for international students. The program will draw on expertise from across the University.

The launch of the MBA in Leadership and Enterprise will build brand and reputation for the University in targeted markets, not only with prospective students but with partner institutions, industry and government. Similarly the program will be developed to meet the requirements of international global ranking schemes such as Financial Times, QS and the Economist.

Strategic Alignment

Primary Alignment Strategy 5: Transform the learning experience
Secondary Alignment Strategy 3: Develop partnerships that enable our research to make a difference, locally and globally
Tertiary Alignment Strategy 6: Demonstrate leadership at all levels

Deliverables and Benefits

- Cohort of 50 students – comprised of identified target profile (including nationality, work experience, age and gender)
- Development of recruitment pipeline in identified target markets
- Build brand awareness and reputation in the full time MBA market place about the Sydney MBA in Leadership and Enterprise and demonstrate a shift in the Brand Tracking Health report
- Increased perception of the University in local and global markets, the launch campaign of the MBA in Leadership and Enterprise will have a halo effect on other postgraduate programs across the University, support the University’s brand campaign.

Concept & Campaign Development

- Working with University preferred creative agency to develop and produce campaign to launch the MBA in Leadership and Enterprise into the domestic and international marketplace
- Agency will be asked to review the existing domestic campaign and provide a solution to adequately present both MBA products to the market

Campaign Production and Implementation

- Campaign production of all identified digital and non-digital assets and collateral to support advertising and promotion of MBA across all identified channels for the target market.
- Photography/design of campaign creative
- Videos. This will include a general promotional video, a tailored corporate endorsement/influencers video, a Program Director profile and Advertising Pre-rolls
- Media strategy and plan from July 2017 - December 2017
- Print and outdoor advertising – including Financial Times and The Economist (advertisement in relevant MBA supplements) and additional international MBA specific channels in-country as per targeted priority markets.
• Digital Advertising. This will include a targeted domestic and international strategy which will include search (excluding China and India), prospecting and re-targeting and LinkedIn.
• Content development and production including brochures and A4 information flyers for 12 month usage for segmented/targeted audiences
• Event promotion and support – Social Media advertising and MBA niche direct EDMs and trade verticals

Impact

What will be the impact to the University of this initiative:

• The launch of the Sydney MBA in Leadership and Enterprise is an opportunity for the University to enter the global MBA marketplace – building brand awareness and contributing to reputation across a number of identified target markets that align with University Strategy.
• The launch campaign will permit the University to participate in specific international events that focus on the MBA which are timed at key periods in the year in specific regions.
• The launch of the program will also provide the Business School with a further opportunity to engage with new identified industry and corporate partners, which will benefit the cohort both in terms of curriculum and career services.

1.6 Domestic and international competitors

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Annual Intake</th>
<th>Duration</th>
<th>Total Fees (2017)</th>
<th>Annualised Fees (per EFTSL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Graduate School of Management, (FT 2016: 66)</td>
<td>Full-time MBA</td>
<td>~45</td>
<td>16 months</td>
<td>$81,600 Dom &amp; Int'l</td>
<td>$54,400 Dom &amp; Int'l</td>
</tr>
<tr>
<td>Macquarie Graduate School of Management, (FT 2016: 56)</td>
<td>Full-time MBA</td>
<td>84*</td>
<td>2 years</td>
<td>$76,000 Dom &amp; Int'l</td>
<td>$38,000 Dom &amp; Int'l</td>
</tr>
<tr>
<td>Melbourne Business School, (FT 2016: 87)</td>
<td>Full-time MBA</td>
<td>32*</td>
<td>1 year</td>
<td>$85,470** Dom &amp; Int'l</td>
<td>$85,470** Dom &amp; Int'l</td>
</tr>
<tr>
<td>University of Queensland Business School</td>
<td>Full-time MBA</td>
<td>28*</td>
<td>1 year</td>
<td>$57,120 Dom Int'l</td>
<td>$57,120 Dom Int'l</td>
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<tr>
<td>Monash Business School</td>
<td>Full-time MBA</td>
<td>n/a</td>
<td>2 years</td>
<td>$61,200 Dom Int'l</td>
<td>$30,600 Dom Int'l</td>
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<tr>
<td>UTS Business School</td>
<td>Full-time MBA</td>
<td>n/a</td>
<td>2 years</td>
<td>$59,808 Dom Int'l</td>
<td>$29,904 Dom Int'l</td>
</tr>
</tbody>
</table>

* Source: The Economist – Full time MBA ranking 2016

** The fee also includes flights and accommodation for a module run in China

The table above shows the intake data from the 2016 Economist Intelligence unit ranking, the course duration, and the 2017 tuition fees in AUS (total and annualised per EFTSL). Note the relatively small intakes reported by the Schools. In addition, in Australia, full-time MBA programs have a greater proportion of international students in their cohorts. For post-experience programs, and in the absence of scholarships/sponsorships, domestic students report that the high opportunity cost of suspending work for one or more years to undertake full-time studies is unjustifiable.
Selected international full-time MBA programs ranked by the FT in the TOP 35-55 in 2016

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name of course offered by competitor</th>
<th>Annual Intake</th>
<th>Duration</th>
<th>Total Fees (2017) AU$*</th>
<th>Annualised Fees (per EFTSL) AU$*</th>
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</thead>
<tbody>
<tr>
<td>Lancaster University Management School (FT 2016: 35)</td>
<td>Full-time MBA</td>
<td>42</td>
<td>1 year</td>
<td>$47,794 Dom &amp; Int'l</td>
<td>$47,794 Dom &amp; Int'l</td>
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<tr>
<td>Imperial College Business School, (FT 2016: 35)</td>
<td>Full-time MBA</td>
<td>1 year</td>
<td>$77,459 Dom &amp; Int'l</td>
<td>$77,459 Dom &amp; Int'l</td>
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</tr>
<tr>
<td>City University: CASS Business School, (FT 2016: 37)</td>
<td>Full-time MBA</td>
<td>73</td>
<td>1 year</td>
<td>$67,570 Dom &amp; Int'l</td>
<td>$67,570 Dom &amp; Int'l</td>
</tr>
<tr>
<td>Renmin University of China School of Business**, (FT 2016: 43)</td>
<td>International MBA</td>
<td>2 years</td>
<td>$22,740 Dom &amp; Int'l</td>
<td>$11,370 Dom &amp; Int'l</td>
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<tr>
<td>Warwick Business School, (FT 2016: 46)</td>
<td>Full-time MBA</td>
<td>40</td>
<td>1 year</td>
<td>$58,753 Dom &amp; Int'l</td>
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<tr>
<td>Fudan University School of Management, (FT 2016: 47)</td>
<td>International MBA***</td>
<td>2 years</td>
<td>$43,931 Dom &amp; Int'l</td>
<td>$21,965 Dom &amp; Int'l</td>
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<tr>
<td>University of Washington: Michael G Foster, (FT 2016: 49)</td>
<td>Full-time MBA</td>
<td>128</td>
<td>20 months</td>
<td>$85,808 (residents – dom), $86,165 (residents – int'l)</td>
<td>$42,904 (residents – dom), $43,082 (residents – int'l)</td>
</tr>
<tr>
<td>Emory University: Goizueta, (FT 2016: 55)</td>
<td>Full-time MBA</td>
<td>166</td>
<td>1 year and 2 year programs</td>
<td>$113,240 (1y), $150,986 (2y), Dom &amp; Int'l</td>
<td>$113,240 (1y), $75,493 (2y), Dom &amp; Int'l</td>
</tr>
</tbody>
</table>

*Exchange rate as at 16/11/2016.
** Participated in the FT ranking for the 1st time in 2016 and was ranked at the 43rd position.
*** Joint program in cooperation with MIT Sloan School of Management (US).

1.7 Course(s) to be closed as a consequence of this proposal

N/A

PART 2: Financial viability analysis
Proposed Degree Profitability Analysis

Consolidated University - Incremental Cost

Full-Time MBA

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP/HECS</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<tr>
<td>DFEE</td>
<td>4.0</td>
<td>12.0</td>
<td>20.0</td>
<td>24.0</td>
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<tr>
<td>IFEE</td>
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<td>105.0</td>
<td>126.0</td>
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<td>Total EFTSL</td>
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<td>75.0</td>
<td>125.0</td>
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Gross Revenue

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<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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<th>2022</th>
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<tbody>
<tr>
<td>CSP/HECS</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>DFEE</td>
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<td>$600,000</td>
<td>$1,000,000</td>
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<td>$1,200,000</td>
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<tr>
<td>IFEE</td>
<td>$1,050,000</td>
<td>$3,150,000</td>
<td>$5,250,000</td>
<td>$6,300,000</td>
<td>$6,300,000</td>
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<tr>
<td>Total</td>
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<td>$3,750,000</td>
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Direct Costs

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<tr>
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<th>2019</th>
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<th>2021</th>
<th>2022</th>
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</thead>
<tbody>
<tr>
<td>Academic Salary Costs</td>
<td>$405,499</td>
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<td>$678,165</td>
<td>$697,831</td>
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<tr>
<td>Part Time Teaching Costs</td>
<td>$43,196</td>
<td>$151,869</td>
<td>$260,455</td>
<td>$321,610</td>
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<tr>
<td>General Salary Costs</td>
<td>$256,066</td>
<td>$363,519</td>
<td>$619,462</td>
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<td>Casual Salary Costs</td>
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<tr>
<td>Degree/UoS development cost</td>
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<td>$0</td>
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<tr>
<td>Other Non Salary Costs</td>
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<td>$338,761</td>
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<td>Total Direct Costs</td>
<td>$300,000</td>
<td>$1,070,892</td>
<td>$1,151,807</td>
<td>$1,877,731</td>
<td>$2,033,509</td>
<td>$2,084,514</td>
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Directly Controllable Margin

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<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>($300,000)</td>
<td>$179,108</td>
<td>$2,598,193</td>
<td>$4,372,269</td>
<td>$5,466,491</td>
<td>$5,415,486</td>
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</table>

Less: UEM DVC Contributions

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<tr>
<th></th>
<th>2017</th>
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<th>2021</th>
<th>2022</th>
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</thead>
<tbody>
<tr>
<td>UEM Capital Levies</td>
<td>$288,799</td>
<td>$666,397</td>
<td>$1,443,995</td>
<td>$1,732,795</td>
<td>$1,732,795</td>
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<tr>
<td>UEM Cost Recoveries</td>
<td>$250,805</td>
<td>$568,915</td>
<td>$956,728</td>
<td>$1,130,183</td>
<td>$1,152,808</td>
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<tr>
<td>Total</td>
<td>$0</td>
<td>$614,154</td>
<td>$1,659,562</td>
<td>$2,774,472</td>
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Operating Margin

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<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
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</thead>
<tbody>
<tr>
<td>($300,000)</td>
<td>$179,108</td>
<td>$2,598,193</td>
<td>$4,372,269</td>
<td>$5,466,491</td>
<td>$5,415,486</td>
<td>$5,415,486</td>
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</table>

Summary Enrolment & Load Profile

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<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Load to Enrolment Ratio - CSP</td>
<td>100%</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Load to Enrolment Ratio - DFEE</td>
<td>100%</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Load to Enrolment Ratio - IFEE</td>
<td>100%</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention Rate</td>
<td>100%</td>
<td></td>
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</table>

Full-Time MBA

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP / HECs enrolments</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Local Enrolments</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>International Enrolments</td>
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<td>42</td>
<td>84</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>Total Commencing Enrolments</td>
<td>50</td>
<td>50</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Faculty of Registration Load (EFTSL)</td>
<td>25.0</td>
<td>75.0</td>
<td>125.0</td>
<td>150.0</td>
<td>150.0</td>
</tr>
<tr>
<td>Other Faculty Load (EFTSL)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Load Reductions (e.g. Ending Programs)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total Load (EFTSL)</td>
<td>25.0</td>
<td>75.0</td>
<td>125.0</td>
<td>150.0</td>
<td>150.0</td>
</tr>
</tbody>
</table>

Net Present Value - 5 Years only

<table>
<thead>
<tr>
<th></th>
<th>12.00%</th>
<th>$2,291,667</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Rate of Return - 5 Years only</td>
<td>108%</td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
### PART 3: Course details

<table>
<thead>
<tr>
<th>3.1</th>
<th>Course name:</th>
<th>Master of Business Administration in Leadership and Enterprise</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Course abbreviation:</td>
<td>MBA (L&amp;E)</td>
</tr>
<tr>
<td>3.3</td>
<td>Start year:</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>Start semester:</td>
<td>2</td>
</tr>
<tr>
<td>3.4</td>
<td>Name of award:</td>
<td>Master of Business Administration in Leadership and Enterprise</td>
</tr>
<tr>
<td>3.5</td>
<td>Combined degree?</td>
<td>☐ Yes  ☒ No</td>
</tr>
<tr>
<td>3.6</td>
<td>Combined type: N/A (if applicable)</td>
<td>☐ Combined means a single program with a single set of course Resolutions leading to the award of two degrees unless otherwise specified in the Resolutions  ☐ Double means a program where students are permitted by participating faculties (and/or by specific Resolutions within a single award) to transfer between courses in order to complete two awards  ☐ Combined Level means a single program with a single set of course Resolutions leading to the award of two degrees at two different levels unless otherwise specified in the Resolutions</td>
</tr>
<tr>
<td>3.7</td>
<td>Honours offered?</td>
<td>☐ Yes  ☒ No</td>
</tr>
<tr>
<td>3.8</td>
<td>Honours type: N/A (if applicable)</td>
<td>☐ Appended Students satisfy requirements for the award of a Bachelor (Pass) degree and on this basis qualify for admission to an additional Honours year  ☐ Integrated Students undertake Honours components in Year 2, Year 3 etc. of the Bachelor course</td>
</tr>
<tr>
<td>3.9</td>
<td>Course group:</td>
<td>☐ Undergraduate  ☒ Postgraduate coursework  ☐ Postgraduate research</td>
</tr>
<tr>
<td>3.10</td>
<td>Field of Education (ASCED) codes:</td>
<td>Primary code: 0803  Secondary code: (Combined courses only) N/A</td>
</tr>
<tr>
<td>3.11</td>
<td>Course AQF Level</td>
<td>☐ Level 5: Diploma  ☐ Level 6: Advanced diploma/Associate degree  ☐ Level 7: Bachelor degree  ☐ Level 8: Bachelor Honours degree, Graduate Certificate, Graduate Diploma  ☒ Level 9: Masters degree (research, coursework and extended)  ☐ Level 10: Doctoral degree</td>
</tr>
<tr>
<td>3.12</td>
<td>Short course description: for the UAC Guide, Good Universities Guide</td>
<td>The MBA in Leadership and Enterprise centres on developing the skills required to build sustainable future enterprises. The program combines leadership, creativity and innovation with business knowledge and skills to equip students to lead and manage through uncertain environments</td>
</tr>
<tr>
<td>3.13</td>
<td>Full course description: for Sydney Courses</td>
<td>The MBA in Leadership and Enterprise centres on developing the skills required to build sustainable future enterprises. The program combines leadership, creativity and innovation with business knowledge and skills to equip students to lead and manage through uncertain environments. The program includes leading in a digital world, leading business innovation and building organisational capability. The capstone project encapsulates design thinking and lean principles to design product and service solutions for corporate partners.</td>
</tr>
<tr>
<td>3.14</td>
<td>Australian Higher Education Statement (AHEGS)</td>
<td>Detail</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
<table>
<thead>
<tr>
<th>Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who graduate from the University of Sydney MBA in Leadership</td>
<td>Students who graduate from the University of Sydney MBA in Leadership and Enterprise will:</td>
</tr>
<tr>
<td>and Enterprise will:</td>
<td>1. demonstrate an ability to integrate insights from across</td>
</tr>
<tr>
<td></td>
<td>relevant business and management related disciplines and be</td>
</tr>
<tr>
<td></td>
<td>able to apply this knowledge to a range of complex business</td>
</tr>
<tr>
<td></td>
<td>and management problems (research and inquiry);</td>
</tr>
<tr>
<td></td>
<td>2. be able to demonstrate the effective application of their</td>
</tr>
<tr>
<td></td>
<td>knowledge, critical analysis and creativity to address a variety</td>
</tr>
<tr>
<td></td>
<td>of change related problems (research and inquiry);</td>
</tr>
<tr>
<td></td>
<td>3. demonstrate their ability to provide insights into the</td>
</tr>
<tr>
<td></td>
<td>challenges facing contemporary organisations through the</td>
</tr>
<tr>
<td></td>
<td>effective identification and use of information from a range of</td>
</tr>
<tr>
<td></td>
<td>relevant sources (information literacy);</td>
</tr>
<tr>
<td></td>
<td>4. display mastery of a wide range of business relevant forms of</td>
</tr>
<tr>
<td></td>
<td>communication, supported by the effective use of appropriate</td>
</tr>
<tr>
<td></td>
<td>technology (communication);</td>
</tr>
<tr>
<td></td>
<td>5. excel at working with others, demonstrating the ability to</td>
</tr>
<tr>
<td></td>
<td>play a leadership role and to draw on the strengths of peers</td>
</tr>
<tr>
<td></td>
<td>with different backgrounds and talents (personal and intellectual</td>
</tr>
<tr>
<td></td>
<td>autonomy);</td>
</tr>
<tr>
<td></td>
<td>6. provide evidence of the personal development of their</td>
</tr>
<tr>
<td></td>
<td>leadership skills and capabilities and show an ability to reflect</td>
</tr>
<tr>
<td></td>
<td>on how they can use these skills and abilities to contribute to</td>
</tr>
<tr>
<td></td>
<td>the effective management of their organisations (personal and</td>
</tr>
<tr>
<td></td>
<td>intellectual autonomy);</td>
</tr>
<tr>
<td></td>
<td>7. emerge with the ability to clearly articulate a well-</td>
</tr>
<tr>
<td></td>
<td>reasoned and informed point of view on some of the major forces</td>
</tr>
<tr>
<td></td>
<td>shaping contemporary organisations and society (ethical, social</td>
</tr>
<tr>
<td></td>
<td>and professional understanding);</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Features</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree consists of twelve core units of study. Each of the units of</td>
<td>The degree consists of twelve core units of study. Each of the units of study have been specifically designed to develop and enhance the ability of students enrolled in the program to adapt, lead and succeed in the context of change and are structured around four key themes: creativity, collaboration, competence and character. Drawing on leading edge research as well as insights from practitioners with extensive industry experience, the units of study give students enrolled in the program the opportunity to gain practical experience of a wide variety of complex, real-world business challenges. Four of the core units of study focus on building the individual leadership, creativity, critical analysis and management competencies and skills of students enrolled in the program. Using market leading management and leadership assessment techniques, each student is provided with an individual competency development program and access to a range of development resources. A further four units of study build the business knowledge and skills of students, with an overarching theme of business resilience and sustainability. The final four units build on the first eight and focus on building future enterprises. A considerable proportion of the assessment associated with this degree involves students working in small groups on real world business and management problems.</td>
</tr>
<tr>
<td>study have been specifically designed to develop and enhance the ability</td>
<td></td>
</tr>
<tr>
<td>of students enrolled in the program to adapt, lead and succeed in the</td>
<td></td>
</tr>
<tr>
<td>context of change and are structured around four key themes: creativity,</td>
<td></td>
</tr>
<tr>
<td>collaboration, competence and character. Drawing on leading edge</td>
<td></td>
</tr>
<tr>
<td>research as well as insights from practitioners with extensive industry</td>
<td></td>
</tr>
<tr>
<td>experience, the units of study give students enrolled in the program</td>
<td></td>
</tr>
<tr>
<td>the opportunity to gain practical experience of a wide variety of complex,</td>
<td></td>
</tr>
<tr>
<td>real-world business challenges. Four of the core units of study focus on</td>
<td></td>
</tr>
<tr>
<td>building the individual leadership, creativity, critical analysis and</td>
<td></td>
</tr>
<tr>
<td>management competencies and skills of students enrolled in the program.</td>
<td></td>
</tr>
<tr>
<td>Using market leading management and leadership assessment techniques,</td>
<td></td>
</tr>
<tr>
<td>each student is provided with an individual competency development</td>
<td></td>
</tr>
<tr>
<td>program and access to a range of development resources. A further four</td>
<td></td>
</tr>
<tr>
<td>units of study build the business knowledge and skills of students,</td>
<td></td>
</tr>
<tr>
<td>with an overarching theme of business resilience and sustainability.</td>
<td></td>
</tr>
<tr>
<td>The final four units build on the first eight and focus on building</td>
<td></td>
</tr>
<tr>
<td>future enterprises. A considerable proportion of the assessment</td>
<td></td>
</tr>
<tr>
<td>associated with this degree involves students working in small groups on</td>
<td></td>
</tr>
<tr>
<td>real world business and management problems.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accreditation</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.15</td>
<td>Expected normal length of candidature:</td>
</tr>
<tr>
<td>Full-time</td>
<td>Min: 1.5 years</td>
</tr>
<tr>
<td>Part-time</td>
<td>Min: N/A</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
3.16 Minimum credit points for completion: 72

3.17 Location/campus for student attendance: □ Camperdown and Darlington □ Rozelle □ Conservatorium □ Camden □ Mallett Street □ Fully online □ Offshore (please specify): □ Other (please specify): CBD Campus (C13B) □ Hospital (Clinic) (please specify):

3.18 Mode of delivery: □ Face-to-face teaching □ Online □ Offshore (please specify): □ Other (please specify): □ CBD Campus (C13B) □ Hospital (Clinic)

3.19 Timetabling: □ Standard □ Non-standard (e.g. Summer or Winter School)

3.20 Does the course involve clinical or industrial placement/experience? □ Yes □ No

3.21 Does the course involve internships or overseas study? □ Yes □ No

3.22 Other course enrolment requirements:
- Criminal record check □ Yes □ No
- Prohibited Employment Declaration □ Yes □ No
- Health records and Privacy Information Declaration □ Yes □ No
- Working with Children □ Yes □ No

3.23 Is this a course which provides entry to a profession i.e. needs professional accreditation? □ Yes □ No

3.24 Prohibition (if applicable)
Units of study are to be completed in sequence as prescribed.

3.25 Articulation pathway (if applicable):

<table>
<thead>
<tr>
<th>Code</th>
<th>Course name</th>
<th>Credit given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.26 Proposed commencing year course fee per 1 EFTSL
- Domestic fee-paying: $50,000
- International fee-paying: $50,000
- HECS (Student contribution): $N/A

3.27 Incidental (ancillary) fees (if applicable):
The CRICOS register requires an indication of any compulsory costs other than tuition fees (e.g. field trip fees.) Will the proposed course incur any compulsory costs other than tuition fees and compulsory subscriptions? If yes, please indicate the amount.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books and course notes</td>
<td>$100 approx per Unit of study</td>
</tr>
</tbody>
</table>

3.28 Estimated commencing enrolments (match commencing enrolments with those in Part 2)

<table>
<thead>
<tr>
<th>Proposed enrolments in first three years of the course</th>
<th>Max Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year One</td>
</tr>
<tr>
<td></td>
<td>S1</td>
</tr>
<tr>
<td>Commonwealth Supported Place (CSP)</td>
<td>N/A</td>
</tr>
<tr>
<td>Domestic fee paying (PG only)</td>
<td>0</td>
</tr>
<tr>
<td>International fee-paying (Onshore)</td>
<td>0</td>
</tr>
<tr>
<td>International fee-paying (Offshore)</td>
<td>N/A</td>
</tr>
<tr>
<td>Research Training Scheme (RTS)</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

* PG Commonwealth Supported Places are capped. Discuss inclusion of PG CSP with the Planning and Information Office at an early stage in the development of the proposal

3.29 Course deletions may impact or be perceived to impact continuing (enrolled) students. If this proposal relates to a change to an existing course please complete sections 7.12.5 to 7.12.9 of this template which addresses transitional arrangements. Describe the proposed communication with continuing students about...
the deletion of the course. N/A

3.30 Course deletions may impact commencing students or applicants. If this proposal relates to or involves a course deletion please complete sections 7.12.5 to 7.12.9 of this template. Has consultation been undertaken with Student Recruitment and Admissions regarding the numbers of applications or offers in

**PART 4: Admission details**

The following information will be used for internal and external publication and marketing purposes.

<table>
<thead>
<tr>
<th>4.1 Admission pathway:</th>
<th>☐ UAC ☒ Direct ☐ Flexible Entry (UG only) (provide details of new or amended flexible entry requirements)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Areas of study:</td>
<td>General Management</td>
</tr>
<tr>
<td>4.3 Assumed knowledge:</td>
<td>N/A</td>
</tr>
<tr>
<td>4.4 Minimum education requirements:</td>
<td>Year 12 (senior secondary certificate) or equivalent</td>
</tr>
<tr>
<td></td>
<td>Relevant employment or professional experience</td>
</tr>
<tr>
<td></td>
<td>Bachelor's (Pass)</td>
</tr>
<tr>
<td></td>
<td>Bachelor's (Hons)</td>
</tr>
<tr>
<td>Additional information:</td>
<td>minimum GMAT of 550, at least 3 years relevant work experience</td>
</tr>
<tr>
<td>4.5 Estimated or target minimum ATAR (for UG only):</td>
<td>2xxx (e.g. 2016)</td>
</tr>
<tr>
<td></td>
<td>2xxx (e.g. 2017)</td>
</tr>
<tr>
<td>4.6 Additional admission selection criteria (e.g. GAMSAT, portfolio, audition, interview, etc.):</td>
<td>GMAT, statement of motivation, interview</td>
</tr>
<tr>
<td>4.7 If the proposal is for a postgraduate award course, please indicate the application closing date:</td>
<td>For domestic students, closing date for applications is: As per the School dates advertised on the School website</td>
</tr>
<tr>
<td></td>
<td>For international students, closing date for applications is: As per the School dates advertised on the School website</td>
</tr>
<tr>
<td>4.8 Second semester admission</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>In 2020 units of study will be timetabled to accommodate the prescribed sequence for both semester one and semester two intakes.</td>
<td></td>
</tr>
<tr>
<td>4.9 International student admission:</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>Will the minimum English language requirement for the proposed course differ from the usual requirements (i.e. overall IELTS score of 6.5 with a minimum of 6.0 in each band)?</td>
<td>☒ Yes ☐ No</td>
</tr>
<tr>
<td>If yes, please indicate IELTS equivalent: Overall 7 with a minimum of 6.0 in each band</td>
<td></td>
</tr>
<tr>
<td>Other international student entry requirements: In certain cases additional assessment may be deemed required, at the discretion of the Academic Program Director</td>
<td></td>
</tr>
</tbody>
</table>

**PART 5: External registration codes**

Codes will be sought following final approval of the course proposal. For course deletions, please include existing details.

| 5.1 CRICOS Code: | ☒ Application pending ☐ Not applicable |
| 5.2 UAC Code: | ☐ Application pending ☒ Not applicable |
PART 6: Academic purpose

6.1 Academic rationale

The Master of Business Administration in Leadership and Enterprise is a degree that has been designed to equip the next generation of managers and leaders with the knowledge, skills and competencies that will allow them to adapt, lead and succeed in the context of change. To achieve this aim the University of Sydney MBA (Full Time) will focus on building and enhancing the creativity, collaboration, competence and character of students enrolled in the program.

6.2 Academic aims and objectives

Aims

The aim of the MBA in Leadership and Enterprise is to equip the next generation of leaders and managers with the skills, knowledge and competencies to design innovative, creative and sustainable solutions to the challenges and opportunities that change creates. Disruptive technologies threaten traditional business models in almost every industry, climate change poses challenges for many aspects of business, economy and society and globalization, and particularly the rise of Asia, means that many of the old certainties no longer hold.

Over recent years there is growing evidence of disconnect between curricula designed to prepare graduates in ‘management competence’ and what employers expect of MBA graduates (Hazy & Backstrom, 2014). Specifically, in contexts characterised by high uncertainty and ambiguity, the concepts, theories, methods and tools of existing MBA programs are increasingly becoming of less value. A key challenge for curriculum design is to integrate the ‘old knowledge’ required for career change with ‘new knowledge’ required to understand how organisations form and change in response to disruption and innovation. From the perspective of those seeking to recruit MBA graduates, the conventional core units are increasingly seen almost as a “commodity”—fairly standardised and taught equally well in most business schools. To date, this has been accompanied by a shift in interest in the competence of students in the harder-to-define softer skills, and a key differentiator between schools has been their ability to design and deliver on these skills.

A recent article in Forbes; ‘The MBA of the Future Needs a Different Toolbox’ argues that in a world where technology will continue to replace many activities performed by humans, there will be an increasing focus on skills related to creativity, innovative thinking and critical thinking. “To really think critically and innovatively and to have high emotional and social intelligence, one has to learn how to overcome natural cognitive and emotional proclivities. That is what is missing from many MBA programs. Developing one’s ability to think critically and innovatively and one’s emotional intelligence will require MBA students to learn critical and innovative thinking processes and to develop the ability to manage their thinking and emotions, as well as humility, empathy and mindfulness.” The article argues that most of these skills and capabilities need to be learned by doing — doing them enough to engrain new habitual ways of behaving and thinking.

In order to achieve these aims, the MBA in Leadership and Enterprise has been designed to address current gaps in creativity, innovation, leading in a digital world and a systems approach to problem solving. Units of study are grouped under three sets of sets of core capabilities:

1. Personal/interpersonal skill development
2. Business knowledge and skills
3. Building future enterprises

Approved by the Academic Board, 3 December 2014
Capability Set 3, building future enterprises, builds on 1 and 2, and focuses on applications and extension of the learning outcomes of 1 and 2.

6.3 Statement of learning outcomes

In light of the discussion above the following learning outcomes have been developed for the Master of Business Administration in Leadership and Enterprise.

Students who graduate from the University of Sydney MBA in Leadership and Enterprise will possess the following:

1. **Depth of disciplinary expertise** – graduates will be able to demonstrate an ability to integrate insights from across relevant business and management-related disciplines and be able to apply this knowledge to a range of complex business and management problems. This will be assessed through assignments and examinations and our Assurance of Learning Program.

2. **Critical thinking and problem solving** – graduates will be able to demonstrate the effective application of their knowledge, critical analysis and creativity to address a variety of change related problems. This will be assessed through assignments and examinations and our Assurance of Learning Program.

3. **Communication** – graduates will display mastery of a wide range of business relevant forms of communication, supported by the effective use of appropriate technology. This will primarily be assessed through class presentations and our Capstone unit.

4. **Information literacy** – graduates will be able to demonstrate their ability to provide insights into the challenges facing contemporary organisations through the effective identification and use of information from a range of relevant sources. This will be assessed through assignments.

5. **Inventiveness** – graduates will be able to use different strategies to explore opportunities and construct new ideas, solutions or products. This will be primarily assessed in our Capstone unit.

6. **Cultural competence** – graduates will excel at working with others, demonstrating the ability to play a leadership role and to draw on the strengths of peers with different backgrounds and talents, as well as work productively, collaboratively and openly in diverse groups and across cultural boundaries. This will be assessed through group assignments and peer evaluation tools.

7. **Interdisciplinary effectiveness** – graduates will be able to work effectively in interdisciplinary settings and to build broader perspectives and more contextualised forms of understanding. This will be assessed in individual and group assignments.

8. **An integrated professional, ethical and personal identity** – graduates will possess the ability to clearly articulate a well-reasoned and informed point of view on some of the major forces shaping contemporary organisations and society, including issues relating to business ethics, sustainability and social responsibility.

9. **Influence** - graduates will provide evidence of the personal development of their leadership skills and capabilities and show an ability to reflect on how they can use these skills and abilities to contribute to the effective management of their organisations.

6.4 Statement of generic attributes

6.4.1 Research and Inquiry
A graduate will be able to integrate insights from across relevant business and management
related disciplines and apply this knowledge to a range of complex business and management problems, as well as undertake critical analysis and creativity to address a variety of change-related issues.

6.4.2 Information literacy
A graduate will be able to provide insights into the challenges facing contemporary organisations through the effective identification and use of information from a range of relevant sources.

6.4.3 Personal and intellectual autonomy
A graduate will have the skills and self-awareness to be an effective leader, drawing on the strengths of peers with different backgrounds and talents.

6.4.4 Communication
A graduate will possess mastery of a wide range of business relevant forms of communication, supported by the effective use of appropriate technology.

6.4.5 Ethical, social and professional understanding
A graduate will be able to articulate a well-reasoned and informed point of view on some of the major forces shaping contemporary organisations and society (ethical, social and professional understanding).

PART 7. Learning and teaching

7.1 Course structure

The proposed program consists of 12 units. It is a lock-step program whereby each student cohort progresses through the program together and in a specific order. This arises because the knowledge and skills gained through each stage of the course are necessary for the units that follow.

The program makes use of the University's shorter intensive sessions. Students will undertake 2 units of study at a time over a period of 7 weeks, ensuring they are meeting the volume of learning, in hours, for full-time study. We do not consider it desirable or effective for students to be undertaking four units of study at a time given the skills built at each stage of the program are applied/incorporated throughout the program, greatly facilitating experiential learning.
<table>
<thead>
<tr>
<th>UoS collection name</th>
<th>UoS code</th>
<th>UoS name</th>
<th>Core = CO Elective = EL Barrier = BA Capstone = CP</th>
<th>Existing = YES New = provide ASCED ^ and Level</th>
<th>Session(s) ^</th>
<th>Course year first offered</th>
<th>Campus &quot;</th>
<th>Credit points</th>
<th>Teaching department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>FMBA5001</td>
<td>Leadership Practice and Development</td>
<td>CO</td>
<td>0803 Postgraduate</td>
<td>S2C</td>
<td>2018</td>
<td>CBD</td>
<td>6</td>
<td>Management Education</td>
</tr>
<tr>
<td>Core</td>
<td>FMBA5002</td>
<td>Critical Analysis and Thought Leadership</td>
<td>CO</td>
<td>0803 Postgraduate</td>
<td>S2CISE</td>
<td>2018</td>
<td>CBD</td>
<td>6</td>
<td>Management Education</td>
</tr>
<tr>
<td>Core</td>
<td>FMBA5003</td>
<td>Creativity, Innovation and Business</td>
<td>CO</td>
<td>0803 Postgraduate</td>
<td>S2CINO</td>
<td>2018</td>
<td>CBD</td>
<td>6</td>
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</tr>
<tr>
<td>Core</td>
<td>FMBA5004</td>
<td>The Nature of Systems</td>
<td>CO</td>
<td>0803 Postgraduate</td>
<td>S2CINO</td>
<td>2018</td>
<td>CBD</td>
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<tr>
<td>Core</td>
<td>FMBA5005</td>
<td>Strategies for Growth</td>
<td>CO</td>
<td>0803 Postgraduate</td>
<td>S1CIFE</td>
<td>2019</td>
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<tr>
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<td>CO</td>
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<tr>
<td>Core</td>
<td>FMBA5007</td>
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<td>S1CIAP</td>
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</tr>
<tr>
<td>Core</td>
<td>FMBA5008</td>
<td>Data Analysis and Modelling</td>
<td>CO</td>
<td>0803 Postgraduate</td>
<td>S1CIAP</td>
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<td>Management Education</td>
</tr>
<tr>
<td>Elective</td>
<td>FMBA5009</td>
<td>Building Business Sustainability Project</td>
<td>CO</td>
<td>0803 Postgraduate</td>
<td>S1C</td>
<td>2019</td>
<td>CBD</td>
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</tr>
<tr>
<td>Core</td>
<td>FMBA5010</td>
<td>Leading Business Innovation</td>
<td>CO</td>
<td>0803 Postgraduate</td>
<td>S2CIJL</td>
<td>2019</td>
<td>CBD</td>
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</tr>
<tr>
<td>Core</td>
<td>FMBA5011</td>
<td>Leading in a Digital World</td>
<td>CO</td>
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</tr>
<tr>
<td>Core</td>
<td>FMBA5012</td>
<td>Building Global Capability</td>
<td>CO</td>
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<td>CBD</td>
<td>6</td>
<td>Management Education</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
7.2 Pedagogical approach

Pedagogy

A hallmark of management education programs offered by the University of Sydney Business School is their strong emphasis on experiential learning. The Global Executive MBA and part-time MBA provide students with opportunities to confront complex real world problems and for these experiences to be the vehicle for student learning through an iterative process of experiencing, reflecting, generalising and applying. The MBA in Leadership and Enterprise will adopt the same pedagogical approach. This approach sees students as active participants in their learning and provides opportunities for students to learn from each other. It also recasts the role of academic staff as facilitators of learning, who co-create knowledge and understanding with their students throughout the learning process. This pedagogy is seen to be entirely consistent with the MBA in Leadership and Enterprise aims to develop the skills, knowledge and attributes of managers to succeed in a context of change. All academic staff who have been selected to teach on the MBA in Leadership and Enterprise will attend a series of professional development workshops designed to enhance their ability to support student learning through experiential and problem based learning.

The structure of the program is as follows:

**Units of Study**

The following are brief descriptions of the core units of study that will be offered in the MBA in Leadership and Enterprise.

**Leadership Practice and Development**

This unit of study aims to develop the individual leadership skills and competencies of students that will allow them to succeed in the context of change. Students will commence this unit of study at the beginning of the program and will work in a self-directed manner on tasks associated with it for the duration of their enrolment. Using market leading management and leadership competency assessment tools, each student will be provided with an individual development program. Students will be able complete their development program through a combination of online activities, specifically organised skills seminars and company provided learning and development opportunities. At the completion of this process, students will submit a portfolio that documents the development program they have undertaken and will be provided with the opportunity to re-take the competency assessments.

**Critical Analysis and Thought Leadership**

This unit of study aims to develop the ability of students to analyse a situation, make a solid case for a decision and then communicate it persuasively. Students will improve understanding of logical
reasoning and rhetoric by developing a better understanding of the use of evidence, by identifying the common fallacies that appear in public and private discussions and debate, and how to argue by analogy. Students will also develop critical communication skills, by learning how to craft vibrant and clear communications that will resonate with target audiences.

**Creativity, Innovation and Business**
This unit of study provides students with strategies, experiences and approaches to build creativity and innovation in their business practice. Drawing on the creative leadership and business transformation research, the unit provides students with immersive creative experiences inspired by artistic practice and theory in business, science education and the arts. The unit follows a process of building praxis-based knowledge (through experiential hands on workshops) so that students can build understanding and then put it into practice through the development and delivery of a creativity project in collaboration with their peers.

**The Nature of Systems**
This unit of study introduces the central concepts of integrative systems approaches to addressing complex, multi-dimensional, multi-scale issues. At first students learn about interdependencies in systems through a series of computer simulations. On that basis they are then introduced to concepts such as emergence of patterns in systems without central organisation, self-reinforcing and balancing feedback loops, as well as robustness, resilience and phase transition. To solidify and broaden the students’ understanding of these concepts, the unit moves on to showcase current research that grapples with these issues, from interactions of the gut microbiome with human behaviour to the structure of financial networks and the incentives they set in mobile health app markets. An understanding of concepts from complex systems thinking should help students develop their own thinking about complex issues and identify novel approaches and research questions.

**Strategies for Growth**
In this unit of study students will examine how organisations can reshape and rethink their business models in response to changes in technology and market structure, key factors associated with successful rapid implementation of strategic responses to changes in market conditions and how the effective use of information can help enhance strategic agility. With significant input from leading industry figures, this unit of study will give students hands on and practical experience at applying theory to real world situations and at identifying innovative strategic responses to shifts in market conditions.

**Financial Management**
This unit of study will provide students with insight and understanding of the role that financial management can play in developing and executing effective strategies for change. Drawing on research in finance and management accounting, this unit of study will give students an understanding of key financial management tools and techniques that can be used to drive and support change and give them the opportunity to apply these financial management tools to real world case studies. In addition, students enrolled in this unit of study will have the opportunity to gain practical insights from leading industry practitioners, including CFOs, into the financial management practices they use in their organisations.

**Innovation in Strategic Marketing**
This unit of study provides a contemporary approach to strategic marketing, incorporating many practical frameworks with exemplars drawn from a wide variety of managerially relevant contexts. By the end of this unit, students will have a clear perspective of how marketing relates to other functional areas of the business and they will have a good working knowledge of some practical tools and frameworks to assist them as managers. They will also understand the implications of how marketing is changing, especially in terms of a new generation of technologies that is enabling fresh approaches to strategic marketing.

**Data Analysis and Modelling**

*Approved by the Academic Board, 3 December 2014*
This unit of study develops the ability of students to effectively analyse and draw useful inferences from data, as well as communicate complex interrelationships found in the data to senior management in a way that maximises the possibility that it can lead to favourable and sustainable change. This unit of study will assist students to deliver competitive advantage for their organisations in at least five distinct ways: (1) it will reveal the type of "internal" data that an organisation must compile for effective decision making; (2) it will identify the "external" data that must be used in combination with the internal data, and where that external data is sourced; (3) it will analyse the tools and modelling techniques that can be used to draw timely and relevant insights from a range of different forms of data; (4) it will examine how these tools and modelling techniques can be practically applied across a range of organisational settings; and (5) it will demonstrate how any findings should be communicated to time poor senior management. As part of this unit of study students will be given the opportunity to work with real world data sets and case studies, and to apply those data sets to their own and other organisations.

**Building Business Sustainability Project Component**

This integrative project encompasses a theme of building business resilience and sustainability and is embodied in the four business knowledge and skills units. The focus could be for-profit or non-profit enterprises. This will require facilitators to devote specific content to how the unit contributes to building sustainable entities, and hopefully, move away from the potential silo effect of units that focus on specific disciplinary knowledge. Class time may be devoted to guest speakers, panel discussion and experiential exercises. The ability to dedicate a proportion of the content in each of the business knowledge and skills units to a project focused on issues of sustainability would be a differentiator as it obviates the need for a specialist unit in sustainability, and instead, forces both facilitators and students to think horizontally about how sustainability issues need to cut across all aspects and functions of the enterprises. This genuinely speaks to integrated leadership. It is also through this component that the program offers a vehicle for direct corporate involvement and engagement. This is a zero credit point unit and does not involve students completing ‘additional’ work, but rather, it is a compendium of assessments from the four business knowledge and skills units.

**Leading Business Innovation**

In this unit each student receives a leading business innovation challenge, which they have to address over the duration of the course. The task involves analysing an organisation regarding its business innovation orientation, capabilities, and systems, and on the basis of this analysis, provide recommended improvements. Further, each week, students work in groups to learn an innovation tool. The tool is introduced in an article from the literature, and students apply it to their work context to understand how the tool works. At the end of each class, they briefly present what they have achieved.

**Leading in a Digital World**

This unit provides an emphasis on modern information and communication technologies (ICT) and critically examines current managerial thought about technology from multiple perspectives. It aims to equip students with a balanced understanding of the nature and role of technology in organisations, enabling them to manage with technology more effectively. Learning in this unit is based on hands-on class activities, case study analysis, and classroom discussions. A key learning outcome in the unit is that students critically examine contemporary digital technology trends and their implications for organisations and people.

**Building Global Capacity**

This unit draws a parallel between modern organisations and the broader social environment in which they operate. This unit demonstrates how global, technological and demographic trends are re-shaping modern workplaces and highlights the importance of inclusive leadership in managing people. In this unit, students also build experience in leading change in organisations, and develop a better understanding of the dynamics of organisational culture, power and influence and the role of diversity. Students develop this understanding by critically reflecting on their own organisations, and through real-world case studies focus on the implementation of a change management program addressing significant...
workforce and leadership diversity challenges. By the end of this unit of study, students are better equipped to drive organisational performance, and get the most from the people they manage.

**Capstone**

In this final capstone, students confront the ultimate challenge facing truly pioneering companies: excellence in new product development. This unit recreates the intense, team environment of a firm's innovation business unit. Students will integrate the skills, knowledge and experience acquired throughout the MBA in Leadership and Enterprise to deliver a real prototype product to market. They are also expected to rapidly learn and apply the art of lean start up methodologies. Students will work in teams and with tight milestones. They are set a strategic problem facing one of the country's most significant private or public sector organisations, and are expected to deliver a prototype product solution to a group of senior stakeholders at the end of the unit. To complete this unit successfully, students are expected to use their learning from across the MBA in Leadership and Enterprise - including in strategy, marketing, financial management, people management, data analytics, critical analysis and leadership. They will also venture into the marketplace to do customer needs finding and product testing. Students will critically reflect on the implications and impact of their learning across the entire MBA in Leadership and Enterprise.

### 7.3 Assessment procedures

While there is no one-size-fits-all assessment structure for individual units, the following is a typical representation of assessment structure in the current part-time MBA. A similar model will apply for the full-time MBA in Leadership and Enterprise. Given a strong emphasis on experiential learning, there will be less formal examinations and more reflective pieces, embodying both formative and summative elements.

<table>
<thead>
<tr>
<th>Proposed assessment regime</th>
<th>Proportion of assessment regime (%)</th>
<th>Use of external assessors/examiners (Yes/No) (if yes, please provide details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment</td>
<td>30%</td>
<td>No</td>
</tr>
<tr>
<td>Group Project</td>
<td>30%</td>
<td>No</td>
</tr>
<tr>
<td>Reflective Essay or Examination</td>
<td>40%</td>
<td>No</td>
</tr>
</tbody>
</table>

### 7.4 Assurance of learning

Learning in the MBA in Leadership and Enterprise will be assured in accordance with the policies and procedures for Assurance of Learning that have been developed by the Business School to meet the requirements of the University and its obligations under AACSB accreditation (see www.sydney.edu.au/business/_data/assets/pdf_file/0006/146832//AoL_guiding_principles.pdf for ten guiding principles the Business School has developed for a systematic approach to assurance of learning). Specifically, for the MBA in Leadership and Enterprise:

- Each assessment item will be developed to correspond with relevant program level learning outcomes outlined previously in this document.
- The extent to which students have been introduced to, practiced and mastered each of the program level learning outcomes will be monitored throughout their candidature.
- The capstone unit of study has been structured as the primary vehicle for assurance of learning. One of the pieces of assessment for this unit of study asks each student to document how they demonstrated the application of knowledge and skills associated with each of the program level learning outcomes in completing the assessment tasks associated with this unit of study. This assessment item will be used to ensure assurance of learning.
7.5 Quality assurance arrangements and program review

- monitor, measure and achieve quality learning and teaching
  
- review content, delivery and Resolutions of the course
  
- review and rationalise Units of Study for the course

The MBA Program Director is a member of the Business School’s Quality and Accreditation Committee. This Committee was established in 2012 to take School-wide responsibility for implementing and overseeing processes to meet ongoing quality assurance aspirations and accreditation requirements. While its main focus is the School’s accreditation with AACSB and EQUIS, it provides oversight of related quality assurance processes (e.g. assurance of learning) and initiatives (e.g. Academic Board Reviews). The MBA in Leadership and Enterprise assurance of learning assessment protocols, results and recommendations for continuous improvement will be presented and reviewed in this committee for each iteration of the capstone.

In accordance with the Tertiary Education Quality and Standards Agency’s (TEQSA) ‘Higher Education Standards Framework’ (2015), Section 5.3 Monitoring, Review and Improvement, the following initiatives will also be undertaken with respect to quality assurance and program review:

- The MBA Program Director will at least every 7 years conduct a comprehensive review of the program, with evidence to be provided as part of the renewal of registration application to TEQSA;
- The MBA Program Director will be responsible for day-to-day monitoring the academic quality of program delivery and for identifying opportunities to revise and renew the curriculum on an ongoing basis;
- Student feedback will be collected and reviewed for each unit of study associated with the program;
- Formal review meetings will be conducted for each MBA in Leadership and Enterprise cohort. This review meeting will be chaired by the Program Director and attended by all staff teaching on the program. The purpose of the meeting will be to review student feedback, identify areas for improvement and identify examples of best practice that can be adopted across the program;
- In keeping with Business School policy the MBA in Leadership and Enterprise will be formally reviewed by a committee of the Graduate Studies Board every three years;
- The University of Sydney MBA in Leadership and Enterprise will be subject to ongoing review by national and international accrediting agencies, including AASCB and EQUIS who conduct major reaccreditation exercises, with a focus on quality assurance, every five years.
- In line with above, the MBA Program Director will demonstrate that reviews of units of study involve considered oversight by the institutional academic governance processes, external referencing (which can include moderation of assessment against other programs, benchmarking of student success and course design against programs at other providers) and feedback from students.

7.6 Student workload

<table>
<thead>
<tr>
<th>Attendance and participation type</th>
<th>Weekly workload</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>6 hours</td>
</tr>
<tr>
<td>Tutorials</td>
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</tr>
<tr>
<td>Practical experience</td>
<td>N/A</td>
</tr>
<tr>
<td>Independent study</td>
<td>4 hours</td>
</tr>
<tr>
<td>Reading and work for assessment</td>
<td>4 hours</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>6 hours</td>
</tr>
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</table>

Approved by the Academic Board, 3 December 2014
The MBA in Leadership and Enterprise will make use of both university semesters and sessions to prevent students from undertaking excessive workloads. One option is to run 2 units at a time over a 7 week period. Further, the MBA support team will work with Unit of Study co-ordinators on assessment submission dates to provide as much of an even work flow as possible for students. We will also make extensive use of the Blackboard learning management system, including online submission of assignments.

**Course Load**

The academic course load should equally compare with similar full-time course work loads University. The program is to be undertaken over 18 months.

**Student workload management to ensure optimal time for depth of research and learning**

As mentioned above, the unit of study sequence is such that students will enrol in 2 x 7 week intensive unit of study as part of a lock step program with each pair of units building on the previous. This timetabling has been developed as such to avoid overloading students (as would be the case with 4 UoS at once) and accommodate the experiential learning approach of the program.

7.7 **Academic advice, support and student representation**

In addition to the existing provision of academic advice and support that the University of Sydney Business School provides to students, students enrolled in this program will be able to seek advice and support from the MBA Program Director, MBA Program Manager and dedicated MBA Program Coordinators. These arrangements have been adopted for the Master of Management, Global Executive Master of Business Administration and part-time Master of Business Administration programs.

Students enrolled in the MBA in Leadership and Enterprise will be able to participate in all of the fora that the Business School has established to provide representation for students in its programs. In addition, they will become members of the MBA student body ‘eMBAssy’, which provides a formal channel through which students provide input into the governance of the program.

7.8 **Remediation and reassessment**

Issues of remediation and reassessment in the MBA in Leadership and Enterprise will be dealt with in accordance with the policies and procedures adopted across all award courses administered by the Business School and as set out in the Student Manual.

7.9 **Combined degrees and inter-faculty arrangements**

N/A

7.10 **Influence of external accreditation or other professional requirements**

The MBA in Leadership and Enterprise contains a capstone experience, as described previously. Full time MBA programs do not require compliance with external professional bodies, but they do become eligible for external rankings by bodies such as the Financial Times and Economist. These rankings are largely based on graduate outcomes such as salaries, graduate ratings of programs and research output of faculty teaching in the programs. The MBA in Leadership and Enterprise has been designed to meet program eligibility requirements for accreditation by the AACSB and EQUIS.

7.11 **Joint ventures with other universities**

Approved by the Academic Board, 3 December 2014
7.12 Resolutions

### Senate, Faculty and Course Resolutions

The faculty manager or nominee must provide any new Resolutions or proposed amendments to existing Resolutions with this proposal, using the attached templates as a strict guide. (Refer to Appendix 1 Resolutions of the Senate, Appendix 2 for Faculty Resolutions and Appendix 3 for Course Resolutions). Please also indicate below if changes to the Resolutions apply. New and amended resolutions are to be submitted as pdfs generated from the relevant CMS file. Advice and assistance can be obtained from the Committee Officer to the Undergraduate Studies or Graduate Studies Committee of the Academic Board, as applicable.

<table>
<thead>
<tr>
<th>7.12.1</th>
<th>Are there changes to the list of Degrees, Diplomas and Certificates conferred by your faculty, as listed in the Resolutions of the Senate available in the University Calendar? If Yes, complete Appendix 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.2</th>
<th>Will there be new Resolutions or changes to existing Faculty Resolutions for the proposed course or amended course? If Yes, complete Appendix 2</th>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>7.12.3</th>
<th>Will there be new Resolutions or changes to existing Course Resolutions for the proposed course or amended course? If Yes, complete Appendix 3a or 3b (there are separate Appendices for undergraduate and postgraduate courses)</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
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</table>

### Academic dress

<table>
<thead>
<tr>
<th>7.12.4</th>
<th>Will there be changes to the academic dress due to the introduction of the proposed new award course? If Yes, contact the office of the Deputy Vice-Chancellor (Registrar)</th>
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<tr>
<td></td>
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### Transitional arrangements

<table>
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<th>7.12.5</th>
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<tr>
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</tr>
<tr>
<td>International</td>
<td>N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.6</th>
<th>Are there international students who are currently undertaking foundation or English language studies and planning to take this course? e.g., students who received a package offer. If yes, what provisions are in place for such students?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.12.7</th>
<th>For course deletions, advise the last date for enrolments into the existing course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
7.12.8 **For course deletions**, attach proof of consultation with Student Recruitment and Admissions to determine whether any student applications are currently being processed, and outlined any provisions to be put in place for such students  
N/A

7.12.9 **For course deletions**, outline the provisions in place for students enrolled under existing Resolutions  
N/A

PART 8: Resources

8.1 **Teaching and support staff**

9.1.1 Provide details of academic staff and support staff numbers (administrative, IT or technical support) required to deliver the award course)

The University of Sydney MBA in Leadership and Enterprise will be resourced by the current MBA program team of Academic Program Director; Program Manager and some academic Unit of Study Coordinators, with the following incremental staffing requirements identified:

- Incremental academic staffing – 1 level C and 2 level D
- Incremental professional staffing – 1 FTE Careers staff member per 50 students; 2 Program Coordinators and 1 Industry Project Coordinator (all staggered over the first 3 years of the program)

9.1.2 What are the strengths of the department/school relevant to this proposal?

The roles of the Program Director and Program Manager are already established in the Business School. The current Program Coordinator and Careers and Corporate Relations functions will be enhanced to accommodate the demands of the MBA in Leadership and Enterprise. Bolstering the supply of academic staff with the skills and experience to provide high level management education has been a strategic priority for the Business School for several years and has figured prominently in its ongoing recruitment activities. We are confident that by the time this program launches in semester 2 2018, the Business School will have appropriate staff to resource this program.

9.1.3 Please indicate whether use will be made of staff not on the University’s formal payroll and how monitoring and supervision of those staff is to be managed.

From time to time, and in keeping with the requirements of the program, it may be necessary for the School to use specialist adjuncts to deliver some of the content associated with the MBA in Leadership and Enterprise. Monitoring and supervision of these staff will be the responsibility of the Program Director.

8.2 **Teaching space and related facilities**

9.2.1 Teaching rooms and

9.2.2 Lecture theatres

In keeping with its premium positioning, the MBA in Leadership and Enterprise will utilise the high quality teaching spaces and lecture theatres at the CBD campus that can facilitate the teaching approach and pedagogy of the program. In addition to lecture theatres, suitable space, with after-hours access, will be required for students to conduct group and syndicate meetings, as is provided at the CBD Campus.

9.2.3 Laboratories  
N/A

Approved by the Academic Board, 3 December 2014
9.2.4 Staff offices
Ongoing use of the current allocated office space for the Program Director, Program Manager and the Program Coordinators, Careers and Corporate Relations team and Industry Project Coordinator, as well as a meeting room for interviews, etc will be required.

9.2.5 Storage or other space required including any which needs to be rented externally  N/A

9.2.6 Professional placement locations  N/A

8.3 IT requirements

9.3.1 Computer technology  The MBA in Leadership and Enterprise has no specific hardware requirements. The student experience and learning outcomes would be enhanced by investment in software that will allow students to access course related materials on mobile devices and tablets and access to virtual collaboration software.

9.3.2 Other equipment  N/A

8.4 Library resources
See appendix 4
APPENDIX 1: RESOLUTIONS OF THE SENATE (DEGREES, DIPLOMAS AND CERTIFICATES)

Senate Resolutions template

The objective of the Senate Resolutions is to have in a table form all courses currently offered by the Faculty, with enough information to correlate the courses listed to course Resolutions and to Sydney Student instances of the course.

Only list current courses in the Senate Resolutions. A current course is one that is:

- endorsed by Senate after approval by Academic Board; and
- open to admission, or admission is suspended but the course has not been formally deleted by Academic Board.

Courses that are not current are ones that have been notified to Academic Board as closing and have passed their final admission date.

If admission has been suspended to any course, without deletion, add the phrase '(admission suspended 20XX)' after the course title.

Degrees

List in order from higher doctorates, research doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate. Ensure you also list any higher doctorates under clause 1 at the start of the resolutions.

Combined degrees

List in order from research and missed mode doctorates, master’s by research, coursework doctorates, coursework master’s to bachelor’s degrees. List in alphabetical order by title within each category. List streams in alphabetical order. Do not list majors or specialisations. Use * or ^ to indicate bachelor’s degrees with honours as appropriate.

Graduate diplomas

List in alphabetical order by graduate diploma name. List streams in alphabetical order. Do not list specialisations.

Graduate certificates

List in alphabetical order by graduate certificate name. List streams in alphabetical order. Do not list specialisations.

Undergraduate diplomas

List in order from advanced diplomas to diplomas. List in alphabetical order by name within each category. List streams in alphabetical order. Do not list majors.
Resolutions of the Senate

1) Degrees, diplomas and certificates of the University of Sydney Business School

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

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

2. Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPPHDBUS-01</td>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Research</td>
</tr>
<tr>
<td>RMPHLBUS-01</td>
<td>Master of Philosophy</td>
<td>MPhil</td>
<td>Research</td>
</tr>
<tr>
<td>MAEXMBAD-01</td>
<td>Executive Master of Business Administration</td>
<td>EMBA</td>
<td>72</td>
</tr>
<tr>
<td>MABUSADM-06</td>
<td>Master of Business Administration</td>
<td>MBA</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Master of Business Administration in Leadership and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enterprise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MACOMMER-03</td>
<td>Master of Commerce</td>
<td>MCom</td>
<td>96</td>
</tr>
<tr>
<td>MAHRMIRE-01</td>
<td>Master of Human Resource Management and Industrial Relations</td>
<td>MHRM&amp;IR</td>
<td>60</td>
</tr>
<tr>
<td>MAINBUS-02</td>
<td>Master of International Business</td>
<td>MIntBus</td>
<td>60</td>
</tr>
<tr>
<td>MAINBUAL-02</td>
<td>Master of International Business and Law</td>
<td>MIntBus&amp;Law</td>
<td>72</td>
</tr>
<tr>
<td>MALSCMGT-01</td>
<td>Master of Logistics and Supply Chain Management</td>
<td>MLSM</td>
<td>60</td>
</tr>
<tr>
<td>MAMANAGE-02</td>
<td>Master of Management</td>
<td>MMgt</td>
<td>60</td>
</tr>
<tr>
<td>MAMACEMS-01</td>
<td>Master of Management (CEMS)</td>
<td>MMgt(CEMS)</td>
<td>72</td>
</tr>
<tr>
<td>MAMARKET-01</td>
<td>Master of Marketing</td>
<td>MMktg</td>
<td>60</td>
</tr>
<tr>
<td>MAPROACC-02</td>
<td>Master of Professional Accounting</td>
<td>MPAcc</td>
<td>96</td>
</tr>
<tr>
<td>MATRAMGT-06</td>
<td>Master of Transport Management</td>
<td>MTM</td>
<td>60</td>
</tr>
<tr>
<td>BPCOMMER-</td>
<td>Bachelor of Commerce*</td>
<td>BCom</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Dalyell</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

3. Combined degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMLAW-</td>
<td>Bachelor of Commerce* and Bachelor of Laws^</td>
<td>BCom/LLB</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Dalyell</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Commerce/Bachelor of Advanced Studies^</td>
<td>BCom/BAdvStudies</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Dalyell</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Advanced Computing and Bachelor of Commerce</td>
<td>BAdvComp/BCom</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td>Dalyell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BHENGCOM-</td>
<td>Bachelor of Engineering Honours and Bachelor of Commerce^</td>
<td>BEHons/BCom</td>
<td>240</td>
</tr>
<tr>
<td>MALOMTRM-02</td>
<td>Master of Logistics Management and Master of Transport Management #</td>
<td>MLogMan</td>
<td>96</td>
</tr>
</tbody>
</table>

*may be awarded with honours following a further year of study.
^may be awarded with honours in an integrated program.
# no new intake since 2014
4. Double degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPCOMMES-02</td>
<td>Bachelor of Commerce and Bachelor of Medicine and Bachelor of Surgery*</td>
<td>BCom/MBBS</td>
<td>336</td>
</tr>
</tbody>
</table>

* no new intake since 2013

5. Graduate diplomas

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

6. Graduate certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title &amp; stream</th>
<th>Abbreviation</th>
<th>Credit points</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBUSADM-02</td>
<td>Graduate Certificate in Business Administration (exit point only)</td>
<td>GradCertBA</td>
<td>24</td>
</tr>
<tr>
<td>GCCOMMER-01</td>
<td>Graduate Certificate in Commerce</td>
<td>GradCertCom</td>
<td>24</td>
</tr>
<tr>
<td>GCHRMIRE-01</td>
<td>Graduate Certificate in Human Resource Management and Industrial Relations</td>
<td>GradCertHRM&amp;IR</td>
<td>24</td>
</tr>
<tr>
<td>GCINNENT-01</td>
<td>Graduate Certificate in Innovation and Enterprise</td>
<td>GradCertInn&amp;Ent</td>
<td>24</td>
</tr>
<tr>
<td>GCINTBUS-01</td>
<td>Graduate Certificate in International Business (exit point only)</td>
<td>GradCertIntBus</td>
<td>24</td>
</tr>
<tr>
<td>GCLSCMGT-01</td>
<td>Graduate Certificate in Logistics and Supply Chain Management</td>
<td>GradCertLSCM</td>
<td>24</td>
</tr>
<tr>
<td>GMCANAGE-02</td>
<td>Graduate Certificate in Management (exit point only)</td>
<td>GradCertMgt</td>
<td>24</td>
</tr>
<tr>
<td>GMCMARKET-02</td>
<td>Graduate Certificate in Marketing</td>
<td>GradCertMktg</td>
<td>24</td>
</tr>
<tr>
<td>GCPROACC-01</td>
<td>Graduate Certificate in Professional Accounting (exit point only)</td>
<td>GradCertPAcc</td>
<td>24</td>
</tr>
<tr>
<td>GCTRAMGT-02</td>
<td>Graduate Certificate in Transport Management</td>
<td>GradCertTM</td>
<td>24</td>
</tr>
</tbody>
</table>
The objective of the course resolutions is to describe the intention of the course and specify its requirements as clearly as possible with minimum content. The course resolutions are the ‘source of truth’ for award requirements. They should be informative and definitive to a prospective student, a current student and a staff member. Course resolutions should not be specified if the content is adequately covered at a higher level i.e. in a University policy or Faculty resolution. In general, course resolutions should not re-state rules at a higher level – they should list additions or enhancements to those rules only, where required or permitted.

The style of course resolutions should be in plain and clear English, but relatively formal. Think of the reader as being a prospective student. This should not prevent you from being thorough or definitive. The actual audiences are prospective and current students and staff of the University.

Graduate Certificate in Business Administration
Graduate Diploma in Business Administration
Master of Business Administration in Leadership and Enterprise

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2010 (the ‘Coursework Rule’), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course Resolutions

1. Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course and stream title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCBUSADM-02</td>
<td>Graduate Certificate in Business Administration</td>
</tr>
<tr>
<td>GNBDUSADM-02</td>
<td>Graduate Diploma in Business Administration</td>
</tr>
<tr>
<td></td>
<td>Master of Business Administration in Leadership and Enterprise</td>
</tr>
</tbody>
</table>

2. Attendance pattern

The attendance pattern for this course is full time only.

3. Master’s type

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

4. Embedded courses in this sequence

(1) The embedded courses in this sequence are:

   (a) the Master of Business Administration in Leadership and Enterprise

5. Admission to candidature

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

   (a) Master of Business Administration in Leadership and Enterprise:

      (i) an Australian Qualifications Framework level 7 or higher qualification with a minimum pass average (or equivalent) and performance in an admissions test approved by the Business School to a standard considered satisfactory by the Business School;

      (ii) relevant professional work experience of no less than 3 years, as defined by the Business School,

      (iii) statement of motivation that demonstrates clear evidence that the candidate has researched the program and has the capability and mindset to learn in an experiential environment;

      (iv) pass a selection interview establishing the candidate's suitability for the degree whereby students will be required to demonstrate an ability to analyse a case study from multiple perspectives and within different contexts (the case study will be selected by the Business School);

      (v) satisfaction of English language requirements; and

      (vi) any other minimum standards specified by the Business School.

(2) In exceptional circumstances the School may admit candidates without these qualifications who, in the opinion of the School, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.

6. Requirements for award

(1) The units of study that may be taken for the course/s are set out in the Table of postgraduate units of study: Master of Business Administration in Leadership and Enterprise.
(2) To qualify for the award of the Master of Business Administration in Leadership and Enterprise a candidate must complete 72 credit points, comprising:
   (a) 66 credit points in core units of study;
   (b) 6 credit point capstone unit of study.
(3) To qualify for the award of the Graduate Diploma in Business Administration a candidate must complete 48 credit points in core units of study;
(4) To qualify for the award of the Graduate Certificate in Business Administration a candidate must complete 24 credit points in core units of study.

7. Progression rules
   (1) Master of Business Administration in Leadership and Enterprise:
       (a) Candidates are required to achieve a minimum credit average (65%) in the first 24 credit points of the Master of Business Administration (Full Time).
       (b) Unless otherwise permitted, candidates must complete the units of study in a prescribed sequence as specified by the Business School

8. Cross-institutional study
   (1) Cross-institutional study and international exchange may be available by means of formal partnership agreements.
   (2) In exceptional circumstances cross-institutional study to a maximum of 24 credit points may be available to candidates for the Master of Business Administration in Leadership and Enterprise outside of formal partnership agreements, subject to prior approval by the School.

9. Course transfer
   A candidate for the Master of Business Administration in Leadership and Enterprise may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the School, and provided the requirements of the shorter award have been met.

10. Recognition of Prior Learning
    (1) Credit or waivers may be granted in recognition of prior learning.
        (a) Candidates for the Master of Business Administration in Leadership and Enterprise may be eligible for credit of up to 36 credit points for relevant postgraduate studies where no award has been, or will be made.
    (2) Credit to a maximum of 36 credit points may be granted to candidates for the Master of Business Administration in Leadership and Enterprise on the basis of learning undertaken with an approved provider deemed by the Business School to be of equivalent standard to the Master of Business Administration in Leadership and Enterprise.
    (3) Notwithstanding any credit granted, in order to qualify for an award a student must complete at least 50 per cent of the course requirements whilst enrolled in the award course.
### APPENDIX 4: LIBRARY IMPACT STATEMENT

| 1. | Would you like to discuss opportunities with library staff to assist students to further develop their information and research skills? | ☒ Yes ☐ No |
| 2. | Do you require an online reading list of high demand / required readings to be created through the library’s eReadings service? | ☒ Yes ☐ No |
| 3. | List here, or attach, core texts and other required materials, e.g. digital resources, books, journals, multi-media etc. Please indicate whether resources are required / prescribed or recommended. | List to be provided once UoS are developed and approved through the appropriate committees |

#### Library resources required

Does the Library already collect resources in this area?  
Yes, the Library collects resources in this area. We subscribe to a range of databases, including ABI Inform, Business Source, Emerald, Factiva, IBISworld, Passport and Informit Business Collection. These databases provide comprehensive coverage of subjects including management, organisational behaviour, economics, human resources, strategy, leadership and business management. We have relevant book titles across a range of subjects and disciplines. Coverage of interdisciplinary areas, which is a capability discussed in the proposal, provides further comprehensive coverage for this program.

**Initial costs of acquiring basic resources (digital and non-digital)**  
No details have been provided yet regarding assigned texts, however costs should be manageable. The Library will prioritise the purchase of e-books where possible to ensure maximum access for students.

**Monographs (including multimedia resources, reading list items and multiple copies)**

**New journal titles (including back-runs)**

**Additional databases / digital resources**

**Initial resources costs**

**Ongoing costs of resources**  
$\text{AUD}$

**Annual costs of maintain new subscriptions (journals and databases)**

**Ongoing information resources costs**

#### Additional resource requirements

Any additional resource requirements can be identified on an ongoing basis – the Academic Liaison Librarian will be in regular contact with Unit of Study co-ordinators to address this.

#### Comments

The Academic Liaison Librarian and the Library more generally can offer support for information skills and information literacy, which is identified as a student outcome in this program. Additionally, the Library can offer individual support to students for research, as well as support for considering interdisciplinary issues (and identifying areas of research). Subject Guides and other materials can support students throughout the course, as well as new learning resources created in collaboration with the business school according to identified needs.

#### Implications

Existing staffing, services and resources are adequate to support the requirements of this proposal.

#### Library Director’s comments*

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*Approved by the Academic Board, 3 December 2014*
APPENDIX 7: AQF COMPLIANCE

TEMPLATE for AQF COMPLIANCE for a MASTERS DEGREE (COURSEWORK) COURSE
Faculties should complete this template for reporting to the Graduate Studies Committee of Academic Board

NAME OF COURSE    Master of Business Administration – Leadership and Enterprise
CODE ___________

1. Purpose
Check that the qualification is indeed a Level 9 Coursework Masters by:

   a. Ensuring that it follows a Level 7 (Bachelors) degree or a Level 8 (Graduate Diploma/Graduate Certificate/Honours degree

   b. Ensuring that it is primarily intended to produce graduates who can apply an advanced body of knowledge in a range of contexts for **professional practice or scholarship** and as a **pathway for further learning**.

Faculty response: (a) Yes       (b) Yes

2. Learning Outcomes
Ensure that graduates: understand recent disciplinary or practice developments; know about the applicable research principles and methods; can reflect critically on theoretical knowledge; have the skills to investigate, analyse and synthesise complex information and problems and apply it to different bodies of knowledge; can evaluate complex ideas; have the communication and technical research skills to justify and interpret findings and conclusions to specialist and non-specialist audiences; have these skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship; can plan and execute a research-based project, capstone experience and/or piece of scholarship.

Faculty response: The course is designed to meet the learning outcomes.  Yes

The Master of Business Administration in Leadership and Enterprise achieves the following AQF Level 9 learning outcomes and University of Sydney Business School (USBS) program learning outcomes with reference to the specific skills and body of knowledge that will be gained during the course as outlined below:

<table>
<thead>
<tr>
<th>Level 9 Outcome</th>
<th>Relevant USBS Program Learning Outcome</th>
<th>University Graduate Qualities</th>
<th>Course-Specific Skills and Knowledge</th>
<th>Core Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates:</td>
<td>Business Knowledge/ Business Knowledge and Problem Solving/</td>
<td>Depth of disciplinary expertise / Critical thinking and problem solving / Communication</td>
<td>Understand the following disciplinary or practice developments in advanced management:</td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
<table>
<thead>
<tr>
<th>developments</th>
<th>Communication/ Ethical and Social Responsibility (oral and written) / An integrated professional, ethical and personal identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquire knowledge and competencies to systematically apply advanced management strategies and techniques to business problems and challenges, including issues related to leadership, growth strategies, marketing, people management, finance and operations management.</td>
<td></td>
</tr>
<tr>
<td>2. Understand the challenges related to different management functions and the use of theories, models and approaches for organisational innovation and renewal.</td>
<td></td>
</tr>
<tr>
<td>3. Develop an understanding of the role of technology in the enablement of contemporary and future organisations.</td>
<td></td>
</tr>
<tr>
<td>4. Develop knowledge and competencies to contribute to the effective and socially responsible management and leadership of their organisations.</td>
<td></td>
</tr>
<tr>
<td>Know about the applicable research principles and methods</td>
<td>Business Analysis and Problem-Solving/Critical Thinking</td>
</tr>
<tr>
<td>1. Case analysis including use of business model analysis</td>
<td></td>
</tr>
<tr>
<td>2. Ability to review and analyse management research papers, reports, articles and findings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Can reflect critically on theoretical knowledge

| Business Analysis and Problem-Solving/Critical Thinking | Depth of disciplinary expertise / Interdisciplinary effectiveness / Critical thinking and problem solving | Demonstrate that they can:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Evaluate relevant discipline-specific management and leadership theories and consider suitability for application to business problems, challenges and decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Evaluate relevant cross-discipline management and leadership theories and consider suitability for application to business problems, challenges and decisions.</td>
</tr>
</tbody>
</table>

Have the skills to investigate, analyse and synthesise complex information and

| Business Analysis and Problem-Solving/Critical Thinking | Depth of Disciplinary expertise / Critical thinking and problem solving / Communication (oral and written) / Information Literacy | Demonstrate that they can:
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Identify and collect relevant information from secondary sources, such as online databases and web resources, and primary</td>
</tr>
<tr>
<td>Can generate and evaluate complex ideas</td>
<td>Business Analysis and Problem-Solving/Critical Thinking</td>
<td>Depth of disciplinary expertise / Critical thinking and problem solving / Inventiveness / Interdisciplinary effectiveness</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Analyse complex leadership, management and strategic issues facing organisations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Generate approaches to address real business challenges posed by organisations and clients and evaluate each approach rigorously to arrive at appropriate solutions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Develop skills to generate and evaluate business strategies in new and unfamiliar environments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have the communication and technical research skills to justify and interpret findings</th>
<th>Communication/Team working</th>
<th>Communication (oral and written) / Cultural competence / Influence</th>
<th>Demonstrate that they can:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Prepare and deliver professional consulting reports, research findings, and presentations to</td>
<td>FMBA5001 FMBA5002 FMBA5003 FMBA5004 FMBA5005 FMBA5006</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>problems and apply it to different bodies of knowledge</th>
<th>/ Inventiveness</th>
<th>sources by interviewing managers, industry experts and other stakeholders.</th>
</tr>
</thead>
</table>
and conclusions to specialist and non-specialist audiences

<table>
<thead>
<tr>
<th>Have the skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship</th>
<th>Business Knowledge/ Critical Thinking/ Business Analysis and Problem-Solving</th>
<th>Depth of disciplinary expertise / Critical thinking and problem solving / Information literacy</th>
<th>Demonstrate that they can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>corporate clients, business and organisational leaders, industry experts or other stakeholders using a variety of modalities (e.g. speech, writing, imagery, video).</td>
<td>F MBA5007 F MBA5008 F MBA5009 F MBA5010 F MBA5011 F MBA5012 F MBA5013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Collaborate, reflect on and influence the effectiveness of diverse teams in a professional setting.</td>
<td>F MBA5001 F MBA5012 F MBA5013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Influence peers, senior managers or customer groups through clearly articulated ideas, persuasive communications and effective negotiations.</td>
<td>F MBA5001 F MBA5002 F MBA5013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Communicate effectively with peers and senior managers from different professional, sectoral and cultural backgrounds.</td>
<td>F MBA5001 F MBA5002 F MBA5013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify specific business and management challenge(s) facing a commercial or not for profit organisation.</td>
<td>F MBA5005 F MBA5006 F MBA5007 F MBA5008 F MBA5009 F MBA5010 F MBA5011 F MBA5012 F MBA5013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Design and evaluate frameworks for analysing and responding to management challenges.</td>
<td>F MBA5005 F MBA5006 F MBA5007 F MBA5008 F MBA5009 F MBA5010 F MBA5011 F MBA5012 F MBA5013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Conduct in-depth research to collect information from primary and secondary sources and synthesise results and interpret from different theoretical perspectives.</td>
<td>F MBA5005 F MBA5006 F MBA5007 F MBA5008 F MBA5009 F MBA5010 F MBA5011 F MBA5012 F MBA5013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Critically reflect on the strengths and weaknesses of existing management models.</td>
<td>F MBA5005 F MBA5006 F MBA5007 F MBA5008</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
### Can plan and execute a research-based project, capstone experience and/or piece of scholarship

<table>
<thead>
<tr>
<th>Business Knowledge/ Critical Thinking/ Business Analysis and Problem-Solving/ Communication/ Team Working /Ethical and Social Responsibility</th>
<th>Depth of disciplinary expertise / Critical thinking and problem solving / Communication (oral and written) / Information literacy / Inventiveness / An integrated professional, ethical and personal identity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate, if completing an independent research project/treatise/capstone project:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Identify key challenges faced by a real life company (client) based on the objectives of the client.</td>
<td></td>
</tr>
<tr>
<td>2. Conduct several meetings with consulting clients to clarify briefs and establish consultation scope, timelines, resource requirements and deliverables.</td>
<td></td>
</tr>
<tr>
<td>3. Schedule and conduct interviews with client managers, industry experts, and other stakeholders to collect information from primary sources.</td>
<td></td>
</tr>
<tr>
<td>4. Conduct in-depth research from secondary sources to collect relevant information on industry specific factors which are relevant to address the business and organisational challenges of the client.</td>
<td></td>
</tr>
</tbody>
</table>
| 5. Prepare a detailed project plans utilising project management and planning techniques. | FMBA5009 FMBA5010 FMBA5011 FMBA5012 FMBA5013
| FMBA5009 FMBA5010 FMBA5011 FMBA5012 FMBA5013 |
| FMBA5009 FMBA5010 FMBA5011 FMBA5012 FMBA5013 |
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| FMBA5009 FMBA5010 FMBA5011 FMBA5012 FMBA5013 |
| FMBA5009 FMBA5010 FMBA5011 FMBA5012 FMBA5013 |

### Volume of Learning

Is the Master’s degree building on disciplinary knowledge in the Level 7 or 8 qualification?

a. If YES, the degree should be 1.5 years in length (72 credit points) following a Level 7 qualification, or 1 year (48 credit points) following a Level 8 qualification.

b. If NO, the degree should be 2 years (96 credit points) following a Level 7 qualification, or 1.5 years (72 credit points) following a level 8 qualification.
Faculty Response: Yes

The Business School considers the volume of learning for the Master of Business Administration (Full Time) to be appropriate to satisfy learning outcomes.

Candidates for the program are offered admission via a merit based selection process. Baseline requirements for admission to the Master’s degree are completion of a qualification (at AQF Level 7 or higher) AND a minimum 3 years of relevant professional work experience. Master’s students are required to achieve a minimum GMAT of 550. All candidates are required to submit a statement of motivation and attend an interview to establish their suitability for the program.

4. **Disciplinary Similarity**

For Master’s by Coursework degrees where there is ambiguity about disciplinary similarity between Level 9 and Levels 7 and/or 8—for example, in multidisciplinary Master’s degrees – the Faculty must ensure that the volume of learning is sufficient to meet the learning outcomes.

Faculty Response: Yes

The Business School can justify the volume of learning required where there is disciplinary dissimilarity between Levels 7 and 8 and Level 9.

5. **Research Project, Capstone or Piece of Scholarship**

Which unit(s) of study in the degree are devoted to a research-based project, capstone and/or piece of scholarship?

Faculty Response: FMBA5013: Capstone Lean Design

This capstone unit of study is currently being developed and, subject to approval, will be offered for the first time in Semester 2, 2019.

Capstone Description:
The Unit of Study proposal description states that, “In this final capstone, students confront the ultimate challenge facing truly pioneering companies: excellence in new product development. This unit recreates the intense, team environment of a firm’s innovation business unit. Students will integrate the skills, knowledge and experience acquired throughout the MBA in Leadership and Enterprise to deliver a real prototype product to market. They are also expected to rapidly learn and apply the art of lean start up methodologies. Students will work in teams and with tight milestones. They are set a strategic problem facing one of the country’s most significant private or public sector organisations, and are expected to deliver a prototype product solution to a group of senior stakeholders at the end of the unit. To complete this unit successfully, students are expected to use their learning from across the MBA in Leadership and Enterprise - including in strategy, marketing, financial management, people management, data analytics, critical analysis and leadership. They will also venture into the marketplace to do customer needs finding and product testing. Students will critically reflect on the implications and impact of their learning across the entire MBA in Leadership and Enterprise”.

6. **Different Entry Pathways**

Students will enter Masters with different prior qualifications (e.g. Level 7 or 8). There will be an appropriate reduction in the volume of learning for those with higher levels of entry qualification, based on a recognition of prior learning. This reduction in volume must be tailored so that all students meet the same learning outcomes, regardless of entry pathway.

Faculty Response: N/A

Approved by the Academic Board, 3 December 2014
## SECTION 1 – APPENDIX 1: Consultation

### Course management template

Use this template to:
- propose a new course of study following approval of an EDI
- propose an amendment to an existing course of study
- request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your complete document to the Curriculum and Course Planning Committee at: pbo.cop@sydney.edu.au

The annual calendar of relevant committee meetings is located online at: [http://sydney.edu.au/tafe/teaching/curso/index.php#meetings](http://sydney.edu.au/tafe/teaching/curso/index.php#meetings)

For all purposes, please complete these key details:

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This submission relates to the following:</strong></td>
<td></td>
</tr>
<tr>
<td>[ ] New course</td>
<td>New course is appended to this submission</td>
</tr>
<tr>
<td>[ ] Amended course</td>
<td>Amended Resolutions are appended to this submission</td>
</tr>
<tr>
<td>[ ] Deletion of course</td>
<td>Amended Resolutions are appended to this submission</td>
</tr>
</tbody>
</table>

#### Name of course

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/department</td>
<td>Management Education</td>
</tr>
<tr>
<td>Managing faculty</td>
<td>The University of Sydney Business School</td>
</tr>
<tr>
<td>Name of proponent</td>
<td>John Shields</td>
</tr>
<tr>
<td>Telephone</td>
<td>9351 8425</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:john.shields@sydney.edu.au">john.shields@sydney.edu.au</a></td>
</tr>
<tr>
<td>Version date</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>[ ] Postgraduate coursework Signature Greg Whitwell Date</td>
</tr>
<tr>
<td>Postgraduate research</td>
<td>[ ] Date</td>
</tr>
<tr>
<td>Dean</td>
<td>Nigel Smith Date</td>
</tr>
<tr>
<td>Faculty Manager</td>
<td>Professor Pippa Petrioli Date</td>
</tr>
<tr>
<td>Deputy Vice-Chancellor (Education)</td>
<td>Date</td>
</tr>
<tr>
<td>Educational Finance Director</td>
<td>Anne-Laure Rispensus 16/11/16 Date</td>
</tr>
<tr>
<td>Head of Recruitment</td>
<td>Paul Healy Date</td>
</tr>
<tr>
<td>Section 1/3</td>
<td>Date</td>
</tr>
<tr>
<td>Library Director</td>
<td>Appendix A Date</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
MBA (Full Time) Proposal Draft 2016

THE UNIVERSITY OF SYDNEY

Course management template

Use this template to:
- propose a new course of study following approval of an EOI
- propose an amendment to an existing course of study
- request the deletion of a course of study

Complete the relevant sections as indicated.

Please save and submit your completed document to the Curriculum and Course Planning Committee at:
eco.cop@sydney.edu.au

The annual calendar of relevant committee meetings is located online at:
http://sydney.edu.au/staff/plan/plan/index.php#research

For all purposes, please complete these key details:

This submission relates to the following:
- New course
- Amended course
- Deletion of a course

Name of course

School/Department: Management Education
Managing faculty: The University of Sydney Business School
Name of proposer: John Shields
Telephone: 8635 5409
Email: j.shields@sydney.edu.au

Version date: 16/11/2016

UG/PG undergraduate: Undergraduate coursework
PG undergraduate research: Postgraduate research

Dean
Signature: Greg Blizzard
Date: 

Faculty Manager
Signature: Noel Smith
Date: 

Deputy Vice-Chancellor (Education)
Signature: Professor Phillipa Pattison
Date: 

Divisional Finance Director
Signature: Lily Vu
Date: 

Head of Recruitment
Signature: Paul Head
Date: 25/11/2016

Library Director
Signature: 
Date: 

Approved by the Academic Board, 3 December 2014
Dear Guy

I wish to advise that I have been consulted over the design and structure of the proposed new full-time MBA program and it has my full endorsement. The program is highly innovative, germane to the contemporary needs of managers and leaders, and truly incorporates a talent pool from across the entire University.

Regards
Tyrone M Carlin

From: Philippa Pattison [philippa.pattison@sydney.edu.au]
Sent: Wednesday, August 17, 2016 6:47 AM
To: Guy Ford
Cc: Joanna Bishop
Subject: Re: MBA Consultation

Dear Guy,

Sounds terrific and I am very happy to endorse at this stage (CCPC will scrutinise the financials)

With best wishes,

Pip
Michael Anderson  
Professor of Education (Arts and Creativity)  
Faculty of Education and Social Work  

Tuesday, 18 October 2016  

Full Time Master of Business Administration Consultation  

Dear Guy,  

This correspondence is to confirm that I have engaged over several months in the development and shaping of the Full Time Master of Business Administration Course. I have done this in a substantial number of meetings and discussions with Professor Guy Ford and others in The University of Sydney Business School.  

I support the proposal as a piece of innovative, relevant and in many ways ground breaking proposal in terms of its interdisciplinarity and innovative pedagogies. I look forward to supporting the process further.  

Yours sincerely,  

Faculty of Education and Social Work  
808, Education Building (A 35) The University of Sydney NSW 2006 Australia  

Approved by the Academic Board, 3 December 2014
From: Stephen Simpson (CPC)  
Sent: Wednesday, October 19, 2016 7:59 AM  
To: Marie Carroll; Guy Ford  
Subject: RE: Business School and Follow up CPC education  

Dear Guy,  

In response to your email, I can confirm that Charles Perkins Centre has been involved in the discussions - indeed in important respects led them. The concept of MBA students gaining capstone experiences within the research and innovation network of the Charles Perkins Centre is a key part of our innovation and commercialisation strategy, and the Sydney Business School has been a key partner in planning that system. Our engagement with Greg Whitwell and the SBS has been full and productive, and I very much welcome the proposed new MBA as part of that process.  

Yours ever,  

Steve  

PROFESSOR STEPHEN J. SIMPSON AC FAA FRS  
School of Life and Environmental Sciences Academic Director, Charles Perkins Centre  

THE UNIVERSITY OF SYDNEY  
D17 - Charles Perkins Centre Research and Education Hub | The University of Sydney | NSW | 2006 T +61 2 8627 1613 E stephen.simpson@sydney.edu.au W http://sydney.edu.au/science/biology/about_us/academic_staff/simpson_steve/  
W http://sydney.edu.au/perkins  

CRICOS 00026A  
This email plus any attachments to it are confidential. Any unauthorised use is strictly prohibited. If you receive this email in error, please delete it and any attachments.  

-----Original Message-----  
From: Marie Carroll  
Sent: Monday, 17 October 2016 4:17 PM  
To: Guy Ford  
Subject: Re: Business School and Follow up CPC education  

Dear Guy  

I am happy to confirm that CPC has been fully consulted on the proposed new MBA and is very enthusiastic about the interdisciplinary initiatives proposed. The Nature of Systems is an excellent unit to foster systems thinking in multiple contexts and will give the students a very useful tool for tackling complex problems.  

The CPC is very keen for further interdisciplinary collaborations with the Business School and the MBA in particular, and sees value in offering placements (if appropriate) in relevant areas such as Public Health or Health Economics, for example.  

Regards  

Marie CARROLL  

Sent from my iPhone  

>
Hi Guy,
Glad to express my support for your proposal.
Have a look if the attached letter is of use to you.

Best regards
/Stefan
SECTION 1 – APPENDIX 2: MBA Research Findings

Proposal for a Full-Time MBA

Guy Ford
June 2016

Approved by the Academic Board, 3 December 2014
OVERVIEW
This document draws on data from various sources, including literature provided by each top 100 full-time MBA programs as ranked by the Financial Times and publications/surveys undertaken by the Graduate Management Admissions Council (GMAC) and the MBA Career Services and Employer Alliance. Table 1 lists the Schools with the largest full-time MBA programs, measured by at least 200 matriculating students per year. Each of these schools is well known and highly prestigious, but the number is not large. This phenomenon most likely arises because a relatively small number of schools have sufficient brand prestige to attract large numbers of applicants willing to take between 1 and 2 years out of the work force and pay program tuition fees that often exceed $100,000 in some schools.

**Insight**
Much of the perceived value of the full-time MBA degrees delivered by the largest programs appears to derive from their exclusivity. A self-reinforcing cycle of low admission rates, highly qualified students, high career placements, high starting salaries and high application numbers preserve notions of value and clearly feed into the rankings of programs.

The top 100 programs are typically characterised in terms of five core activities, as depicted below. This document examines each in turn and assesses the implications for the design of a full-time MBA program for the University of Sydney Business School.

<table>
<thead>
<tr>
<th>Recruitment and Admission</th>
<th>Co-Curricular Activities</th>
<th>Alumni Engagement and Rankings Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum and Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Careers Management Activities</td>
<td></td>
</tr>
</tbody>
</table>

Unlike many programs offered by business schools, the costs associated with acquiring high quality full-time MBA candidates are considerable. Not only is the market highly competitive, the candidate pool is global. Candidates tend to be well-informed and have high expectations from their proposed investment. Both the design of the curriculum and the recruitment process requires a clear understanding of target group profiles and their mindsets with respect to program preferences. This document examines the differences in motivational goals between full-time and part-time MBA candidates and highlights the information deemed most influential in selecting between competition programs. It is evident that there are a large number of factors at play that determines where students ultimately apply.

**TABLE 1: Schools graduating greater than 200 Full Time MBA Students per year**
GLOBAL APPLICATION TRENDS

Figure 1 shows global trends in the relative change in application volume for one and two-year full time MBA programs over the ten year period to 2015 (GMAC Application Trends Survey Report). The data covers 237,000 applications across 302 business schools. A global decline in applications is evident following the global financial crisis, with a generally steady increase since.

FIGURE 1: Relative Change in Application Volumes
The trends in Figure 1 should be viewed with some caution as the GMAC data shows changes in the applicant pool year-over-year with no reference to a base. GMAC does not provide the total number of applications, but rather, asks Schools if their applications are up or down. While it has been difficult to obtain hard data on actual enrolments in Schools, it is generally acknowledged that enrolments have generally declined over the last decade, including full-time Australian MBA programs. In the United States, recent program closures include Thunderbird School of Global Management, Wake Forest University and Simmons College. Thus while the graph indicates a turnaround in application volumes, if the base is low, the changes may more likely represent evidence that the bottom of the market has been reached.

**Insight**

In a stable and potentially shrinking market, any new full-time MBA needs to be distinctive and address the emerging skills required to manage and lead in a period of sustained digital revolution.

In Australia, it is the case that full-time MBA programs have a greater proportion of international students in their cohorts. For post-experience programs, and in the absence of scholarships/sponsorships, domestic students report that the high opportunity cost of suspending work for one or more years to undertake full-time studies is unjustifiable. Table 2 triangulates data from the 2015 Financial Times and Economist Intelligence unit rankings. Note the high percentage of international students undertaking full-time MBA studies at the ranked programs in Australia and the relatively small intakes reported by the Schools.

**TABLE 2: Recent data on Australian full-time MBA programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Reported Intake</th>
<th>International Students</th>
<th>Asia / Australasia</th>
<th>Other Regions</th>
<th>Applicants Per Place</th>
<th>Average GMAT</th>
<th>Min GMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBS</td>
<td>42</td>
<td>84%</td>
<td>57%</td>
<td>43%</td>
<td>4</td>
<td>679</td>
<td>Not Listed</td>
</tr>
<tr>
<td>AGSM</td>
<td>Not Listed</td>
<td>94%</td>
<td>630</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGSM</td>
<td>41</td>
<td>93%</td>
<td>80%</td>
<td>20%</td>
<td>3</td>
<td></td>
<td>550</td>
</tr>
<tr>
<td>UQ</td>
<td>27</td>
<td>70%</td>
<td>30%</td>
<td></td>
<td>3</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: Economist/Financial Times Rankings Data

Table 3 shows GMAC data on sources of international candidates into full-time MBA programs in terms of greatest number and greatest increases and decreases over recent years. While India and China provide the greatest number of international candidates, they are also the biggest source of fluctuation in candidate pools for MBA programs across the world.

**TABLE 3: Sources of International Candidates, Greatest Number, Increase and Decrease, 2015**
In terms of candidate profiles, GMAC draws on responses from over 10,000 individuals who registered on the GMAT website for prospective graduate management students. Targeting candidate groups involves understanding the mindsets that drive the program preferences of candidates. Table 4 shows clear differences in motivational goals between full-time MBA candidates and part-time (professional) MBA candidates.

Table 4: Motivational Goals: MBA and business masters candidates

<table>
<thead>
<tr>
<th>Full-Time MBA</th>
<th>Professional MBA</th>
<th>Business Master’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change career</td>
<td>Develop managerial skills</td>
<td>Technical expertise</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Obtain a credential</td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td>Accelerate career</td>
<td></td>
</tr>
<tr>
<td>Make a difference</td>
<td>Become more effective on the job</td>
<td></td>
</tr>
<tr>
<td>Solve some world problems</td>
<td>Obtain a promotion</td>
<td></td>
</tr>
<tr>
<td>Impact communities</td>
<td>Personal marketability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gain respect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have a sense of accomplishment</td>
<td></td>
</tr>
</tbody>
</table>

Market Segmentation
Based on particular career goals, prospective students can be segmented into three groups: career enhancers, career switchers or aspiring entrepreneurs.

Career enhancers seek a graduate management education to develop their careers, either with their current or a new employer. They tend to have undergraduate degrees in a business discipline. Their desire to attend a graduate business school is fuelled by the motivation to improve their chances for promotion, develop technical expertise, improve effectiveness on the job, and to gain respect. In addition, they are likely to seek a management education as a means to remain marketable and competitive in the labour force. Career enhancers want to grow personally and professionally and be recognised by their employer as able to contribute more to the organisation. They are also concerned about missing out on opportunities while studying. It is for this reason career enhancers tend to prefer part-time MBA study rather than full-time
study. This is reinforced by the majority of the students currently in our current part-time MBA program - the average age is 31 years with 8 years of work experience (n = 260).

**Career switchers** are individuals who plan to use their management education to seek new opportunities in industries or job functions in which they were not previously employed. They typically have earned an undergraduate degree in the sciences, humanities, social sciences, and engineering. This group of candidates is motivated by the opportunity to change their career path, increase their salary, and discover more job opportunities. They also would like to use their graduate management education to accelerate their career. They see the degree as a professional credential and seek opportunities for more challenging and interesting work. They also seek a sense of freedom in their career choice. The cost of the education is their most pressing challenge—more so than among career enhancers or aspiring entrepreneurs. Career switchers also want to accelerate their career but in new sectors of the economy previously unavailable because the requisite skill sets tend to be highly technical. This is an important consideration in program design as it implies that a full-time MBA curriculum that moves too far away from a technical skill component may be less attractive to this market segment.

**Aspiring Entrepreneurs** are individuals who plan to start their own businesses, either before, during, or after earning their degree. The data finds that only one in 10 prospective students who are classified as aspiring entrepreneurs are currently self-employed. More than half (53%) are working for an employer and 32 percent are not currently working. Aspiring entrepreneurs tend to be male and reside in the Middle East and Africa, Central and South Asia, and Latin America. Besides seeking entrepreneurial opportunities, these candidates are motivated to pursue graduate management education in hopes of helping to solve some of the world’s problems and increasing their impact on their communities. Given such goals, these candidates see a graduate management education as a means to help them influence people and institutions and learn how to control situations more effectively. Aspiring entrepreneurs are considering business school as a way to develop their leadership and management skills and expand their opportunities for networking. The challenge for program design is to provide experiences that can cultivate the student’s ability to influence others, obtain funding, and succeed in the business world.

Figure 2 shows a greater percentage the aspiring entrepreneurs segment favour full-time study than part-time, and as such, it may not be surprising that the GMAC finds the top hesitation about enrolling in a program for this segment is how they will pay for their education. It follows that this segment will be attracted to Schools that offer greater opportunities of tuition assistance through full and partial scholarships.

**FIGURE 2: Intended Career Outcomes: Full-Time Versus Professional (Part-Time) MBA**

Entrepreneurial aspirations are more prevalent among those who prefer to study full-time as opposed to part-time. Switching career carries an equal weighting in full-time MBA and part-time MBA candidates. Those students planning to be entrepreneurs post matriculation rank their graduate management choices in terms of how the program supports various business development activities. The following list shows the rank order of items considered most important; percentages indicate the proportion of respondents pursuing entrepreneurial careers who ranked each item as very important/important on a five-point scale ranging from very important to unimportant.

- Develop ability to lead my company (82% of respondents);
- Grow my business (81%);
- Develop an idea (77%);
- Develop financial projections (75%);
- Conduct market or competitor research (74%);
• Write a business plan (70%);
• Make contact with potential customers (68%);
• Write a marketing plan (68%);
• Secure financial resources (67%);
• Create a human resource plan (61%).

This gives insight into some factors that may inform curriculum design and co-curricular activities of a full-time MBA.

Figure 3 shows graduate management education programs considered by prospective students by each market segment between 2010 and 2014. MBA programs remain the most preferred program, and while this percentage has been falling for career enhancers and career switchers, there has been a steady increase in MBA program preference for aspiring entrepreneurs.

**Figure 3: Graduate Management Programs Considered by Student Segment**

Using a CHAID (Chi-squared automatic Interaction Detection) modelling technique, GMAC has identified candidate personas who typically consider specific program types. The results are summarised in Table 5, where program type is the dependent variable and motivations and reservations are the independent variables.

**Insight**

GMAC data shows candidate goals/personas differ between those seeking full-time and part-time MBA programs of study. This supports a case for differentiation in curricula and other activities between our current part-time program and a full-time program. In addition, the motivating factors for students currently entering into programs differ, in part, to the skills and attributes increasingly sought by employers.

**TABLE 5: MBA Candidate Personas by Program**

<table>
<thead>
<tr>
<th>One-year FTMBA programs</th>
<th>Two-year FTMBA programs</th>
<th>Part-time MBA programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditionalist:</strong> Seeking networking opportunities and have no reservation about the time commitment and energy required to complete the degree.</td>
<td><strong>Traditionalist:</strong> Seeking networking opportunities and have the time to pursue longer studies, but have concerns about the debt incurred while being out of the workforce.</td>
<td><strong>Busy Achievers:</strong> Seeking promotions on the job more so than an increase in career opportunities. Concerned about the demands on their time.</td>
</tr>
<tr>
<td><strong>Future Managers:</strong> Seeking to develop their management skills but have reservations</td>
<td><strong>Humanitarians:</strong> Hope to contribute to solving some of the world’s problems, but are</td>
<td><strong>Personal Branders:</strong> Not seeking immediate promotion, but seeking to remain</td>
</tr>
</tbody>
</table>

Approved by the Academic Board, 3 December 2014
about time constraints and incurring debt. concerned about their time and energy. marketable and competitive. Concerned about their time.

**Future Entrepreneurs:** Seeking entrepreneurial opportunities rather than increase in job opportunities. **Future Leaders:** Primarily interested in developing their leadership skills and have the time and energy to pursue the degree. **Future Leaders:** Seeking promotion and development of their leadership skills, and less concerned about demands on their time.

A relatively low proportion of prospective full-time MBA candidates plan to continue in their current employment. Figure 4 shows that while at least three-quarters of part-time MBA candidates intend to continue their current employment, only 15% of full-time candidates intend to do so (n = 3329 graduate management students). This reinforces the need to ensure a full-time program is well resourced in terms of career planning resources and placement capabilities.

**FIGURE 4: Percentage of Students Intending to Continue Current Employment by Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online MBA</td>
<td>88%</td>
</tr>
<tr>
<td>PT/Flexible MBA</td>
<td>77%</td>
</tr>
<tr>
<td>Executive MBA</td>
<td>75%</td>
</tr>
<tr>
<td>Full-time MBA</td>
<td>15%</td>
</tr>
</tbody>
</table>

Table 5 shows the information deemed most influential in rank order for candidates in selecting between competing programs. Full-time MBA candidates focus more on job placement reputation and starting salaries, while part-time professional MBA candidates are more focused on course format, flexibility and proximity to their homes.

**TABLE 5: Factors Deemed Most Influential in Selecting Programs** (rank order)
There are numerous factors at play on the school selection process that determine where students will ultimately apply. Figure 5 shows that prospective students weigh the quality and reputation of a program more heavily than they do the financial aspects of programs. Further, program quality, reputation and career aspects rank higher for full-time MBA candidates than part-time professional MBA candidates.

**FIGURE 5: Factors influencing school selection process**

![Figure 5: Factors influencing school selection process](image)


Figure 6 shows candidate preferences regarding specific co-curricular activities by program type. The data reinforces that full-time MBA candidates expect greater breadth of co-curricular activities as part of their study experience. This has resource implications for the career planning and other support functions.

**FIGURE 6: Preferences for Co-curricular Activities by Program**

![Figure 6: Preferences for Co-curricular Activities by Program](image)


Table 6 shows that internships are rated highly by prospective students in full-time programs. This, however, may be skewed by programs that require little or no professional/management experience in their admission criteria. If we require students with similar minimum industry experience to our part-time program (3 years), not only do we avoid potential cannibalisation of our successful pre-experience Master of Management program, but we may also experience less demand for the more traditional internships. Further, if it is the case that an increasing number of full-time MBA candidates wish to establish their own entrepreneurial enterprises, the traditional in-company internship may be replaced greater demand for activities related to start-up enterprises.

Approved by the Academic Board, 3 December 2014
LEARNING ENVIRONMENT
Notably the mix of instructional methods offered by Schools does not necessarily align with the preferences of students. Blends of formal lecture and case study discussion—which are commonly used—are preferred by 30 percent and 27 percent of students, respectively. Experiential learning, however, used approximately 10 percent of the time, is preferred by a 24 percent of students. Pure lectures are a commonly used method but are only preferred by a very small percentage (5%) of students. The heavy emphasis on experiential learning in our current part-time program is consistently reported by prospective students to be one of the key reasons for their interest in the University of Sydney MBA program.

TABLE 6: Participation in Co-curricular Activities During Candidature

<table>
<thead>
<tr>
<th>Co-curricular Activities</th>
<th>Full-Time MBA</th>
<th>Part-Time/ Flexible MBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student career/professional clubs</td>
<td>67%</td>
<td>19%</td>
</tr>
<tr>
<td>Internships</td>
<td>61%</td>
<td>5%</td>
</tr>
<tr>
<td>Diversity/multicultural events</td>
<td>52%</td>
<td>11%</td>
</tr>
<tr>
<td>Volunteer activities</td>
<td>50%</td>
<td>17%</td>
</tr>
<tr>
<td>Academic/case competitions</td>
<td>46%</td>
<td>14%</td>
</tr>
<tr>
<td>Work projects</td>
<td>46%</td>
<td>22%</td>
</tr>
<tr>
<td>Mentoring programs</td>
<td>39%</td>
<td>13%</td>
</tr>
<tr>
<td>Leadership programs</td>
<td>37%</td>
<td>17%</td>
</tr>
<tr>
<td>Community service organizations</td>
<td>30%</td>
<td>8%</td>
</tr>
<tr>
<td>Study-abroad programs</td>
<td>29%</td>
<td>23%</td>
</tr>
<tr>
<td>Student government</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>None of the above</td>
<td>7%</td>
<td>39%</td>
</tr>
</tbody>
</table>

Instructional methods are one component of the evaluation of a program’s faculty, and one of the top drivers of overall value. The degree to which the different instructional methods are incorporated into graduate business programs influences students’ perceptions of program value and likelihood to recommend. Pure lectures, in particular, can negatively impact value perceptions (Pearson’s r = -.199) and likelihood to recommend a program to others (Pearson’s r = -.195). Generally, GMAC finds the more frequently that students are taught through their preferred learning methods of lecture and discussion blends, case studies, and experiential learning, the more favourable will be their value perceptions and likelihood to recommend.

MARKETING CHANNELS
Which marketing channels and information sources are used by prospective students in deciding on where to apply? Table 7 shows that channels that have the greatest impact on candidates’ program decisions are school websites, recommendations of friends and family, published rankings, current students and alumni, and the responses of school admissions professionals. School websites are the most effective information source, consulted by 83 percent of prospective students. Table 7 also shows the reach, influence, and impact each source has on a prospective student’s decision to apply to a specific school or program. Reach is the percentage of prospective students who consult the source, influence is the percentage of prospective students who ranked the source as extremely or very influential to their decision making process (ranked on a seven-point scale ranging from extremely influential to not at all influential), and the impact score is a calculated response of reach and influence scaled to 100.

TABLE 7: Marketing channels and information sources by reach and impact

Approved by the Academic Board, 3 December 2014
CURRICULUM DESIGN
Having reviewed the curricula of each of the FT 100 MBA programs, the core units are remarkably consistent across programs, with the majority of programs based around offerings of accounting, economics, finance, organisational behaviour, marketing management, strategy, human resources and operations management.

Table 8 shows the composition of the core units in the full-time MBA programs of 8 Australian schools (AGSM, MGSM, UTS, MBS, Monash, UQ, UWA and ANU).

**TABLE 8: Composition of the core in Australian full-time MBA programs**

<table>
<thead>
<tr>
<th>Core Unit</th>
<th>Schools</th>
<th>Core Unit</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy</td>
<td>8</td>
<td>Org Behaviour</td>
<td>5</td>
</tr>
<tr>
<td>Accounting</td>
<td>8</td>
<td>Human Resources</td>
<td>4</td>
</tr>
<tr>
<td>Finance</td>
<td>8</td>
<td>Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>8</td>
<td>CSR/Ethics</td>
<td>2</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>7</td>
<td>Innovation</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>7</td>
<td>Technology</td>
<td>2</td>
</tr>
<tr>
<td>Operations Management</td>
<td>5</td>
<td>International Management</td>
<td>2</td>
</tr>
</tbody>
</table>

The continued dominance of technical skills in the core of MBAs no doubt reflects the evolution of MBA programs for vehicles for career change, as discussed earlier. There is juxtaposed with evidence of a growing disconnect between curricula designed to prepare graduates in ‘management competence’ and what employers expect of MBA graduates (Hazy & Backstrom, 2014). Specifically, in contexts characterised by high uncertainty and ambiguity, the concepts, theories, methods and tools of existing MBA programs may be becoming of less value. A key challenge for curriculum design is to integrate the ‘old knowledge’ required for career change with ‘new knowledge’ required to understand how organizations form and change in response to disruption and innovation. From the perspective of those seeking to hire MBA graduates, the conventional core units are increasingly seen almost as a “commodity”—fairly standardised and taught equally well in most business schools. To date, this has been accompanied by a shift in interest in the competence of students in the more harder-to-define softer skills, and a key differentiator between schools has been their ability to design and deliver on these skills.

In 2009 the Economics Intelligence Unit (EIU) reported that one of the first business schools to take soft-skill training seriously was the University of Chicago’s Booth Graduate School of Business. Its LEAD (Leadership Effectiveness and Development) program, which became its compulsory first-year MBA unit, takes up over 125 hours of a student’s time. According to Chicago, the aim of LEAD is to improve students’ abilities to motivate people, build relationships and influence outcomes. It does this through role play, team building, and other creative activities and experiences. LEAD also offers a learning opportunity for some second-year students, who serve as course facilitators, presenting course material and coaching and mentoring first-year participants. This program was pioneered by our own Associate Professor Mike Jenner, who is now the lead facilitator of our highly-rated MBA flagship unit “Leadership Practice and Development”.

While our current part-time MBA is largely at the forefront with respect to its emphasis on the development of personal and interpersonal skills of its candidates, delivered with a strong focus on experiential learning, a key question is what elements might be missing and how might these be incorporated into a distinctive ‘next generation’ full-time MBA program for the School? One view is the graduates of MBA programs that exist in organisations today will be replaced by millennials who have been raised up in an interconnected world where individualised customer experience design receives more focus than product design, where work environments and organisational structures
are designed to enable free and open communication and collaboration, and where strategic-design and network-alliance-trained MBAs are in demand (Grace & Graen, 2014, p.8). Here strategic-design competence refers to the ability to leverage emerging design methods to continuously improve the position of the company in response to discontinuous and disruptive changes in relevant conditions. Network-alliance refer to the ability to form collaborative business and network alliances to enhance and improve the long-term sustainability of enterprises – both profit and non-profit.

The emphasis of our current part-time program on design-thinking and experiential learning does help facilitate a pedagogy where students first learn to identify the correct problem to work on and, only then, apply creative approaches to solving the problem. This is brought together in our current MBA capstone, where students spend considerable time first working on determining the customer/problem hypothesis and then testing for validation of assumptions before working on designing a minimum viable product. This approach stands counter to the more conventional MBA teaching philosophy, where students are taught various techniques for analyzing and solving problems, but typically, apply them to well-defined problems.

Appendix A reproduces a recent article from Forbes; ‘The MBA of the Future Needs a Different Toolbox’. It argues that in a world where technology will continue to replace many activities performed by humans, there will be an increasing focus on skills related to creativity, innovative-thinking and critical thinking. “To really think critically and innovatively and to have high emotional and social intelligence, one has to learn how to overcome natural cognitive and emotional proclivities. That is what is missing from many MBA programs. Developing one’s ability to think critically and innovatively and one’s emotional intelligence will require MBA students to learn critical and innovative thinking processes and to develop the ability to manage their thinking and emotions, as well as humility, empathy and mindfulness.” The article argues that most of these skills and capabilities need to be learned by doing — doing them enough to engrain new habitual ways of behaving and thinking. This requires individualised developmental attention, mentoring and real-time feedback – a feature of our current part-time program.

Another significant gap in many current MBA programs is that they have not been remodeled for building businesses in an increasing digital world. In terms of technology, the digital economy means that large established companies, professional firms and start-ups alike require decision-makers with multi-layered skills. KPMG refers to these skills being a specialist discipline, design, data and digital delivery. As a case in point, the Stanford MBA has introduced units that include digital competition in platform markets, business intelligence from big data, data-driven decision making, creativity and entrepreneurship.

WHERE DOES THIS LEAD US? A PROPOSED CURRICULUM

Drawing on the above, the gaps in our current part-time MBA program are creativity, innovation, managing technology and a systems approach to problem solving. These have been incorporated into the program, but only as elective options.

Here is the structure of a full-time 12 unit curriculum that views content from the perspective of 3 sets of core capabilities:

4. Personal/interpersonal skill development
5. Business knowledge and technical skills
6. Building future enterprises

Capability Set 3, building future enterprises, builds on 1 and 2, and focuses on applications and extension of the learning outcomes of 1 and 2. The following representation shows the structure of a full-time program and the units of study that could be considered to make up the three core capabilities:

Approved by the Academic Board, 3 December 2014
Capability Set 1: Personal/Interpersonal Skill Development

Here the program begins with four units that concentrate on the development of personal and interpersonal skills of our candidates. ‘Leadership Practice and Development’ and ‘Critical Analysis and Thought Leadership’ are existing units in our part-time MBA. ‘Creativity, Innovation and Business’ was recently approved by our Graduate Studies Board and will be trialed as an elective in the part-time MBA program in 2017. The objective of the unit is to understand the processes and applications of creativity and innovation through immersive and reflective learning experiences that can be related directly to business problems and solutions. The full unit description is provided in the next section of this document. ‘The Nature of Systems’ takes a multi-disciplinary approach to problem solving and is delivered at the Charles Perkins Centre. The aim here is to get students to experience first-hand a multi-disciplinary approach to problem solving – focusing on the network-alliance skills required of future leaders. The full unit description is also provided in the next section.

Capability Set 2: Business Knowledge and Skills

The next phase of the program comprises four units of study that address the development of business knowledge and skills. These are existing units in the current MBA program. The fact that these area are generally viewed as standard in all MBA programs and, as such, are somewhat ‘commoditised’, presents an opportunity to incorporate asynchronous on-line modules that incorporate adaptive testing, to be completed independently by students prior to enrolment in the linked units of study. This will free-up time in the classroom and speak authentically to the notion of a ‘flipped classroom’. This also facilitates assisting students from diverse backgrounds and experience to reach the same level of technical competence before participating in experientially-based classroom exercises, where the focus is extension and application in various business settings. Further, the freed-up time allows a unique element to be incorporated into the program that essentially works ‘across the verticals’ to incorporate a genuine integrated project that has each of the four ‘business knowledge and skills’ units formally address how the knowledge and skills specifically apply to the task of building business sustainability.

A representation of this is as follows:
The integrative project that cuts across all four units bridges the theme of building business sustainability. The focus could be for-profit or non-profit enterprises. This will require facilitators to devote specific content to how the unit contributes to building sustainable entities, and hopefully, move away from the potential silo effect of units that focus on specific disciplinary knowledge. Class time may be devoted to guest speakers, panel discussion and experiential exercises.

The representation above could have four separate assessment items that speak to issues of sustainability, as they apply to strategy, finance, data, and marketing. Each component could have a 25% weighting for each unit of study, or a 20% weighting with an additional 20% component for bringing the independent assessment together in a meaningful consulting document.

The ability to dedicate content in each unit to a project focused on issues of sustainability would be a differentiator as it obviates the need for a specialist unit in sustainability, and instead, forces both facilitators and students to think horizontally about how sustainability issues need to cut across all aspects and functions of the enterprises. This genuinely speaks to integrated leadership. It is also through this component that the program offers a vehicle for direct corporate involvement and engagement. For projects to be sourced and managed effectively, a dedicated resource would be essential and individual unit of study coordinators would not be able to manage projects that cut across the four units.

A key component is the use of technology to take base content out of the classroom and into short, dedicated online modules. How might this work? As discussed above, the somewhat technical nature of the units in this phase of the program presents an ideal opportunity to incorporate technology that frees up class time for facilitators to (1) apply and extend the content and (2) incorporate an integrated project component that focuses on how each of the four areas specifically address how they are integral to building business sustainability. The author has developed such a short online program (as a MOOC but easily applied to a SPOC-format) through Open Universities Australia. The short course runs as 40 x 7 minute videos, with testing at the end of each video. A screenshot of this module is attached in Appendix B. These four courses would be content authored and delivered by a recognised expert within the School and delivered via short video segments. The content could be segmented into four modules with ten videos in each, with assessment occurring through multiple choice questions at the end of each module. Students consume the content when and how they wish, but must complete prior to commencing face-to-face classes. In the platform students may interact with a course administrator and with each other but not typically with the expert content author – this may happen by email as the student progresses through the videos. It may also be desirable to make these modules available to other business school students.

**Capability Set 3: Building Future Enterprises**

This final phase integrates the skills and knowledge acquired in the first two phases and focuses on applying this to building future enterprises. The recommended units of study in this set are ‘Building Global Capability’, ‘Leading Business Innovation’, ‘Leading in a Digital World’ and ‘Capstone: Lean Design’. The first would draw on the content of our current MBA unit ‘Managing People and Organisations’. The second unit currently exists as an elective in our current program. The third would draw on our existing unit ‘Managing With Technology’ and include a ‘big data’ component, preparing students to run digital businesses given the fusion of technology and business is at the heart of where economies are heading. The success and a high industry engagement of our current capstone unit, ‘Lean Design’, suggests there is no need to change the capstone for the full-time program.

*Approved by the Academic Board, 3 December 2014*
NEW CORE UNITS
This section provides an overview of each of the new units proposed for this program.

The Nature of Systems
Solving problems that arise out of complex adaptive systems requires a different mindset than that generally taught in business schools today. Complex problems should be shaped before they can be solved, and to do this, leaders must be taught to look at complexity through multiple (and integrative) lenses (Leclerc & Moldoveanu, 2012: 1) and create models of the problem spaces so that the whole system of interconnected and interdependent elements can be visualised. Systems thinking is a 'structured way to thinking outside the box': restructuring problems, looking at the broader context of an issue, and anticipating effects - highly relevant in a next generation MBA program.
Given the multi-disciplinary approach to problem solving that sits at the centre of the Charles Perkins Centre, the author has explored the potential for the unit of study to be delivered in conjunction with the CPC and at the CPC. ‘The Nature of Systems’ is a core unit currently taught at the CPC. It introduces the central concepts of integrative systems approaches to addressing complex, multi-dimensional, multi-scale issues. At first students learn about interdependencies in systems through a series of computer simulations. On that basis they are then introduced to concepts such as emergence of patterns in systems without central organisation, self-reinforcing and balancing feedback loops, as well as robustness, resilience and phase transition. To solidify and broaden the students’ understanding of these concepts, the unit moves on to showcase current research that grapples with these issues, from interactions of the gut microbiome with human behaviour to the structure of financial networks and the incentives they set in mobile health app markets.
An understanding of concepts from complex systems thinking should help students develop their own thinking about complex issues and identify novel approaches and research questions. The CPC is prepared to deliver the unit on site at the CPC for full-time MBA students. We may require a business school faculty member to be involved in delivery of the unit; in essence, to assist students in relating the content and approaches to complex problems in business and society.

Leading Business Innovation
The unit exists as an elective in the part-time MBA, and is facilitated by Professor Stefan Meisiek. Each student receives a leading business innovation challenge, which they have to address over the duration of the course. The task involves analysing an organisation regarding its business innovation orientation, capabilities, and systems, and on the basis of this analysis, provide recommended improvements. Further, each week, students work in groups to learn an innovation tool. The tool is introduced in an article from the literature, and students apply it to their work context to understand how the tool works. At the end of each class, they briefly present what they have achieved.

Creativity, Innovation and Business
This unit provides students with strategies, experiences and approaches to build creativity and innovation in their business practice. Drawing on the creative leadership and business transformation research the unit provides students with immersive creative experiences inspired by artistic practice and theory in business, science education and the arts. The unit follows a process of building praxis-based knowledge (through experiential hands on workshops) so that students can build understanding and then put it into practice through the development and delivery of a creativity project in collaboration with their peers. The overall objectives of the unit are as follows:
1. Develop a high level understanding of creativity and innovation how these capacities can be applied to business situations for problem solving.
2. Build capacity in developing innovative approaches, based on creative thinking to deliver solutions for business problems.

Approved by the Academic Board, 3 December 2014
3. Critically reflect on the processes of creativity for transformation.
4. Develop collaboration and communication skills in the development and delivery of creative responses to real world problems.

Leading in a Digital World
This would be a new unit. Key components of this unit currently exist in ‘Managing with Technology’ but missing is a sizeable component on ‘big data’. The current unit provides an emphasis on modern information and communication technologies (ICT) and critically examines current managerial thought about technology from multiple perspectives. It aims to equip students with a balanced understanding of the nature and role of technology in organisations, enabling them to manage (with) technology more effectively. Learning in this unit is based on hands-on in-class activities, case study analysis, and classroom discussions. A key learning outcome in the unit is that students critically examine contemporary digital technology trends and their implications for organisations and people.

WHAT IS MISSING FROM THE PROPOSED PROGRAM?

1. Electives
No electives are proposed in this program. Our existing program allows for four electives, but in the proposed full-time MBA, these have been replaced with core units that focus on skills and knowledge for the next generation of leaders: creativity, innovation, technology and a systems perspective on problem-solving. While the lack of electives may be perceived to be a risk from a positioning perspective, the author feels it provides a clear message to the market on the distinctiveness of our program – a lock-step cohort model that has at its centre leadership, creativity and innovation. The program is structured to develop key interpersonal/personal skills for leadership in its first phase, the business knowledge and skills needed to build sustainable businesses in its second phase, and the application of both these phases to the leadership of future enterprises in the third phase, with a focus on innovation, technology and building organisational capability.

The omission of electives allows for a full cohort model, where students progress through the program together. This also keeps the full-time program distinctive in the much more competitive global market from which we will largely have to recruit our candidates. While many full-time programs advertise a large suite of electives, upon closer inspection, these tend to be from the wider business school. This presents challenges in scheduling for a full-time program. Often, these units rate poorly because they do not have a specific management/leadership focus to their content. Further, the cohort model allows for more cost effective programing.

2. In-Country Offshore Study Unit
While international study opportunities feature in many full-time programs, these tend not to be a major feature in Australian full-time MBA programs. This no doubt arises because post-experience full-time MBA programs in Australia tend to have a large proportion of international students (see Table 2). Having travelled long distances to Australia to study, few are attracted to heading back overseas to complete a term of study. The AGSM promotes its international study opportunities as a result of its partnership with Wharton, but it is not clear how many students undertake this option.

It is recommended that an international study option not be incorporated into the proposed program given the strong likelihood that our program will also have a high proportion of international students who would be less inclined to take this option. This does not preclude investigating the option of a genuine joint degree with a School of similar standing in Asia.

3. Company Project Unit
While an in-company project is not formally incorporated as an elective option, the proposed program structure can accommodate this in the second session through the ‘building sustainability’ assessment that cuts across each of the four business knowledge/skills units, viz. strategy, finance, data and marketing. A decision needs to be made as to whether this would be optional or a required component of the program. If optional, students would need to assemble the components from each of the four units and complete a unified, integrated document that could be assessed.

Approved by the Academic Board, 3 December 2014
Potentially this might this be recognised as a zero credit point unit, providing formal recognition of working specifically with a company on this component. An in-company project is a key element of many of the Top 100 programs in the FT and EIU, and for this reason, it is desirable to incorporate such as a component as described above. While a compulsory component of a large number of MBA programs, the emphasis placed on it does vary. Some schools, especially in Europe, such as Trinity College (Dublin) and Ashridge, build almost the whole program around projects. At Manchester Business School the so-called “Manchester Method” reflects the school’s dedication to project work. Projects can help to instil some of the softer business skills, such as leadership and interpersonal relations. Elsewhere in Europe, the project often follows on from the formal teaching component of the program (and may well take place with little input from the school) and concludes with a lengthy report/dissertation. Usually, students undertake such projects individually. In part-time and executive programs, the project is often carried out within a student’s own organisation and is promoted as a key value to sponsoring companies. Other schools, including many in the US, build smaller and shorter projects into the structure of the programme. This type of project normally consists of a consultancy-like task and is ideally of real value to the organisation in which it is undertaken. Students are divided into groups of 2–4 and conduct research both within and outside the company. They prepare a report and recommendations for action, which are often formally presented to corporate executives as well as to business school faculty. As part of their project work, students at London Business School (LBS) spend a week observing (“shadowing”) managers at work and attempting to build an objective profile of their management style. LBS advises the shadowing project allows students to observe the challenges faced by managers, appreciate the real world of managerial work by testing academic theories against observed data, develop a deeper understanding of the relationship between managerial style and organisational context, and reflect on leadership values.

4. Internships

A formal internship component has not been incorporated into the proposed program. From the experience of the author, internships tend to be more popular in pre-experience programs, such as the Master of Management. The students in the full-time MBA will be directly exposed to working with our corporate partners in the capstone unit, and potentially, in the building business sustainability component. Given the majority of students are likely to be international, with plans to return to their home countries, there will however, likely to be very strong demand on our Careers Service for assistance in job placements both within and outside Australia. Consequently, it is more likely that the placement capability of our Careers Service will become pivotal to the success of the program – less so than within-program internships. Data on the size and cost of the career planning function in highly ranked MBA programs is provided later in this document.

PROGRAM DURATION?

Proponents of one-year programs argue that the time spent face-to-face with teaching staff differs little from two-year programs, but their opponents respond that one year is not long enough for issues to be covered comprehensively. It is certainly true that the intense pressure of a one-year course is a good preparation for business life—where time management and prioritising are essential skills. Interestingly, for many years Melbourne Business School publicly opposed one-year programs on the basis of the argument presented above. Recently, however, it introduced a one-year accelerated MBA. This is likely to have been in response to increasing demand from prospective students for a shorter program, given the opportunity cost of being out of the work force for up to 2 years.

Table 9 shows the current duration of full-time MBAs in a selection of Australian, Asian, European and US Schools. While the US Schools tend to prefer 2 year programs, there is an increasing trend towards 1 and 1.5 year programs in the other regions. Those Schools that provide options generally market their programs with an ‘accelerated’ option.

<table>
<thead>
<tr>
<th>Australia</th>
<th>Asia</th>
<th>Europe</th>
<th>US</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGSM</td>
<td>1.5 yr</td>
<td>HKUST</td>
<td>LBS</td>
</tr>
</tbody>
</table>

TABLE 9: Program duration in a selection of Schools

Approved by the Academic Board, 3 December 2014
MGSM 1 or 2 yr | CIEBS 1 or 1.5 yr | Insead 1 yr | HBS 2 yr
---|---|---|---
UTS 1 or 2 yr | CUHK 1 or 1.5 yr | IEBs 1.5 yr | Stanford 2 yr
MBS 1 yr | NUS 1.5 yr | Oxford 1 yr | Columbia 1.5 yr
Monash 2 yr | Nanyang 1 yr | Warwick 1 yr | Haas 2 yr
UQ 1 yr | Judge 1 yr | Kellogg 1 or 2 yr
UWA 1 yr | | Duke 2 yr
ANU 2 yr | | Chicago 2 yr

It is proposed that our new full-time MBA program have a duration of 18 months. The three core semesters allows for the three capability sets to be run sequentially. We have had three new sessions approved at the Graduate Studies Board and the Academic Board to accommodate greater flexibility and faster progression in the part-time program, and while at the time of writing the University Planning Office is claiming this cannot be implemented, should this proceed, the full-time program could potentially benefit through a modular approach such as student taking two units at a time over a shorter period such as 7 or 8 weeks. This appears to be popular in the University of Queensland full-time MBA program.

**RESOURCE NEEDS: CAREER MANAGEMENT FUNCTION**

The data which follows is drawn from the 2015 MBA Career Services Benchmarking Survey Report published by the MBA Career Services and Employer Alliance. Figure 7 depicts the number of students per FTE career services staff member supporting program populations (medians). For the typical respondent, there were approximately 46 full-time MBA students per FTE supporting full-time MBA students. This compares to the significantly higher figure for part-time MBA students (168) and online/distance MBA students (147).

**Figure 7: Number of students per FTE career services staff**

![Bar chart showing the number of students per FTE career services staff](image)

Figure 8 shows the most recent highest ranking achieved for the full-time MBA program in the participating Schools, as ranked by The Financial Times, The Economist, BusinessWeek or US News. Notably, 87% of the Schools featured achieved a top 100 global ranking. Of the Schools surveyed, 70% were US-based.

**FIGURE 8: Highest level achieved for most recent ranking of the School’s full-time MBA program**

Approved by the Academic Board, 3 December 2014
If a top 100 global ranking is sought, the data suggests significant resources are required to be invested in the Careers Management Function. For the highest ranked programs, approximately 1 FTE officer is required for every 50 full-time MBA students undertaking their studies.

Figure 9 shows 2014/2015 median MBA career services operating budgets for each full-time MBA student that is supported. The figures are in USD. While there may be a variety of factors impacting on the absolute amounts, the relativities show a significant increase in the cost per student as the bands for rankings increase.

FIGURE 9: Median careers service operating budget per full-time students (in USD)

Figure 10 shows the percentage of programs that require students to undertake a career-related class. Over half of the respondents require a dedicated career-related class for full-time MBA students. Of those who have a required career related class for full-time MBA students, 48% are credit bearing classes, and 71% of the classes are pass/fail and 29% for a grade.

FIGURE 10: Percentage of programs requiring careers-related class
Table 10 shows the programs, resources and tools offered by careers services department of the participating Schools, where 87% of the Schools have achieved a top 100 global ranking in at least one of four major US rankings.

**TABLE 10: Services provided by Careers Services Departments in high-ranked Schools**
RECOMMENDATIONS

Drawing on the data and evidence embodied in this report, the following recommendations are made with respect to a potential full-time MBA program in our Business School.

1. The full-time MBA should have the same entry requirements as the part-time program, this being a minimum of 3 years business/management/professional experience and a strong first degree with a credit average. This fits with the experience requirements of most full-time programs, and may help to avoid cannibalisation from the existing Master of Management program offered by the School. Given the strong language skills required in units such as ‘Leadership Practice and
Development’ and ‘Critical Analysis and Thought Leadership’, a high GMAT and English language threshold should be set.

2. The full-time MBA would be separate and distinct from the current part-time program. This reflects significant market evidence of different curriculum needs and expectations of full-time MBA students relative to part-time professional MBA students. The part-time program has been designed for students studying while in the work force, with integration of work-based projects into the assessment.

3. The full-time MBA would be a cohort model of 18 months duration. This would facilitate three key capability sets that the program is designed to achieve: personal and interpersonal skill development (4 units), business knowledge and skill development (4 units) and building future enterprises (3 units plus Capstone). A key component of the middle phase is an asynchronous online component for each unit covering base content. This frees-up class room time for content directed at a theme of building enterprise sustainability. Each of the four business knowledge and skills units would be reshaped to incorporate this theme, which could incorporate a project component.

4. The full-time MBA would have no electives. Four new units are incorporated as core unit in the program, reflecting a program theme of leadership, creativity and innovation. These are ‘Creativity, Innovation and Business’, ‘Leading Business Innovation’, ‘Leading in a Digital World’ and ‘The Nature of Systems’.

5. The full-time MBA has a multi-disciplinary focus, drawing on expertise across the University. The unit focused on creativity is under development with the Faculty of Education and Social Work and the ‘Nature of Systems’ would be delivered at the Charles Perkins Centre.

**NEXT STEPS**

Subject to approval of the Senior Leadership Team, the last date for submission of all expressions of interest for new postgraduate courses starting 2018 is **18 August 2016**. The EOI is a short document of 1 - 2 pages outlining the strategic rationale for the program and a brief outline of the business case. This is presented to the CCPC by the Dean or delegate. 

The last date for submission of all new course proposals for postgraduate courses starting 2018 is **14 January 2017**.

**APPENDIX A**

**The MBA of the Future Needs a Different Toolbox**

Edward D. Hess

Published in Forbes, January, 2014

Dean Richard Lyons of the Haas School of Business, University of California – Berkeley recently opined that in the next 5-10 years, 50% of business schools could be put out of business by the online delivery of business programs. This article explores another impact that technology could have on traditional MBA graduate programs, which could require substantial change to the traditional MBA curriculum.

The predicted upcoming accelerated rate of technological advancements will transform the composition of most businesses’ workforces. Most workplaces of the future will be staffed by some combination of smart robots, Artificial Intelligence smart machines and humans. In many cases, the number of human workers will be reduced, and, in many industries, that reduction will be significant. Carl Frey and Michael Osborne of the University of Oxford published a compelling study about the future workforce in September of 2013. They looked at 702 types of jobs in the United States and made judgments, on the basis of required skills and expected technological advances, about whether there was a low, medium or high risk that technology would displace workers in those jobs over the next 10 to 20 years.

Their conclusion: 47% of total U.S. employees have a high risk of being displaced by technology, and 19% have a medium risk. That means that 66% of the U.S. workforce has a medium to high risk of job displacement.
destruction. That raises an important question for every person: What will we be able to do better than the smart machines? Frey and Osborne, Erik Brynjolfsson and Andrew McAfee, authors of The Second Machine Age and John Kelly and Steve Hamm, authors of Smart Machines, believe that the activities humans will be still better at doing will require either creativity, innovative thinking, complex critical thinking, moral judgments or high emotional and social intelligence.

If one assumes that eventually all business tasks will be consumed by technology that do not involve creativity, innovative thinking, high-level critical thinking, moral judgments and high social/emotional engagement, then one has to ask: Are MBA programs focused enough on teaching and developing those skills and capabilities?

Learning cognitive and emotional skills is difficult in any context. Decades of research in neuroscience, psychology, behavioral economics and education have demonstrated that we are not naturally critical or innovative thinkers. Rather, we are naturally highly efficient, fast, reflexive thinkers who basically seek to confirm what we already know. We are not critical or innovative thinkers — we are confirmation machines. As Nobel laureate Daniel Kahneman stated, “Laziness is built deep into our nature. That is part of our “humanness.”

Thinking critically and innovatively is also hard emotionally. Many neuroscientists, including Antonio Damasio and Mary Helen Immordino-Yang, believe that our emotions influence and are integrally intertwined in most of our cognitive processing. In other words, rationality is a myth. Emotionally, we seek to affirm and defend our self-image. Additionally, fear comes all too naturally to most of us — and makes it hard for us to engage in the messy work of critical thinking and innovation. Fear of failure and fear of looking foolish can lead to what Chris Argyris called “defensive reasoning”: the tendency to defend what we believe. That, too, is part of our human nature.

To really think critically and innovatively and to have high emotional and social intelligence, one has to learn how to overcome those natural cognitive and emotional proclivities. That is what is missing from many MBA programs. Developing one’s ability to think critically and innovatively and one’s emotional intelligence will require MBA students to learn critical and innovative thinking processes and to develop the ability to manage their thinking and emotions, as well as humility, empathy and mindfulness. Almost all of those skills and capabilities need to be learned by doing — doing them enough to engrain new habitual ways of behaving and thinking. This requires individualized developmental attention, mentoring and real-time feedback, and a lot of hard work. It also requires a different teacher-student ratio and professorial competencies than found in many MBA programs. I believe that the degree of intensity and daily individualized practice necessary to develop these needed capabilities will require major innovation in most MBA programs.

If that is true, the MBA program of the future will look a lot different than most existing MBA programs. That challenge is even bigger for many MBA programs than the challenge presented by the online delivery of MBA content.

Edward D. Hess is a professor of business administration at the University of Virginia Darden School of Business and author of the new book Learn or Die: Using Science to Build a Leading-Edge Learning Organization.
APPENDIX B
Screenshot of Asynchronous MOOC run through Open Universities Australia

Diagnosing the Financial Health of a Business (FinHlth)
by Guy Ford

Learn to assess the strength of a business and identify early warning signs of potential future problems.

Course starts on: 04/07/2016
Course ends on: 02/08/2016

24,863 students have taken this course
115,139 videos have been watched
3,088 classroom posts

Enrol now

What's it about?
This course shows how financial reports provide a wealth of information into the performance of a business, and how they can be used specifically to identify early warning signs of potential future problems.

What's involved?

<table>
<thead>
<tr>
<th>MODULE</th>
<th>THE BALANCE SHEET</th>
<th>10 videos, 9 quizzes, 1 assessment</th>
<th>4 Jul – 10 Jul</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE</td>
<td>INCOME STATEMENT</td>
<td>10 videos, 9 quizzes, 1 assessment</td>
<td>11 Jul – 17 Jul</td>
</tr>
<tr>
<td>MODULE</td>
<td>STATEMENT OF CASH FLOWS</td>
<td>10 videos, 9 quizzes, 1 assessment</td>
<td>18 Jul – 24 Jul</td>
</tr>
<tr>
<td>MODULE</td>
<td>ASSESSING FINANCIAL PERFORMANCE</td>
<td>10 videos, 9 quizzes, 1 assessment</td>
<td>25 Jul – 31 Jul</td>
</tr>
</tbody>
</table>

What will I learn?
- How to evaluate the performance of a business with reference to its financial reports.
- How to conduct financial analysis by integrating information across its balance sheet, income statement and cash flow statement (as opposed to viewing data in isolation).
- How to identify early warning signs of potential financial difficulties in a business and thus be forward-looking in your approach.
- How to assess risks in a business by reference to its financial reports.
- How to identify the assumptions and estimates that are made by managers in constructing their financial reports and assess the implications for interpreting the performance of a business.
- How to measure and interpret the sustainable growth rate of a business and identify implications for its future health.
- How to distinguish between the income statement and the statement of comprehensive income of a business.
- How to measure the operating cash cycle of a business and assess the implications for the funding needs of the business.
- How to determine if a firm is generating appropriate returns on its assets and for its owners.

This course requires approximately 2 - 4 hours of study per week, but can vary depending on the student. This includes watching videos, and taking quizzes and assessments. The total video time for this course is 4 hours 15 minutes.

Who's the instructor?
Guy Ford

Guy Ford was the Interim Dean at the Macquarie Graduate School of Management (MGSM). Prior to this, he was an Associate Professor in Finance and Director of Programs also at MGSM. Guy taught in the areas of corporate finance, accounting for management, corporate acquisitions and strategic finance.

213 students are taking this course

Approved by the Academic Board, 3 December 2014
APPENDIX C
2016 GMAC Applications Trend Survey (An Update)

Full-time MBA programs exhibit mixed results in 2016. A majority of full-time one-year MBA programs report an increase in applications compared with less than half of full-time two-year MBA programs.

Full-time 2-year MBA programs

• For the first time since 2012, less than half of full-time two-year MBA programs (43%) experienced year-on-year application growth this year. This is the second straight year that the share of programs reporting growth is down from a high of 61 percent in 2014.
• Trends for full-time two-year MBA programs differ by program size. A majority (57%) of programs with enrolments of more 120 students report a year-on-year increase in application volumes compared with less than half of small (33%) and mid-sized (40%) programs.
• Although acceptance rates show that larger programs are more competitive for gaining entry, programs of varying class size have similar enrolment rates, with a median yield of 52 percent for full-time two-year MBA programs.
• These large full-time two-year MBA programs are also more likely than small programs to report application growth from both domestic and international candidates and from both men and women. In the United States, large programs also are more likely than small programs to report application growth from underrepresented minority populations, such as African Americans and Hispanic Americans.

Overall, 95 percent of full-time two-year MBA programs conduct special outreach and recruitment efforts among a variety of targeted population groups. Seventy percent of full-time two-year MBA programs recruit international candidates, primarily in China, India, and the United States. Other countries include Brazil, Colombia, Japan, Mexico, South Korea, and Vietnam.
Full-time 1-year MBA programs

- A majority of full-time one-year MBA programs (57%) report growing application volumes this year, building upon the momentum of last year’s results when 51 percent reported growth.
- European full-time one-year MBA programs are a bright spot in this year’s findings—nearly 3 in 4 (74%) programs report year-on-year increases in application volumes. In contrast, just 43 percent of US-based programs and 45 percent of programs in East and Southeast Asia report growth in the full-time one-year MBA market.

Similarly to the full-time 2-year MBA, the vast majority (92%) of full-time one-year MBA programs conduct special outreach and recruitment of targeted populations. Fifty-eight percent of full-time one-year MBA programs specifically recruit international candidates. China, India, and the United States are the top countries where these programs recruit international candidates (see the chart below). Other countries include Brazil, Canada, Germany, Japan, Mexico, Singapore, the United Kingdom, and Vietnam.
Minor Course Amendment Proposal

Faculty: Faculty of Health Sciences

Contact person: Dr Alison Purcell

1. Name of award course

Master of Speech Language Pathology

2. Purpose of proposal

To amend the Course Resolutions and Course Tables for the Master of Speech Language Pathology, to include new and revised units of study arising from a major course review.

The amendment reflects the revision of the Course aims, and alignment with the University of Sydney Graduate Qualities.

This course aims to develop graduates who will be:

a) Competent to practice and research as speech language pathologists

b) Creative and innovative

c) Able to demonstrate professional and personal qualities such as high metacognitive skills, independence, leadership, resilience, persistence, growth, compassion, flexibility, mentoring, advocacy and accepting of diversity.

The aims of the MSLP link to the University Graduate Qualities as shown in Table 1.

<table>
<thead>
<tr>
<th>MSLP Aims</th>
<th>University of Sydney Graduate Qualities’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Competent</td>
<td>A) Depth of disciplinary expertise; B) Broader skills: (i) Critical thinking and problem solving; (ii) Oral and written communication;</td>
</tr>
<tr>
<td>b) Creative and innovative</td>
<td>(iii) Information and digital literacy; and (iv) Inventiveness;</td>
</tr>
<tr>
<td>c) Professional qualities and personal</td>
<td>C) Cultural competence; D) Interdisciplinary effectiveness</td>
</tr>
<tr>
<td>qualities</td>
<td>E) An integrated professional, ethical and personal identity</td>
</tr>
<tr>
<td></td>
<td>F) Influence.</td>
</tr>
</tbody>
</table>

3. Details of amendment

Course rules

Master of Speech Language Pathology

Graduate Diploma in Communication Disorders

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

1 Course codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASPLAPA-01</td>
<td>Master of Speech Language Pathology</td>
</tr>
<tr>
<td>GNCOMMDI-01</td>
<td>Graduate Diploma in Communication Disorders (Exit only)</td>
</tr>
</tbody>
</table>

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

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

4 Admission to candidature

(1) Available places in the Master of Speech Language Pathology will be offered to qualified applicants based on academic merit. No offers of Admission to candidature for the Graduate Diploma in Communications Disorders will be made - this is an exit award only by transfer from the Master of Speech Language Pathology.

(2) Admission to candidature for the Master of Speech Language Pathology requires:
(a) A PhD, master's or A minimum of a bachelor's degree from an Australian institution or equivalent; and
(b) Pre-existing Prerequisite knowledge in the following two areas:
(i) Phonetics (applicants who do not have prior studies in phonetics including phonetic transcription must complete prescribed units prior to commencement of the degree).
(ii) Linguistics (applicants who do not have prior studies in linguistics must complete prescribed units prior to commencement of the degree).
(iii) Anatomy of the Speech System (applicants who do not have prior studies in anatomy of the speech system including head, neck, hearing and respiratory systems must complete prescribed units prior to commencement of the degree).
(iv) Neurology of the Speech System (applicants who do not have prior studies in neurology of the speech system including the nervous system and motor control of the speech system must complete prescribed units prior to commencement of the degree).

5 Requirements for award

(1) The units of study that may be taken for this course are set out in the Faculty of Health Sciences Table of units of study for the Master of Speech Language Pathology.

(2) To qualify for the award of the Master of Speech Language Pathology a candidate must complete 96 credit points of core units of study.

(3) To qualify for the award of the Graduate Diploma in Communication Disorders a candidate must complete 48 credit points of core units of study prescribed for the first year of the Master of Speech Language Pathology.

6 Course transfer
A candidate for the master's degree may elect to discontinue study and graduate with the graduate diploma, with the approval of the Dean, and provided the requirements of the graduate diploma have been met.

7 Transitional provisions
(1) These resolutions apply to students who commenced their candidature after 1 January, 2018 and students who commenced their candidature prior to 1 January, 2014 who elect to proceed under these resolutions.
Candidates who commenced prior to 1 January, 2014 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2024. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time. Students studying in part time mode may be offered equivalent units of study in the final two years of candidature during the transitional period.

Master of Speech Language Pathology

### Year 1 (first offered 2018)

#### Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD50XX Voice and Resonance Impairment</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CSCD50XX Language 1 – Developmental Disorder</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CSCD50XX Speech 1 – Phonological Impairment</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CSCD50XX Clinic Practice 1</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
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</table>

#### Semester 2

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Units</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>CSCD50XX Speech 2 – Stuttering and Motor Speech</td>
<td>6</td>
<td>CSCD50XX Speech 1 – Phonological Impairment</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD50XX Language 2 – Literacy and Language</td>
<td>6</td>
<td>P: CSCD50XX Language 1 – Developmental Disorder</td>
<td>Semester 2</td>
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<tr>
<td>CSCD50XX Feeding and Swallowing Across the Lifespan</td>
<td>6</td>
<td>Semester 2</td>
<td></td>
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<tr>
<td>CSCD50XX Clinic Practice 2</td>
<td>6</td>
<td>P: CSCD50XX Clinic Practice 1, CSCD50XX Voice and Resonance Impairment, CSCD50XX Language 1 – Developmental Disorder, CSCD50XX Speech 1 – Phonological Impairment</td>
<td>Semester 2</td>
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### Year 2 (first offered 2019)

#### Semester 1

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD50XX Audiology and Aural Habilitation</td>
<td>6</td>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>CSCD50XX Functional Communication in Disability</td>
<td>6</td>
<td>P: CSCD50XX Language 1 – Developmental Disorder</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD50XX Language 3 - Aphasia and Cognitive Impairment</td>
<td>6</td>
<td>P: CSCD50XX Language 2 - Literacy and Language</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD50XX Clinic Practice 3</td>
<td>6</td>
<td>P: CSCD50XX Clinic Practice 2, CSCD50XX Feeding and Swallowing Across the Lifespan</td>
<td>Semester 1</td>
</tr>
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</table>

#### Semester 2
### Part time mode:

#### Year 1 (first offered 2018)

**Semester 1**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Completion Semester</th>
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<tbody>
<tr>
<td>CSCD50XX Voice and Resonance Impairment</td>
<td>6</td>
<td>Semester 1</td>
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<tr>
<td>CSCD50XX Language 1 – Developmental Disorder</td>
<td>6</td>
<td>Semester 1</td>
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**Semester 2**

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<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Completion Semester</th>
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</thead>
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<tr>
<td>CSCD50XX Language 2 – Literacy and Language</td>
<td>6</td>
<td>Semester 2</td>
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<tr>
<td>CSCD50XX Feeding and Swallowing Across the Lifespan</td>
<td>6</td>
<td>Semester 2</td>
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#### Year 2

**Semester 1**

<table>
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<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Completion Semester</th>
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</thead>
<tbody>
<tr>
<td>CSCD50XX Speech 1 – Phonological Impairment</td>
<td>6</td>
<td>Semester 1</td>
</tr>
<tr>
<td>CSCD50XX Clinic Practice 1</td>
<td>6</td>
<td>Semester 1</td>
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**Semester 2**

<table>
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<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Completion Semester</th>
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</thead>
<tbody>
<tr>
<td>CSCD50XX Speech 2 – Stuttering and Motor speech</td>
<td>6</td>
<td>Semester 2</td>
</tr>
<tr>
<td>CSCD50XX Clinic Practice 2</td>
<td>6</td>
<td>Semester 2</td>
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### Year 3

#### Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Pre-Requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD50XX Language 3 - Aphasia and Cognitive Impairment</td>
<td>6</td>
<td>P: CSCD50XX Language 2 - Literacy and Language</td>
<td>Semester 1</td>
<td></td>
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<tr>
<td>CSCD50XX Functional Communication in Disability</td>
<td>6</td>
<td>P: CSCD50XX Language 1 - Developmental Disorder</td>
<td>Semester 1</td>
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#### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Pre-Requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD50XX Audiology and Aural Habilitation</td>
<td>6</td>
<td></td>
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<td>Semester 2</td>
</tr>
<tr>
<td>CSCD50XX Clinic Practice 3</td>
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<td>P: CSCD50XX Clinic Practice 2, CSCD50XX Feeding and Swallowing Across the Lifespan</td>
<td>Semester 1 Semester 2</td>
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### Year 4

#### Semester 1

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Pre-Requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD50XX Interdisciplinary Practice-Complex Cases</td>
<td>6</td>
<td>P: CSCD50XX Clinic Practice 3</td>
<td>Semester 2a Semester 2b Semester 1a Semester 1b</td>
<td></td>
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<tr>
<td>CSCD50XX Clinic Practice 4 - Child</td>
<td>6</td>
<td>P: CSCD50XX Clinic Practice 3, CSCD50XX Functional Communication in Disability</td>
<td>Semester 2a Semester 2b Semester 1a Semester 1b</td>
<td></td>
</tr>
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</table>

#### Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>Pre-Requisites</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD50XX Clinical Leadership and Research</td>
<td>6</td>
<td>P: CSCD50XX Clinic Practice 3</td>
<td>Semester 2a Semester 2b Semester 1a Semester 1b</td>
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</tr>
<tr>
<td>CSCD50XX Clinic Practice 4 - Adult</td>
<td>6</td>
<td>P: CSCD50XX Clinic Practice 3, CSCD50XX Language 3 - Aphasia and Cognitive Impairment</td>
<td>Semester 2a Semester 2b Semester 1a Semester 1b</td>
<td></td>
</tr>
</tbody>
</table>

Course Total: 96 credit points
5. **Other relevant information**

Amendments to the Master of Speech Language Pathology will be communicated to the accrediting body as part of the annual accreditation reporting requirements. The course will be due for reaccredited in 2018.

6. **Signature of Dean**
RECOMMENDATION

That the Academic Board note the report from meeting of the Academic Standards and Policy Committee held on 14 March 2017;

(1) approve the proposed semester dates for 2019; approve the adoption of twelve week semesters in place of thirteen week semesters; and 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, with effect from 1 January 2019, as presented; and

(2) 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.

ITEMS FOR DECISION

11.1 Proposed Semester Date and Length Changes

During 2016, considerable discussion occurred throughout the University of a number of proposals with respect to future semester dates and lengths. Those discussions have resulted in the generation of a proposal to adopt revised semester dates and lengths as presented, from 2019 onwards.

Specifically, it is recommended that from 2019, the University adopt twelve week semesters in place of semesters of thirteen weeks in length. It is also recommended that the commencement point of semester one be preserved, but that the commencement point of semester two be delayed by a fortnight relative to present practice.

The proposal was endorsed by the Committee.

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

Development of a policy on Continuing Education was recommended by the Continuing Education Strategy Working Party in November 2015 and endorsed by the (then) Senior Executive Group. During 2016 the Continuing Education Steering Committee, jointly established by the DVC (Education) and the Provost, undertook background work to understand the scope and potential of continuing education activities within the University and, along with the SEG Education Committee, endorsed proceeding with the recommendation for development of a policy.

The Committee endorsed a proposal to develop such a policy, as outlined in the attached, noting that it is anticipated that the policy will be presented to the Committee at its 30 May 2017 meeting, for consideration and endorsement for Academic Board approval in June.

The Committee also:

- noted business arising from the previous meeting;
- noted the report of the Academic Board meeting held on 28 February 2017; and
- noted the Registrar’s determination that anonymous marking be implemented by the commencement of Semester 1, 2018.
Non-Confidential


Professor Jane Hanrahan
Chair, Academic Standards and Policy Committee
This paper sets out a proposal to alter semester dates and lengths from 2019 onwards. Effecting this change will confer a number of material benefits on the University. These include enhancing the University’s capacity to expand Summer and Winter School offers, increasing the capacity of the University to attract international students from the United States and Europe and assisting the University to meet its stated target of 50% student participation in international mobility activities by 2020.

**RECOMMENDATION**

That the Academic Standards and Policy Committee recommend that the Academic Board:

1. approve the proposed semester dates for 2019;
2. approve the adoption of twelve week semesters in place of thirteen week semesters; and
3. 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 with effect from 1 January 2019, as presented.

**EXECUTIVE SUMMARY**

During 2016, considerable discussion occurred throughout the University of a number of proposals with respect to future semester dates and lengths. Those discussions have resulted in the generation of a proposal to adopt revised semester dates and lengths as set out in this paper, from 2019 onwards.

Specifically, it is recommended that from 2019, the University adopt twelve week semesters in place of semesters of thirteen weeks in length. It is also recommended that the commencement point of semester one be preserved, but that the commencement point of semester two be delayed by a fortnight relative to present practice.

In the University of Sydney’s 2016-2020 strategic plan, initiative three (3) of Strategy 4 sets an ambitious target, to send 50% of our students abroad on mobility activities by 2020. The current 4 week break between S1 and S2 is a significant barrier to achieving this target.

The amended semester dates proposed in this paper would lengthen the winter break sufficiently to allow our students seamless access to northern hemisphere summer school programs from high quality partner institutions. These programs can cater for substantial cohorts but are typically not accessible to our students because their length exceeds our current winter break length. A lengthened winter break would also allow us to offer better inbound opportunities to students from the U.S, Europe and Asia, facilitating strengthened partnerships with key target institutions.

In addition, the dates and semester lengths proposed in this paper preserve the capacity of the University to offer a diverse summer school program and confer substantially expanded flexibility with respect to the capacity to offer courses during the winter break, as well as provide enough time for research opportunities for students from domestic and international institutions, as are offered during the summer break.

To offset the reduced length of Semesters 1 and 2, it is proposed that the requirement for any preparatory activities for class as well as tutorials, laboratory and other small group and experiential activities should
Confidential

begin, wherever possible, in Week 1 of Semester rather than Week 2. This approach reflects the literature on class contact hours and educational gains which demonstrates that ‘close contact’ (involving personal interaction between teacher and students) and the total hours that the student invests in working on a unit are more important to educational gain than class contact hours per se.

BACKGROUND / CONTEXT

Currently the University operates with two semesters each of thirteen weeks duration with a short mid-semester break of 4 weeks in length. One consequence of this model is that University of Sydney students have very limited access to Northern Hemisphere short-term mobility programs which are typically 5 – 8 weeks in duration.

The change to the semesters would allow our students to access the following mobility opportunities which are currently not available without complex individual adjustments to their Sydney course structure:

- Short-term exchange
- US Summer Programs (6-8 weeks in duration)
- European/Canadian/Asian Summer programs
- International Internships
- International Research Placements
- Language Study
- Faculty-led programs

The growth in international mobility activity envisaged as a result of the capacity to provide our students with access to these activities, coupled with growth in semester and full year academic exchanges, will underpin fulfilment of the University's objective of achieving 50% participation in international mobility activities by 2020.

The revised semester dates and lengths would also allow the University to attract inbound study abroad students from a greater range of partner institutions in the U.S than is currently possible, enhancing student body diversity.

The mid-year break would also be advantageous from a research productivity and honours/HDR recruitment perspective. In a number of faculties, research groups currently provide research project opportunities to students during the summer period, when there is sufficient opportunity for students to undertake projects in research groups with enough time to produce results and have a meaningful experience. The summer break is not universally convenient for students, particularly international students, though many would be interested in undertaking experiences like this.

As an example, the Faculty of Science generally has over 100 second and third year students undertaking research projects during the summer break, with these experiences seen as critical for recruitment to the research honours year and the PhD program. In that faculty, requests for short-term projects during the winter break are common, but the short break does not provide enough time to offer meaningful project experiences. This would be resolved under the proposed new model for semester dates and lengths set out in this paper.

Finally, the proposed semester date and length changes should enhance the University’s capacity to grow both summer and winter course offerings, should there be a desire to do so.

During 2016, a proposal to change semester dates but preserve semester lengths was the subject of substantial consultation. Whilst there was broad support for the examination of options that might support the achievement of the objectives described in this paper, there were concerns of substance in relation to the potential impact of the proposed semester dates on a variety of administrative processes and on some faculty based clinical placement activity. This revised proposal for a change of both semester lengths and dates flowed from a review of the feedback from across the University and should effectively mitigate identified concerns.

It is noteworthy that amongst the Group of Eight, Adelaide, ANU, Melbourne and Monash have already adopted twelve week semesters. Further, it has now been confirmed that UNSW will adopt a trimester model,
plus optional summer school, effective 2019. This heightens the importance of a timely decision in relation to our semester arrangements.

RECOMMENDATION

Table 1 below encapsulates the recommendation.

<table>
<thead>
<tr>
<th></th>
<th>2019 Current</th>
<th>2019 Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer School lectures begin</td>
<td>Mon 7 Jan</td>
<td>Mon 7 Jan</td>
</tr>
<tr>
<td>Summer School ends</td>
<td>Fri 1 March</td>
<td>Fri 1 March</td>
</tr>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lectures begin</td>
<td>Mon 4 March</td>
<td>Mon 4 March</td>
</tr>
<tr>
<td>UA Common Vacation Week/non-teaching Easter period</td>
<td>Fri 19 Apr – Fri 26 Apr incl.</td>
<td>Fri 19 Apr – Fri 26 Apr incl.</td>
</tr>
<tr>
<td>Study Vacation (stuvac)</td>
<td>Mon 10 June – Fri 14 June incl.</td>
<td>Mon 3 June – Fri 7 June incl.</td>
</tr>
<tr>
<td>Examination period (2 weeks)</td>
<td>Mon 17 June - Sat 29 June incl.</td>
<td>Mon 10 June – Sat 22 June incl.</td>
</tr>
<tr>
<td>Semester ends</td>
<td>Sat 29 June</td>
<td>Sat 22 June</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lectures begin</td>
<td>Mon 29 July</td>
<td>Mon 12 August</td>
</tr>
<tr>
<td>Study Vacation (stuvac)</td>
<td>Mon 4 Nov – Fri 8 Nov incl.</td>
<td>Mon 11 Nov – Fri 15 Nov incl.</td>
</tr>
<tr>
<td>Examination period (2 weeks)</td>
<td>Mon 11 Nov – Sat 23 Nov</td>
<td>Mon 18 Nov – Sat 30 Nov</td>
</tr>
<tr>
<td>Semester ends</td>
<td>Sat 23 Nov</td>
<td>Sat 30 Nov</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Author</th>
<th>A/Prof Peter McCallum, Director, Educational Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>A/Prof Peter McCallum, Director, Educational Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>Policy on Continuing and Extra-curricular Education and non-AQF courses</td>
</tr>
<tr>
<td>Purpose</td>
<td>To endorse the name aims, scope, governance framework and content of the proposed Policy on Continuing and Extra-curricular Education and seek feedback on issues relating to the development of the policy.</td>
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</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee endorse the name, aims, scope and governance and section on partnerships, as presented.

EXECUTIVE SUMMARY

Development of a policy on Continuing Education was recommended by the Continuing Education Strategy Working Party in November 2015 and endorsed by the (then) Senior Executive Group. During 2016 the Continuing Education Steering Committee, jointly established by the DVC Education and the Provost, undertook background work to understand the scope and potential of continuing education activities within the University and, along with the SEG Education Committee, endorsed proceeding with the recommendation for a policy development.

The attached paper gives further details of the proposed policy and recommends that the scope of the policy be expanded to cover all courses that are not part of an approved curriculum for a higher education award, including staff and student development, support and compliance courses, non-AQF awards and non-higher education courses offered in partnership with other providers.
BACKGROUND / CONTEXT

The Continuing Education Strategy Working Party report (2015) recommended improvements to governance arrangements for continuing education within the University and the development and amendment of relevant policies to give effect to this (the Executive Summary of the Working Party report is appended at Attachment 1). With the rapid development of open courses, online delivery and the competition that these may provide for higher education programs (particularly in postgraduate coursework), continuing education is likely to become an area of increasing strategic focus. A clearly articulated policy on continuing education will provide clarity on responsibility levels and approval, assure quality and strategic alignment, and provide an appropriately flexible and agile foundation for development and innovation. The Continuing Education Steering Group, established jointly by the DVC Education and the Provost to oversee implementation of the Continuing Education Strategy, and the (then) SEG Education Committee considered this issue in 2016 and endorsed a recommendation to develop a policy.

ISSUES

Name
For the reasons discussed below, the suggested name is the Continuing and Extra-curricular Education, and non-AQF courses policy.

Aims of the Policy
The following aims are proposed:

- establish and formalise governance arrangements for continuing education as recommended in the working party report;
- provide a framework for integration of the continuing education strategies of faculties, centres and other academic units, including the Centre for Continuing Education;
- provide a foundation for alignment of non-award teaching with the University’s engagement and education strategies; and
- foster strategic development and innovation in non-award teaching.

Scope
The Continuing Education Strategy working party defined ‘continuing education’ as any formal or informal educational activity offered by the University, which was not part of a higher education qualification as defined by the Australian Qualification Framework (AQF). The working party’s focus was on courses offered to the public or to particular industry or professional groups. In developing a comprehensive policy attention also needs to be given to two other categories that do not fit this definition but which are of considerable and growing strategic significance; staff and student development, support and compliance courses which are not part of the approved curriculum (in some cases these overlap with continuing education courses offered to the public), and the possible offering, should the University choose to do so, of non-AQF qualifications as permitted under the Higher Education Standards Framework. ¹ The increasing capacity to offer online and open courses creates great benefits for self-directed learning and development by staff and students and the existence of a policy giving clarity over responsibility and authority will enable flexible and responsive development as need and interest arise. In order to remove ambiguity and maintain an orderly profile, it is proposed that the policy include both of these categories, and encompass all formal and informal educational activity offered by the University which is not within the approved curriculum of a higher education award.

As defined in the Working Party report, the umbrella term ‘Continuing Education’ is taken to include:

- Continuing Professional Development
- Corporate Training
- Executive Education

¹ Offering a non-AQF qualification would require an amendment to The University of Sydney (Coursework) Rule 2014 which specifies the coursework award courses that are conferred or awarded by the University (1.3)
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- Non-award units (but not award units taken in a non-award capacity)
- Open Courses
- Pathway Programs
- Personal Interest
- Professional development

(The Working Party definitions of these terms is given in Attachment 2.)

Such courses will generally have an external focus but may be relevant and available to staff and enrolled students as well. 'Extra-curricular' education describes courses offered to staff and students for support, development and compliance reasons that do not lead to a qualification, while 'non-AQF courses' are courses that lead to a qualification outside the Australian Qualifications Framework.

Governance

The policy will enact the broad outline of governance and responsibility for Continuing Education proposed in the Working Party report.

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

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

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

(Continuing Education Strategy Working Party Report: Recommendation 1)

This framework, which was approved in broad terms by SEG in 2015, is designed to ensure quality, oversight and alignment with faculty and the University’s education strategy, while, at the same time, allowing for appropriate flexibility and agility.

It is proposed that a comparable model will be adopted for extra-curriculum learning and staff development. Where courses are generated by units that are not within a faculty, responsibility for, and approval of a course would belong to a faculty with relevant expertise or with the DVC Education or the relevant DVC. A principle for the approval and management of courses will be that where relevant expertise for a course exists within the University, it be appropriately consulted and utilized.

For non-AQF courses which result in the awarding of a University of Sydney qualification (albeit one not within the Australian Qualifications Framework), it is proposed that the approving body be the Academic Board. All awards of the University of Sydney are ultimately conferred by the Senate, and the Senate has delegated responsibility for all course approval to the Academic Board. As noted, any such proposal would require changes to the Coursework Policy.

Partnerships

A further possibility exists for a unit within the University to offer a course in partnership with another provider. This would be an option in the case, for example, of a faculty wishing to offer an AQF course which was not a higher education qualification, for example, a Certificate (the University only accredits higher education qualifications), or a non-AQF course outside the University’s profile. The policy will clarify the delegations for approving such arrangements, adapting the broad levels of responsibility envisaged in the Working Party report.

An outline of the proposed policy is in Attachment 3.
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CONSULTATION

The policy will be develop in consultation with the Centre for Continuing Education (CCE), faculties and relevant committees of the University Executive and the Academic Board which will be the final approving body. The Continuing Education Steering Committee and the (then) SEG Education Committee approved proceeding with the development of this policy in December 2016. This paper will be discussed by those groups and the University Executive in February, after which a policy will be drafted in collaboration with the Policy Management Unit. The draft policy will be circulated to CCE faculties for comment in March with a revised version to be considered by UE Education on 10 April, UE on 27 April and the Continuing Education Steering on 3 May. A final draft will be considered by the Academic Standards and Policy Committee on 30 May with a view to receiving final approval by the Academic Board on 13 June.

A timeframe is included in Attachment 4.

FINANCIAL CONSIDERATIONS

Financial matters relating to continuing education were considered by the Continuing Education Steering Committee in 2016 and are being developed further by the Centre for Continuing Education and the Provost’s Portfolio in 2017.

ATTACHMENTS
Attachment 3. Policy outline
Attachment 4. Policy development timeline
EXECUTIVE SUMMARY
Continuing education is strategically important for the University and could well become more so. However, the current structure of continuing education at Sydney University does not encourage its alignment with broader University strategies, but rather encourages mission drift. Properly managed, it can form part of the University’s response to anticipated structural disruption to the education sector and economic shifts that are resulting in declining employment rates for graduates. The University also faces an increasing need to enhance industry, professional and community engagement, for which continuing education can be an important tool. Some education competitors and large firms have shown an increasing preference for vertical integration of education and employment pathways, and the University must remain agile and responsive to the learning market beyond its core degree program.

For our graduates, continuing education could form part of the co-curriculum experience envisioned in the current University strategy process, and continue to support them in their transition to work. For alumni, it can assist with retraining and skills development for career progression. Forging relationships with professional communities and industry through continuing education can also help the University secure high-quality work placements, and build research dissemination and engagement, leading to greater research impact.

To realise these benefits in full, however, the University must modernise the current program offered through its various entities, ensure strategic alignment is encouraged through its structure and that quality can be assured. The working party has made several recommendations on how to reform the current entities that offer continuing education to assist in realising this vision. Modernisation does not mean abandoning educational richness, but adjusting its focus on student, graduate, employer, and community needs, and broadening its reach through technology.

Recommendation one is to improve the governance of continuing education across the University, and assure course quality through ensuring faculty oversight of courses, either singly or through the Board of Interdisciplinary Studies as appropriate. Infrastructure to support continuing education should also be harmonised and faculties incentivised through the budget process to fully leverage the strategic benefits of the continuing education courses that they offer. There are opportunities in a well-run continuing education program to build strong external partnerships that can support the University’s teaching and research goals, serve a contemporary economy, maintain alumni engagement and provide a source of revenue to the University.

Recommendation two is to ensure that courses currently offered by the Centre for Continuing Education are overseen in the same way, and the Centre reviewed to assess the value of retaining it to provide cross-faculty courses and administrative support for continuing education.

Recommendation three is to discontinue offering Vocational Education and Training through Sydney Learning by allowing the Registered Training Organisation (RTO) registration to lapse at the end of 2018. Where faculties seek to offer VET qualifications, they should do so in partnership with a reputable and appropriately qualified organisation. The Diploma of Tertiary Preparation (DTP) should be discontinued, and the Deputy Vice-Chancellor (Registrar) in consultation with the Academic Board and the Deputy Vice-Chancellor (Indigenous Strategy and Services), should consider the strategic need to offer an academic preparatory program for domestic students.

Recommendation four is to bring the development of MOOCs, SPOCs and the Open Learning Environment envisioned in the education strategy papers into the same governance arrangements as continuing education. This should allow integration of systems, and in some cases allow courses to be offered to both current students and the general public simultaneously.

Once this reform process has taken place, the University will then be well-placed to consider a more ambitious vision for its work in continuing education. The working party noted the potential for significant expansion in this space, as anticipated changes to the economy, the structure of working...
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life and digital education are realised. Such considerations are beyond the scope of this working party, but the University may wish to review and reflect on these as it approaches its next strategic plan.
5.1 Definitions

Continuing education: any formal or informal learning delivered outside of schools and that is not part of a higher education qualification as defined by the Australian Qualification Framework. This includes vocational education and training.

Continuing Professional Development (CPD): courses undertaken by professionals to maintain their knowledge and skills related to their professional lives, as part of a professional accreditation obligation.

eg Professional Plus+ (Sydney Law School)

Corporate training: courses commissioned by an employer to address a skill or knowledge gap in their workforce. The course is customised to the workplace and may or may not lead to the award of a qualification.

eg Sydney Learning corporate training

Executive education: academic programs targeted at business leaders and senior executives. These programs generally do not lead to a formal qualification but may tie into postgraduate programs.

eg Sydney Business School Executive education

Non-award: existing University of Sydney units of study being offered separate to a degree program. This is also often referred to as auditing a subject.

Open Courses: eLearning courses which are offered to an audience outside of a normal degree structure. This includes both Massive Open Online Courses (MOOCs) where participation can be unlimited and open to non-enrolled students, and Small Private Online Courses (SPOCs) which are a version of a MOOC used locally with on-campus students.

Pathway programs: designed to provide bridging preparation for students who do not meet entry requirements to undertake a degree at the University. Pathways for admission are approved by the Academic Board and do not require a qualification but may include one.

eg The University of Sydney Foundation Program (University/Study Group partnership)

Personal interest: courses undertaken to expand the knowledge and skills of the learner in an area not directly related to an occupation. These courses do not lead to a formal qualification and are likely to be more informal in delivery.

eg A History of World Cinema Course with David Stratton (CCE)

Professional development: courses undertaken by the individual to improve their workplace knowledge, skills and abilities but which do not lead to a formal qualification.

eg Critical skills for executive assistants (CCE)

Qualifications: anything awarded under the Australian Qualifications Framework (AQF).

Vocational Education and Training (VET): part of tertiary education and training which provides accredited training in job related and technical skills through the delivery of training packages and other ASQA accredited courses. AQF levels 1-5 are VET qualifications.

eg Diploma of Early Childhood Education and Care (Sydney Learning)
Attachment 3 Policy outline

Policy on Continuing and Extra-curricular Education and non-AQF courses.
draft outline (20 January 2017)

1. Preliminary
   a. Name of policy
   b. Commencement
   c. Policy is binding
   d. Statement of intent
   e. Application

2. Definitions
   a. Continuing education
   b. Continuing professional development
   c. corporate training
   d. executive education
   e. open courses
   f. pathway courses
   g. personal interest
   h. professional development courses
   i. Staff development and support courses
   j. Student support courses
   k. award courses outside the AQF

3. Principles and purpose of continuing and extra-curricular education at the University of Sydney

4. Policy
   a. Continuing education
      i. continuing professional development
      ii. corporate training
      iii. executive education
      iv. open courses
      v. pathway courses
      vi. personal interest courses
      vii. professional development
   b. staff development
   c. Student support
   d. Research development
   e. Non-AQF qualifications
   f. Courses offered in partnership with other providers

5. Roles and Responsibilities
   a. within faculties
   b. within Centres and other units
   c. interdisciplinary and other courses

6. Development, approval and quality assurance
   a. Course development and consultation
   b. Approval
      i. Within a faculty
      ii. Within a centre
      iii. For interdisciplinary and other courses
   c. Complaints handling
   d. Reporting and quality assurance
Attachment 4 Policy development timeline

2016.

25 November. Consult over content with Continuing Education Steering Committee. Update policy request with OGC

6 December. Initial paper (draft 1) to CCE and Seg Education.

2017

February 2. Proposal paper to CCE and Continuing Education Steering Committee (CESC)

February (dates TBC). Proposal paper to non-award subcommittee of Board of Interdisciplinary Studies.

February 1. Proposal paper to UE Education (meeting date 13 Feb).

February. Week 3. Policy draft 1

March. WB 27 Feb. Initial draft to faculties, CCI and ASPC (14th March) and SEG Ed (dates TBC) for consultation. (also CESC and non-award subcommittee as appropriate).

March – 10 April. Revised policy to UE Ed (Meeting date 10 April), CCE and CESC.

April 27. Revised policy to UE

May 16 – 30 MAY. Policy to ASPC (meeting date 30 May), CCE and CESC.

May 30 – 13 June. Policy to AB (meeting date 13 June).